HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
GRADUATE CATALOG
2006 – 2009

School of Arts and Sciences

School of Education

Schools of the Health Professions

School of Social Work
HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

MISSION STATEMENT

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

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

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student’s rational, critical and creative powers. Such development involves the abilities to conceptualize and analyze, to relate the concrete and particular to the abstract and general, and to think and write logically and coherently. It also includes a broadening and deepening of outlook: an awareness of one’s own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal of the college. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social and political needs of New York City and the world.
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Hunter College, the second oldest college in The City University of New York, offers master's degrees in more than 50 fields of study. We have graduate programs in the arts, sciences, languages and literature – as well as in the professional fields of education, health sciences, nursing, social work and urban planning – and all are considered exceptional. Currently about 5,000 students enroll in these programs.

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

The Hunter College Schools of the Health Professions comprise the Hunter-Bellevue School of Nursing and the School of Health Sciences, both nationally recognized for new approaches to teaching, research and service in health care. The School of Nursing provides a wide array of accredited programs designed to prepare teachers, counselors and administrators for leadership positions in health care; the School of Health Sciences offers outstanding graduate programs in communication sciences, environmental and occupational health and urban public health. Through the City University Graduate Center, the Schools of the Health Professions now offer doctoral degrees in audiology, nursing and physical therapy.

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

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

Centrally located on Manhattan's East Side, Hunter College benefits from its daily contact with the vibrant cultural life of New York City. The city's major museums, concert halls and galleries are within easy walking distance, as are famed biomedical research facilities, which offer extraordinary opportunities for collaborative study and research.

Hunter's faculty includes many distinguished scholars, educators, and creative artists, all of whom play major roles in New York's academic, cultural, civic and educational life. With over $42 million annually in research grants and awards, Hunter's faculty is internationally respected for its creativity, energy and scholarship.
### HEGIS AND ADMISSION/CURRICULUM CODES

#### SCHOOL OF ARTS & SCIENCES

<table>
<thead>
<tr>
<th>Degree</th>
<th>HEGIS</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Anthropology</td>
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<tr>
<td>Art (Creative)</td>
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<td>1002</td>
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<tr>
<td>Art History</td>
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<td>Biochemistry</td>
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<td>414</td>
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<tr>
<td>Biological Sciences</td>
<td>MA</td>
<td>401</td>
</tr>
<tr>
<td>Medical Laboratory Sciences/Biological Sciences</td>
<td>BS/MA</td>
<td>1223/401</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>BA/MA</td>
<td>401</td>
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<tr>
<td>Biological Sciences/Environmental and Occupational Health Sciences</td>
<td>BA/MS</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Creative Writing</td>
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<tr>
<td>Economics</td>
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<tr>
<td>English</td>
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<td>Geography</td>
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<td>Post-Baccalaureate Certificate Program in Geographic Information Science (GIS)</td>
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<tr>
<td>History</td>
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<td>Integrated Media Arts</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Mathematics (Pure)</td>
<td>MA</td>
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<tr>
<td>Mathematics (Pure or Applied)</td>
<td>BA/MA</td>
<td>1701</td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>Physics</td>
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<td>Psychology</td>
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<tr>
<td>Sociology and Social Research</td>
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<tr>
<td>Social Research</td>
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<td>2208</td>
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<tr>
<td>Statistics and Applied Mathematics</td>
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<tr>
<td>Theatre</td>
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<tr>
<td>Urban Planning</td>
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<td>2214</td>
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<tr>
<td>Urban Planning/Law (with Brooklyn Law School)</td>
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#### SCHOOL OF THE HEALTH PROFESSIONS

##### School of Health Sciences

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<tr>
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<tr>
<td>Communication Sciences</td>
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<tr>
<td>Urban Public Health</td>
<td>MPH</td>
<td>1214</td>
</tr>
<tr>
<td>Community Health Nursing/Urban Public Health</td>
<td>MS/MPH</td>
<td>1203.1/1214</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>MS</td>
<td>1299</td>
</tr>
<tr>
<td>Teachers of Students with Speech and Language Disabilities</td>
<td>MS</td>
<td>815</td>
</tr>
<tr>
<td>Teachers of Students with Speech and Language Disabilities w/Bilingual Extension</td>
<td>MS</td>
<td>815</td>
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<tr>
<td>School of Nursing</td>
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<tr>
<td>Adult Nurse Practitioner</td>
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<td>616</td>
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<tr>
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<td>610</td>
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<tr>
<td>Community/Public Health Nursing/Urban Public Health</td>
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<td>1203.1/1214</td>
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<tr>
<td>Gerontological Nurse/Adult Nurse Practitioner</td>
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##### Nursing Education

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<tr>
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<td>Psychiatric Nurse Practitioner</td>
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##### SCHOOL OF SOCIAL WORK

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<td>Social Work</td>
<td>MSW</td>
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<tr>
<td>Infant and Parent Development and Early Intervention with Bank Street College of Education</td>
<td>MSEd</td>
<td>0823/2104</td>
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<tr>
<td>Early Childhood Education with Bilingual Extension</td>
<td>MSEd</td>
<td>823</td>
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<tr>
<td>Literacy: Birth-Grade 6</td>
<td>MSEd</td>
<td>830</td>
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<tr>
<td>Bilingual Extension</td>
<td>Advanced Certificate</td>
<td>899</td>
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<tr>
<td>Guidance and Counseling School Guidance and Counseling</td>
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<tr>
<td>Rehabilitation Counseling</td>
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##### SCHOOL OF EDUCATION

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<tr>
<td>Childhood Education 1-6</td>
<td>MSEd</td>
<td>802</td>
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<tr>
<td>Childhood Education w/Bilingual Teacher Extension, 1-6</td>
<td>MSEd</td>
<td>802</td>
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<tr>
<td>Childhood Education with a Concentration in Mathematics and Science, 1-6</td>
<td>MSEd</td>
<td>802</td>
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<tr>
<td>Early Childhood Education, Birth-2</td>
<td>MSEd</td>
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<tr>
<td>Early Childhood Education with Bilingual Extension</td>
<td>MSEd</td>
<td>823</td>
</tr>
<tr>
<td>Adolescent Education</td>
<td>MA</td>
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<tr>
<td>School Building Leader</td>
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<td>828</td>
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<tr>
<td>School District Leader</td>
<td>Adv. Cert.</td>
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##### Teaching English to Speakers of Other Languages, (All grades)

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<th>Degree</th>
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<tr>
<td>Special Education</td>
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<tr>
<td>Childhood Special Education 1-6</td>
<td>176/156</td>
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<tr>
<td>Childhood Special Education 1-6 w/an Annotation in Severe or Multiple Disabilities</td>
<td>177/157</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>174/175</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education 1-6 w/an annotation in Severe/Multiple Disabilities</td>
<td>169</td>
<td></td>
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<tr>
<td>Deaf and Hard-of-Hearing</td>
<td>812</td>
<td></td>
</tr>
<tr>
<td>Blind and Visually Impaired</td>
<td>814</td>
<td></td>
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<tr>
<td>Blind and Visually Impaired Orientation and Mobility</td>
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<td>814</td>
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<tr>
<td>Gifted and Talented Extension</td>
<td>Adv. Cert.</td>
<td>811</td>
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<tr>
<td>Severe Disabilities and Autism</td>
<td>Adv. Cert.</td>
<td>808</td>
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<tr>
<td>Visual Impairment: Rehabilitation Teaching</td>
<td>814</td>
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<td>School Building Leader</td>
<td>Adv. Cert.</td>
<td>828</td>
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<tr>
<td>School District Leader</td>
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</table>
ADMISSION TO GRADUATE PROGRAMS

GENERAL

An applicant for admission to Hunter College as a matriculated student in any of the master's programs must meet the following minimum requirements in order to be considered: (For admission to the School of Social Work, see Social Work section of this catalog, p.197.)

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

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

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

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

4. Competency Examinations

The Graduate Record Examination: The general aptitude test of the Graduate Record Examination (GRE) is required of most applicants to the School of Arts and Sciences and to the School of Health Sciences. See specific program descriptions regarding this requirement. It is not required for the School of Education or the School of Nursing.

Applicants should write directly to:
Graduate Record Examination, Educational Testing Service
Box 6000, Princeton, NJ 08541-6000
(609) 771-7670
http://www.gre.org
for full information and arrangements to take the test. The GRE should be taken no later than February for fall admission and September for spring admission. The Hunter College institution code is 2301.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English and/or who have taken all or part of their post-secondary education in a country where English is not the native language. Such applicants, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Depending on the program selected, an applicant may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service.

GRADUATE PROGRAMS

Page 5 contains a list of graduate degree, advanced certificate, and combined undergraduate/graduate degree program offered at Hunter College. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, http://www.nysed.gov/heds/irpsl1.html.

Next to each program on the list appearing the this catalog are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admission/curriculum code number.

For specific information on a particular graduate program – including faculty, admission and degree requirements, and course descriptions, consult the appropriate section of this catalog.

DOCTORAL PROGRAM

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

http://www.gc.cuny.edu/
(212) 817-7000
Applications should plan to take these examination(s) at least nine months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained by writing to TOEFL Bulletins, P.O. Box 6151, Princeton, NJ 08541-6151-(609) 771-7100-http://www.toefl.org. The Hunter College institution code is 2301.

INTERNATIONAL STUDENTS

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

If the applicant plans to enter or remain in the U.S. on a student visa (F-1), it will be necessary to complete a Certification of Finances form and provide documented proof of financial support confirming that he or she has the funds necessary to cover all college tuition and personal expenses (approximately $27,000-$31,000 per year). This form and documentation are required in order to obtain the I-20 AB Certificate of Eligibility. This procedure takes place after determination of academic eligibility and before registration for the first semester, and is carried out under the auspices of the International Students Office in the Office of Student Services.

Note: Overseas applicants who are interested in attending Hunter College are advised not to come to the U.S. on a B-2 visitor's visa. Unless prearranged through the American consul (and unless the visa is marked "prospective student"), the B-2 visitor's visa will not be changed to the F-1 visa once the applicant enters the U.S. The I-20 form (required by the U.S. Immigration Office) is issued only to students who have been accepted as full-time matriculants.

Applicants are responsible for the payment of all tuition fees at the time of registration. International students must be in a position to finance the cost of their education and living expenses as college-based financial assistance is not available.

Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements before arrival.

Note: Academic credentials from non-U.S. institutions are evaluated by the Office of Admissions in order to establish U.S. baccalaureate degree equivalency. Applicants need not submit third party equivalencies; however, they must submit official English translations of academic records written in languages other than English. The evaluation is conducted in accordance with minimum criteria set by the Hunter College Senate, and it takes place before the completed application is referred to the departmental admissions committee.

*Minimum satisfactory score on the TOEFL is 550-600 on the paper based test or 213-250 on the computer administered test or 60-75 (less speaking component) on the TOEFL IBT, depending upon the curriculum.

PROCEDURE

An application packet should be obtained from the college Welcome Center, Room 100 Hunter North, 695 Park Avenue, New York, NY 10021-(212) 772-4490-http://www.admissions.hunter.cuny.edu. The deadline for application varies by program. The earliest deadlines are January 15 for fall admission and September 1 for spring admission. Applicants for the School of Social Work should obtain admission forms from the School of Social Work, 129 East 79th Street, New York, NY 10021-(212) 452-7005-http://www.hunter.cuny.edu/socwork.

Applicants are responsible for obtaining the required documents to support the application, such as letters of recommendation and official transcripts, which must be sent directly from each institution attended to the appropriate office of admission. The completed application, accompanied by a non-refundable application fee of $125, must be sent to the appropriate office (check or money order only; no cash). Please make requests for transcripts and other supporting documents early enough to ensure arrival by the closing date for filing applications.

For institutions outside The City University of New York, applicants may be asked to present marked copies of the catalogs showing description and level of courses taken.

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

Credentials submitted in support of an application become the property of Hunter College and will not be released to the applicant or transmitted to a third party, except for those foreign certificates considered irreplaceable. Original foreign documents will be returned to the applicant only if, at the time of filing, they are accompanied by photocopies.

ADMISSION STATUS

Applicants are approved for admission by the graduate adviser or coordinator of the program and the appropriate dean under any one of the following categories:

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

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

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

3. Nonmatriculated – A formal application must be filed in the Office of Admissions, Room 203 HN, 695 Park Avenue, New York, NY 10021, approximately two months before registration. The undergraduate degree must be equivalent to at least 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 advisor in order to obtain course approval. The nonmatriculation application fee of $125.00 will be charged when the student registers.

Acceptance to nonmatriculated status does not imply approval to take a specific course. This approval rests solely with the graduate program adviser involved. Students should consult the graduate program adviser in the appropriate department for specific information.

To be considered for possible matriculation, a nonmatriculated student must have earned grades of B or better for the course credits taken. For most programs in education, 9 credits must be
presented with a minimum grade point average of 3.0. This requirement is in addition to the college and program admission requirements for matriculation.

A separate application for matriculated status must be completed and can be filed while the nonmatriculated courses are in progress. The application for matriculated status must be filed by the appropriate deadline for the individual program desired. Consult the Application for Graduate Degree Programs for specific dates.

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

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

Approval of Credit from Nonmatriculant to Matriculant Status

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

TRANSFER OF CREDIT

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

A form for such a transfer may be obtained in the Office of Admissions.

Transfer of credits is subject to the approval of the department or graduate adviser and to the regulations of the Hunter program in which the student is matriculated. The following additional limitations apply:

1. In order to be counted toward graduation, the course(s) for which transfer credit is requested must have been completed within five years prior to the awarding of the Hunter graduate degree. (A four-year restriction applies to the School of Arts and Sciences.)

2. Credits for courses in which the student earned a grade below B, or took a non-letter grade such as a pass/fail option, are not transferable.

3. A maximum of 12 credits may be transferred.

4. Courses used to satisfy entrance requirements, as well as courses used as part of a previously completed bachelor’s program, may not be transferred.

Note: Grades in courses transferred from other institutions, or from a prior master’s degree program taken at Hunter College, will not be calculated into the student’s grade point average (GPA). nor will these grades be posted on the current Hunter College record.

UNDERGRADUATES

Upon the recommendation of the student’s undergraduate major or program adviser, and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor’s degree. Both the undergraduate and graduate adviser must sign the approval form, which may be obtained at the OASIS. If it is determined that the courses were not used for the bachelor’s degree and the graduate transfer is acceptable, then the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course. No course may be applied to both the undergraduate degree and the graduate degree.

READMISSION: MATRICULATED AND NONMATRICULATED STUDENTS

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

Applications may be obtained at the College Welcome Center, Room 100 HN, and may be filed in the Office of Admissions, Room 203 HN. There is a $10 nonrefundable readmission fee. The fee is $125.00 for nonmatriculants.

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

CHANGE OF DEGREE PROGRAM

A matriculated student who wishes to change from one graduate curriculum to another is required to file formal application for admission and submit an application fee of $125.00 to the Office of Admissions. The application must be filed by the appropriate deadline for the individual program. Please consult the application for specific deadlines.

COURSES OUTSIDE THE 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

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

PAYMENT OF TUITION AND FEES

Bursar's Office
Room 238 Hunter North (212) 772-4400
www.hunter.cuny.edu/bursar

The Bursar's Office collects all tuition and fees and other payments from Hunter College offices that do not have the facilities to accept payments, such as readmission application fees and library fines.

Method of Payment for Tuition and Fees

Students may pay for tuition and fees by cash, check, money order or acceptable credit card (MasterCard, Visa, American Express or Discover). All checks and money orders must be payable in U.S currency only. Please log on to www.hunter.cuny.edu/bursar and click the payment options and deadlines link.

A tuition payment plan can be arranged through Academic Management Services (AMS). For a $30 fee, the AMS Tuition Pay Plan permits students to pay semester expenses over a five-month period (for the fall and spring). AMS can be contacted directly by telephone at (866) AMS-CUNY, or through their website at www.TuitionPay.com.

Financial Obligations

The Board of Trustees of the City University of New York has ruled that students delinquent in their financial accounts (e.g., breakage fees, tuition, loans, library fines) may not be issued grades, transcripts or degrees.

In the event of an increase in fees or tuition, payments already made to the college will be treated as a partial payment. Students will be notified of the additional amount due, billed and given sufficient time to pay.
TUITION AND FEES

TUITION AND FEES
Effective Fall 2005

Detailed payment information is outlined with each semester bill and printed online in each semester’s schedule of classes. The City University of New York has adopted the schedule of student tuition and fee charges below. All fees and tuition charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the trustees of the City University of New York without prior notice.

Students who now live in New York State but have had an address out of the state must submit proof of New York State residency to the Registrar's Office. Applications for proof of New York State residency can be obtained in the Office of the Registrar, Room 217 Hunter North, Hunter College, 695 Park Ave., New York, NY 10021. If, at the time of registration, proof of New York State residency has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar’s Office during the semester, a refund will be issued from the Bursar's Office.

Tuition

New York State Resident

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Fee Type</th>
<th>Fee Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s (other than Social Work)</td>
<td>Full-time</td>
<td>$3,200/semester</td>
</tr>
<tr>
<td>Master’s in Social Work (MSW)</td>
<td>Full-time</td>
<td>$3,800/semester</td>
</tr>
</tbody>
</table>

Out-of-State Resident

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Fee Type</th>
<th>Fee Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s (other than Social Work)</td>
<td>Full-time</td>
<td>$500/credit</td>
</tr>
<tr>
<td>Master’s in Social Work (MSW)</td>
<td>Full-time</td>
<td>$535/credit</td>
</tr>
</tbody>
</table>

Please note: Two master’s degree programs – audiology and physical therapy – formerly offered at Hunter College are now doctoral programs, administered at the CUNY Graduate Center. The master’s programs are closed for new admissions. Information on tuition and fees for these doctoral programs can be found at [http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm](http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm)

Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Fee (Fall &amp; Spring only)</td>
<td>$7.85</td>
</tr>
<tr>
<td>Technology Fee (Full-time)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Technology Fee (Part-time)</td>
<td>$37.50</td>
</tr>
<tr>
<td>Application for matriculation</td>
<td>$125.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>$25.00</td>
</tr>
<tr>
<td>Late payment fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Consolidated service fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Change of program fee</td>
<td>$18.00</td>
</tr>
<tr>
<td>Maintenance of matriculation (Resident)</td>
<td>$750.00</td>
</tr>
<tr>
<td>Maintenance of matriculation (Non-resident and foreign)</td>
<td>$1,070.00</td>
</tr>
<tr>
<td>Excess hours (Residents)</td>
<td>$65/hour</td>
</tr>
<tr>
<td>Excess hours (Non-Residents)</td>
<td>$85/hour</td>
</tr>
<tr>
<td>Duplicate identification card</td>
<td>$5.00</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td>$15.00</td>
</tr>
<tr>
<td>Thesis Binding fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Duplicate receipt</td>
<td>$5.00</td>
</tr>
<tr>
<td>Transcript of records</td>
<td>$7.00</td>
</tr>
<tr>
<td>Readmission</td>
<td>$10.00</td>
</tr>
<tr>
<td>Returned check reprocessing fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Duplicate diploma</td>
<td>$15.00</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

Please note: Two master’s degree programs – audiology and physical therapy – formerly offered at Hunter College are now doctoral programs, administered at the CUNY Graduate Center. The master’s programs are closed for new admissions. Information on tuition and fees for these doctoral programs can be found at [http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm](http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm)

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

CANCELLATION POLICY

A letter will accompany your tuition bill outlining the cancellation policy for the semester. The policy will also be outlined in the schedule of classes. If you do not plan to attend college for the semester and fail to cancel your registration prior to the first day of classes, you will be liable for the tuition and fees incurred. Please be aware that you will still be liable for this balance even if you never attend classes for the semester.
REFUND POLICY

As of June 1994, three diverse refund policies were implemented for CUNY students. They are: CUNY, federal pro rata refund and federal other than pro rata refund. The latter two refund policies apply only to federal financial aid recipients.

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

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

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

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

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

The bursar will calculate and disburse refunds to federal programs and the student accordingly. A recalculated tuition liability will be produced by the Bursar's Office, as necessary.

FINANCIAL AID PROCESSING CENTER
Room 1605 East Building, (212) 772-5017

The Financial Aid Processing Center’s (FAPC) primary role is to help students fulfill their tuition obligation by processing financial aid in coordination with the Bursar and Financial Aid Offices. In addition to this role, this office administers the Federal Work Study and Federal Perkins Loans Programs, processes emergency loans, monitors all accounts sent to collection agencies and maintains accountability over all financial aid funded book vouchers.

FINANCIAL AID

The Office of Financial Aid helps graduate students with definite funds to meet their educational expenses through a variety of programs, including student loans, work study, and grants. The college participates in both Title IV federal financial aid and New York State financial aid programs.

Federal Student Aid programs include the Federal Direct Loan program, the Federal Perkins Loan program and Federal Work-Study program. The New York State aid programs include the Tuition Assistance Program (TAP) and Professional Opportunity Scholarships.

For information on other scholarships and grants, students may log on to the financial aid website for outside scholarship information. For information on graduate assistantships and fellowships students may contact their departmental adviser.

The Office of Financial Aid is located in 241 North Building. The OASIS (Office of Administrative and Information Services) is located in 217 North Building and it is the college’s one-stop service center for financial aid, registrar and bursar services.

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

Application Procedure
The fastest and easiest way to apply for financial aid is by completing the Free Application for Federal Student Aid (FAFSA) online. FAFSA on the Web is available at www.fafsa.ed.gov. Before beginning the application we encourage you to first fill out the FAFSA Worksheet. The worksheet does NOT need to be submitted.

When the student completes the FAFSA, Hunter College should be included among the colleges to which the application information is reported (HUNTER COLLEGE FEDERAL SCHOOL CODE: 002689). When the FAFSA is processed, CUNY will receive an electronic record of the student’s application information. The student may be required to provide additional documentation to the Office of Financial Aid to verify the application information or to clarify any discrepancies found in the application.

Students who are New York State residents can apply for both federal and New York State aid using a single online session. After completing FAFSA on the Web, New York residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

In order to request a Federal Direct Loan at Hunter College, the student must first complete the FAFSA and a Direct Loan Request on the Hunter College Financial Aid Office website at www.hunter.cuny.edu/finaid.

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

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

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

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

THE COST OF ATTENDANCE

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

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

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

The 2005-06 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:

2005-2006 Cost of Attendance

Expenses Living with Parents/Living away from Parent

<table>
<thead>
<tr>
<th>Category</th>
<th>Living with Parents</th>
<th>Living away from Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$4,200</td>
<td>$4,200</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$832</td>
<td>$832</td>
</tr>
<tr>
<td>Transportation</td>
<td>$816</td>
<td>$816</td>
</tr>
<tr>
<td>Housing</td>
<td>$1,500</td>
<td>$4,778</td>
</tr>
<tr>
<td>Food</td>
<td>$1,020</td>
<td>$2,532</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,659</td>
<td>$3,481</td>
</tr>
<tr>
<td>Total</td>
<td>$5,827</td>
<td>$12,439</td>
</tr>
</tbody>
</table>

The Housing component of the Living Away From Parent budget is derived using average housing charges for a rental apartment in metropolitan New York, and using the assumption that the student is sharing the cost of housing with a roommate. The Personal Expenses component includes an allowance for medical expenses and/or health insurance.

Student Resources

In reviewing the student budget, a prospective student should consider the resources that will be available from earnings and savings, the amount that parents can contribute, and any benefits the prospective student receives, such as social security, veteran’s benefits, unemployment, or welfare.

Summer employment can help to meet the first costs of enrollment, and the prospective student should plan to save money from summer earnings.

Cash will be needed right away for books, supplies, and transportation.

Packaging

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

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

STUDENT ELIGIBILITY

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

Satisfactory Academic Progress

All recipients of financial aid must be making satisfactory progress toward a degree. There are two different formulas used to make this determination, one for state aid and another for federal aid.

STATE AID ELIGIBILITY

Program Pursuit for graduate students who received their first state award during the 1981-82 award year or thereafter is based on the total number of semesters of previous participation in the program. Undergraduate payments are counted toward program pursuit for graduate students.

Academic Progress standards for graduate students are applicable only to a student’s semesters of graduate-level support. Whether or not a student has received state aid as an undergraduate will have no bearing in determining the student’s academic progress.

A student seeking his/her first graduate award from the same institution that he/she received his/her undergraduate degree would be evaluated for program pursuit on the basis of the last semester that he/she received state support as an undergraduate. A student seeking his/her first graduate award from a different institution would be considered a transfer student and therefore automatically eligible for the first graduate award. When the graduate full-time course load does not consist of credits (e.g., the clinical practicum courses), college documentation recording the student’s demonstrated program pursuit must support the student’s continued eligibility.

Waiver of Academic Standing Requirements

Students who become academically ineligible to receive assistance from state programs because of a documentable unusual circumstance (e.g., illness) may apply for a one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Office of Student Services at (212) 772-4878.

FEDERAL AID ELIGIBILITY

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

To be eligible, a graduate student must achieve at least the GPA required for good academic standing at the institution and:

A. Accumulate credits toward the degree greater than or equal to two thirds of the cumulative credits attempted at the institution.

B. Not have attempted more than 150 percent of the credits normally required for completion of the degree.

FEDERAL FINANCIAL AID PROGRAMS

Campus-Based Programs

The Federal Work-Study (FWS) Program and the Federal Perkins Loan Program are considered campus-based programs because they...
are administered directly by the college. How much aid a student receives depends on the student’s financial need, the amount of other aid the student will receive, and the availability of funds. Students must apply early in order to be considered for these funds. The priority deadline is May 1. When funds are no longer available, no more awards can be made that year.

**Federal Work-Study**

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

**Federal Perkins Loans**

A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U.S. Dept. of Education for eligible graduate students is $5,000 per year for each year of graduate/professional study.

The total amount graduate students can borrow is $30,000. (This amount includes any Federal Perkins Loans borrowed as an undergraduate.) The actual amount of the loan is dependent on financial need and the availability of funds.

**William D. Ford Federal Direct Loan**

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

There are two kinds of direct loans available to graduate students:

**Federal Direct Subsidized Loans**

A subsidized loan is awarded on the basis of financial need. (See section on Financial Need.) If a student qualifies for a subsidized loan, the federal government pays the interest on the loan(s), hence “subsidizes” the loan, until repayment begins and during authorized periods of deferment thereafter.

**Federal Direct Unsubsidized Loans**

An unsubsidized loan is not awarded on the basis of need. If a student qualifies for an unsubsidized loan, interest will be charged from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized – that is, the interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, the student will have less to repay in the long run.

The U.S. Dept. of Education has established a borrowing limit of $18,500 each academic year for the Federal Direct Loan program, with no more than $5,666 of that amount in Subsidized Loan funds. A student may receive less than the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance.

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

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

**NEW YORK STATE FINANCIAL AID PROGRAMS**

**Tuition Assistance Program (TAP)**

To apply for TAP a student must be a U.S. citizen or eligible non-citizen, as well as a legal resident of New York State for at least a year. The amount of a TAP award depends upon the family’s size and net taxable income, which is defined as the combined income of the applicant, the applicant’s parents, and the applicant’s spouse as reported in New York State income tax returns for the previous year. Students who are financially dependent upon their parents, and students who are financially independent of their parents and are married or have tax dependencies may be eligible for TAP if their family’s net taxable income is less than $20,001. Graduate students who are financially independent may be eligible if their net taxable income is less than $5,666. (Adjustments are made if other family household members are attending college full-time.) The maximum TAP award for a graduate student at Hunter College ranges from $75 – $550 per year.

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 2005-2006 the deadline would be May 1, 2006).

A student with a disability that prevents attendance on a full-time basis may be eligible to receive TAP while attending on a part-time basis.

**Professional Opportunity Scholarships**

Professional Opportunity Scholarships (for approved professional programs, e.g., accounting, architecture, dental hygiene, engineering, law, landscape, architecture, nursing, occupational therapy, ophthalmic dispensing, optometry; pharmacy, physical therapy, physician’s assistant, podiatry, psychology, social work, veterinary medicine, speech-language pathology/audiology) are available to U.S. citizens and permanent New York State residents. Students must be enrolled full-time (matriculated) in an approved program of study in New York State. Students must agree to practice in New York State for one year in their chosen profession for each annual payment received. Students must demonstrate good academic standing and meet college guidelines for pursuit of the program.

Recipients must be chosen in the following order of priority:

1. Economically disadvantaged (prescribed criteria) and a minority group member historically underrepresented in the profession.
2. Minority-group member underrepresented in the profession.
3. Candidate who is enrolled in or a graduate of COLLEGE DISCOVERY (CD); SEARCH FOR ELEVATION, EDUCATION AND KNOWLEDGE (SEEK); EDUCATIONAL OPPORTUNITY PROGRAM (EOP); HIGHER EDUCATIONAL OPPORTUNITY PROGRAMS (HEOP).

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

Contact the New York State Education Department, Bureau of Post-Secondary Grants Administration, Cultural Education Center, Rm. 5B68, Albany, NY 12230, (518) 474-5705. Applications must be submitted each year.
A number of student scholarships and fellowships are available from Hunter College and the Hunter College Foundation; these are in addition to the various federal and state grants and loans outlined in the Financial Aid section of this catalog. To increase your chances of receiving a scholarship, we encourage ALL students to fill out the online scholarship application: www.hunter.cuny.edu/scholarship

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

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

DEPARTMENTAL AWARDS

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

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

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

School of Social Work
Partial tuition waivers from the Dorothy and Alfred Silberman Fund are the principal source of tuition assistance available to students at the School of Social Work. These grants are based solely on financial need. In addition, various public and voluntary agencies and foundations provide some assistance in the form of scholarships and stipends. Inquiries concerning School of Social Work sponsored financial assistance should be addressed to The Scholarship Office, Hunter College School of Social Work, 129 East 79th Street, New York, NY 10021.

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

VETERANS

A veteran who wishes benefits under the Veterans’ Readjustment Act of 1966 (Public Law 89) should consult the Veterans’ Administration. For further information, contact the office of the registrar at 217 Hunter North or (212) 650-3995.

EXTERNAL SCHOLARSHIPS

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

HEALTH REQUIREMENTS

Prior to registration, the following health requirements must be met:

Immunizations for Measles, Mumps and Rubella Public Health Law 2165 requires college students to present a complete record of two live immunizations against measles and a single immunization against mumps and rubella. Students born on or after January 1, 1957 must submit a complete immunization record signed by a health practitioner. Further information regarding health standards may be found in the Student Rights and Regulations section of this catalog.

Meningococcal Disease Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students meeting the enrollment criteria, whether they live on or off campus. Hunter College of the City University of New York is required to maintain a record of the following for each student: a) response to receipt of meningococcal disease and vaccine information signed by the student; b) record of meningococcal meningitis immunization within the past 10 years; or c) acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student. Please note that students will not be allowed to continue at Hunter if they are not compliant (have not handed in their Response Form) within 30 days from the first scheduled day of classes. To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at http://www.cdc.gov.

For more information and to download/print the Immunization Requirement Form please see the following website: http://studentservices.hunter.cuny.edu/. The form must be returned to the Office of Health Services, 307 Hunter North. Office hours are Monday-Thursday 10-6 and Friday 10-3 pm.

REGISTRATION

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register via the web; instructions may be found on the Registrar's website, http://registrar.hunter.cuny.edu. All registration is subject to space availability. For courses that require department permission, students must obtain approval from the department adviser prior to registration.

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

Students Matriculated at Hunter Taking Courses at Other Institutions

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

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 students home school. Tuition payment due dates for Hunter College are available at http://registrar.hunter.cuny.edu/ and at www.hunter.cuny.edu/bursar.

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 both inside and directly outside the OASIS, Room 217 North Building.

Unapproved Leaves

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

CHANGE OF NAME OR ADDRESS

If you are changing your name, address, or ID number, you must submit a “change of name, address or ID” form. Forms are available in the OASIS, Room 217 Hunter North. In the case of a change of address, the post office at the former address should be notified to forward the mail.

WITHDRAWAL FROM COURSES

Any course from which a student officially withdraws after the third week of courses and before Monday of the 10th week of the term will be recorded as W, indicating that the withdrawal was without prejudice. Official withdrawal is accomplished by filing a withdrawal application in the OASIS, Room 217 HN, on or before the deadline.

A student should notify the graduate adviser of any such course withdrawal.

After the 10th week of the term, all official withdrawals must have the approval of the graduate adviser on an official withdrawal form and be recommended for documented reasons of illness or serious personal emergency. Unofficial withdrawal will result in a grade of WU.

GRADES

Effective fall 1996, grades in graduate courses are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points (GPA Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.5 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 97.4%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.4%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 – 89.9%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.4%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 82.4%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70.0 – 77.4%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>77.0 – 69.9%</td>
<td>0</td>
</tr>
</tbody>
</table>

P = Satisfactory completion. Used only for the thesis research or equivalent course where required in the particular graduate program.

IN = Incomplete
SP = Satisfactory progress – restricted to thesis and research courses requiring more than one semester for completion
W = Official withdrawal (without prejudice)
WU = Unofficial withdrawal (counts as failure)
WA = Administrative withdrawal

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

H = Honor
CR = Credit
NC = No credit

The assignment of traditional letter grades in the School of Social Work may be arranged by consultation with the instructor at the beginning of each semester. A grade of Credit includes acceptable graduate-level work equivalent to a B or an A. The grade of Honor, rarely given, signifies unusual or outstanding work, well above the A level.

Students shall not be permitted to repeat courses in which they have previously received a grade of B or better. Courses in which a grade of C is earned may be repeated only with departmental permission. Credit for the repeated course will be counted in the GPA, but not toward graduation.

Minimum GPA for Retention

Both matriculated and nonmatriculated graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

After the posting of grades, the registrar’s office will notify graduate advisers of students whose GPAs fall below 3.0. Those students will receive warning notices that they have one probationary semester in which to raise their GPAs. Students who fail to raise their averages sufficiently will be dropped from their programs.

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

Appeals Procedure for Students on Probation

1. Student appeals shall be made in writing to the dean of the appropriate school, who will forward copies to the appropriate graduate adviser. Appeals must be received no later than the first day of classes of the following semester.

2. Upon receipt of this written letter of appeal, the dean shall convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate adviser from the appropriate program or a comparable program representative.

3. The specifically constituted probation appeals committee shall meet to review each case and shall produce a written report stating the grounds for its decision. Copies of this report shall be sent to the student, to the dean, and to the student’s file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.

4. Student appeals which are received by the first day of classes shall be handled with dispatch in order that the student may register within the period of late registration without payment of late registration fee.

Minimum GPA for Graduation

Students will not qualify for a graduate degree, diploma or certificate unless, by the time of graduation, they achieve a cumulative GPA of 3.0 (B) in all graduate work taken at Hunter.

Incomplete Work in Course

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

Students will have a maximum of one year to complete required course work, whether or not they are in attendance. Instructors and departments may choose to have makeup final examinations administered by the college. Such examinations will be given before the Monday of the seventh week of the following semester. It is the
responsibility of the student who must take a makeup examination to determine from the instructor or department whether the exam will be administered by the college, and to file the appropriate form and pay any required fee by the deadline specified by the college.

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

Notification
This catalog is published every three years, and some of the material may become outdated. For updated information, please contact the Office of the Registrar or the specific school or department of interest.

ACADEMIC HONESTY
Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and is called plagiarism.

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

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

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

SERVICES AND FACILITIES AVAILABLE TO STUDENTS

AUDITORIUMS
The auditorium at the Brookdale Center seats 848. It is used for meetings, lectures, concerts, and dramatic performances. Call Central Reservations for further information (212) 772-4872.

The Hunter College Assembly Hall seats 2,171 and is suitable for concerts, lectures, films, commencements, and a variety of programming. For information call (212) 772-4872.

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

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

The Frederick Loewe Theatre, a variable space which seats up to 125 people, is the production center for the Department of Theatre and for the Hunter Playwrights Project. For further information, contact the theatre department at (212) 772-5149.

The Harold Lewis Auditorium at the School of Social Work seats 179. It is suitable for lectures, meetings and a variety of events. For further information, call Central Reservations at (212) 772-4872.

CAREER DEVELOPMENT SERVICES
The office of Career Development Services helps Hunter College students and alumni compete in the job market through a variety of career development and placement services.

Career counselors are available to help develop powerful resumes and cover letters, and provide assistance with interviewing skills, job placement, and career change.

The Tishman Career Resource Library, located in room 808 East Building, contains a variety of career information material such as reference books, current publications, periodicals, and directories.

The office develops and maintains relationships with employers in a wide variety of fields. Students and alumni can access Nacelink and Econnectree job banks from our website and have access to the Career Development Services Information System Job Bank located in room 805 East Building. For more information contact the office at (212) 772-4850 or career@hunter.cuny.edu.
The Hunter College Reading/Writing Center is a comprehensive service for the college community providing tutorial and computer-assisted instruction to students and technical support and development to faculty and staff. The center offers tutorial services to all registered students at the college and provides computer facilities for Hunter students, faculty, staff, and alumni.

Students may utilize the center on an individual basis during scheduled hours of operation. The center also offers a series of workshops on various topics relating to academic reading and writing, computer applications and electronic communication.

In addition, students may access the center’s extensive online resource file of instructional handouts or use the center’s library of textbooks and materials.

For additional information concerning hours of operation and description of services, go to the Reading/Writing Center website: http://rwc.hunter.cuny.edu.

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

The HPEC serves as a major learning center for the Hunter College Schools of the Health Professions including: The School of Nursing, School of Health Sciences, The Center for Occupational and Environmental Health, The Center for Community and Urban Health, and the Brookdale Center on Aging. The HPEC provides vital services to faculty and students by supporting teaching, learning, and research initiatives.

The HPEC is organized into six functional units:

**The Learning Center** – The HPEC meets the complex educational needs of students at different instructional levels and operates as a comprehensive learning center using audiovisual and computer materials as a primary teaching strategy. The center staff works with faculty on the integration of instructional technologies into the curriculums, on-line test development, the creation of learning resources, and meeting research objectives.

**Electronic Resource Lab** – The HPEC features hundreds of computer assisted instructional packages (CAIs), interactive video discs (IVDs), multimedia CD-ROMs and on-line learning packages. The center also provides students with a large selection of electronic resource materials for licensure preparation.

**The Office of Research and Grant Support (ORGS)** – The ORGS mission is to encourage, facilitate and support faculty as they pursue, conduct, and document research related to all health professions. The ORGS serves as a “catalyst for discovery” by creating and providing critical research technologies and shared resources for the Schools of Health Professions. The ORGS also appoints Student Fellows to work on special projects as funding permits.

**The Media Library** – The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University. Students wishing to preview materials may do so in private screening rooms or at study carrels.

**Evaluation and Review – Beta Testing** The center serves as a beta test site for numerous film, video, and computer software developers, providing producers with critical feedback on program content and instructional design. Students may preview any materials under current review by the center’s staff.

**Audio Visual Services** – The HPEC provides AV and Smart Classroom support services to the Brookdale Campus. HPEC staff conducts the purchasing, maintenance, and training of all AV equipment. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

**OFFICE OF ACCESS AND ACCOMMODATIONS (for Students with Disabilities)**

Office of Access and Accommodations is committed to providing an accessible education to students with disabilities to equalize their chances for academic and personal success. In compliance with the Americans with Disabilities Act of 1990(ADA) and Section 504 of the Rehabilitation Act of 1975, the office ensures the availability of a variety of accommodations and services for students with documented disabilities who are currently registered at Hunter College.

A student with disabilities may include anyone who 1) has a physical or psychological condition which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, and working), 2) has a record of such impairment, or 3) is regarded as having such an impairment.

Disabilities include (but may not be limited to):

1. Medical conditions such as asthma, diabetes, fibromyalgia, cancer, cerebral palsy, epilepsy, traumatic brain injury, multiple sclerosis, muscular dystrophy, lupus, heart disease, Crohn’s disease, sickle cell anemia, epilepsy.
2. Psychological conditions such as anxiety disorder, depression, mania, manic-depression, schizophrenia, recovery from alcoholism and substance abuse, obsessive-compulsive disorder.
3. Learning disabilities such as in writing, reading, math or in general areas.
5. Visually impaired, legally blind, and blind.
6. Mobility impairment such as in arthritis, carpal tunnel syndrome, polio, spinal cord injuries, scoliosis and other conditions that cause you to have mobility difficulties or result in your using a cane or wheelchair.
7. Assistance to students with temporary disabilities due to an accident or short-term health conditions.

To be eligible for reasonable accommodations it is necessary for students to provide a written statement with supporting documentation of a disability from a “qualified professional.”

A “qualified professional” is someone with training and expertise relevant to the student’s condition(s), such as a physician, psychiatrist, psychologist, or clinical social worker. The documentation should appear on the letterhead of the organization with whom the certifying professional is affiliated. The student must bring the documentation of their disability or medical condition to the intake appointment with the Office of Access and Accommodations.

Under the management of the Office of Access and Accommodations, the **Access and Technology Center**, located in
Room 205 Thomas Hunter Hall, serves as a place for students to network, socialize, attend specialized workshops, club meetings and take exams. The Access & Technology Center offers adaptive technology and individualized computer training for students with disabilities. The adaptive technology is especially helpful to students who have learning disabilities, visual and hearing impairments.

For more information, or to set up an appointment to register with the program, please contact the Office of Access and Accommodations (for Students with Disabilities) in Student Services, Room 1124 East Building or call (212) 772-4857; TTY (212) 650-3230, Fax: (212) 650-3449.

The Section 504 Coordinator at Hunter College, Professor Tamara Green is responsible for enforcement of the provisions of Section 504. She may be contacted in 1429 West Building, (212) 772-5061. There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students may obtain the necessary form, which contains instructions for filing, from Office of Student Services in Room 1119 East Building.

Students with disabilities at the School of Social Work may contact the director of admissions at (212) 452-7005 for assistance.

Office of Access and Accommodations works closely with the Personal Counseling Center.

Personal Counseling Center
The Personal Counseling Center provides free and confidential psychological counseling services to all Hunter College students who are currently attending classes. The Personal Counseling Center can help with personal issues such as depression, anxiety, emotional distress, adjustment issues, relationship problems, grief, family issues, gender issues, sexual harassment/assault and many others. When appropriate referrals to outside agencies may be made.

Students may walk into Room 1214 East Building or call (212) 772-4931 to make appointment on Monday–Thursday between the hours of 10:00 AM to 3:00 PM. On Fridays the walk in service is available between the hours of 10:00 AM to 5:00 PM. On Fridays the walk in service is available between the hours of 10:00 AM to 5:00 PM. Room 1119 East Building or call (212) 772-4891 for appointments.

The Personal Counseling Center works closely with the Office of AccessABILITY for Students with Disabilities and the Wellness Education Program.

RESIDENCE HALL
The Hunter College Residence Hall is located at 425 East 25th Street and houses 612 undergraduate and graduate students. Rooms are single-occupancy and contain basic furnishings. Each floor has a main lounge, bathroom facilities, and a kitchen.

For information contact the Office of Residence Life at (212) 481-4310 or visit their website at http://studentservices.hunter.cuny.edu/rhhome.html. Applications for the fall semester become available in March and students are notified in early June. The application period for the spring semester begins in November and students are notified in late December.

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

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

THE HUNTER COLLEGE ART GALLERIES
The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, and the Hunter College/Times Square Gallery at the MFA Building (450 West 41st Street), house professionally organized exhibitions that support the educational programs of the Hunter College Department of Art. Hunter students regularly act as assistant curatorial and research assistants for these exhibitions, which have received wide critical acclaim. The Bertha and Karl Leubsdorf Art Gallery presents small-scale and historic exhibitions while the expansive Hunter College/Times Square Gallery specializes in large surveys and retrospectives. Both galleries offer students the opportunity to gain curatorial experience, while presenting exhibitions of scholarly and artistic significance.

THE LEONA AND MARCY CHANIN LANGUAGE CENTER
209 West Building; (212) 772-5700

The Chanin Language Center is a state-of-the-art multi-media foreign language learning facility. The center includes a classroom and an independent study lab equipped with 55 multi-media workstations. Students can supplement their language learning from the elementary to an advanced level of study by working with computerized study modules, CD-ROMs and digitized audio/video programs based on textbooks and/or lab manuals. The center provides Internet access to dictionaries and other writing and research tools. In addition, the center houses an extensive collection of foreign language films and video programs on VHS and DVD. An audiocassette/audioCD home borrowing program is available to students enrolled in a foreign language course.

A 30 minute orientation session is required of all first time users.

Hours and additional information can be found on our website: http://www.hunter.cuny.edu/~chanin.

HUNTER COLLEGE LIBRARIES

http://library.hunter.cuny.edu

The four college libraries – the main Jacqueline Grennan Wexler Library and the Art Slide Library at 68th Street, the Health Professions Library at the Brookdale Campus and the Social Work Library at 79th Street – are open stack collections holding over 790,000 volumes, 2,160 print periodical subscriptions and over 20,000 electronic periodicals, 1.2 million microforms, 10,000 sound recordings and music CDs, 3,000 videocassettes, 250,000 art slides, and 30,000+ digital...
images. Archives/Special Collections, 2nd Floor, Main Library, includes such collections as the Thomas Hunter Papers, Kate Simon Papers, and the papers of the Women's City Club of New York and the Lenox Hill Neighborhood Association, in addition to Hunter's master's and MFA theses. All Hunter libraries provide access to the CUNY+ online catalog of university-wide holdings and Internet access to remote online databases and full-text periodical articles.

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

Many commercial full-text databases that are available on the web can be accessed via the Hunter Libraries homepage http://library.hunter.cuny.edu. These resources also can be accessed from off campus by registering at the Main Library, the Health Professions Library or the Social Work Library.

INSTRUCTIONAL COMPUTING AND INFORMATION TECHNOLOGY RESOURCES

The Instructional Computing and Information Technology (ICIT) division of Hunter College provides over 1000 computers in open labs, a 15-seat computer training room and two distance learning centers. Other services available to faculty, students and staff include: computer training, consultation, audiovisual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on-campus and off-campus) and student information services. The access to and use of these services and facilities are defined in posted rules and regulations for each facility and are subject to the rules and regulations of the college. You can access ICIT website at http://www.hunter.cuny.edu/ICIT.

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

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

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

The Office of the Ombudsman is in Room 1016 Hunter East; (212) 772-4203.

THE OASIS (THE OFFICE OF ADMINISTRATIVE AND INFORMATION SERVICES)

http://registrar.hunter.cuny.edu

The Office of AdminStrative and Information Services (OASIS) combines the most vital administrative services at Hunter College into one conveniently located office in Room 217 Hunter North. The OASIS incorporates the information services of the registrar’s, bursar’s, and financial aid offices. The OASIS is designed to make students’ business in Hunter’s administrative offices go smoothly and comfortably, largely eliminating the need to visit individual offices. In addition, the OASIS is conveniently located next door to the registrar’s office, around the corner from the bursar’s, financial aid and admissions offices, one floor up from the Hunter College Welcome Center and one floor down from the Office of Health Services. The OASIS is open Monday–Thursday from 9 AM–7 PM and Fridays from 9 am–5 pm (except when the college is closed).

OFFICE OF HEALTH SERVICES

307 Hunter North Building; (212) 772-4800
http://studentservices.hunter.cuny.edu/Health/office_of_health_services.html

The Office of Health Services provides emergency on-campus care by certified NYS Emergency Medical Technicians and infirmary facilities for students requiring short-term rest. Free blood pressure screenings and health education information on a variety of topics are also available. In addition, the office is responsible for the maintenance of all immunization records and the distribution of Physical Activity Cards, which are required to use and participate in all recreation programs and facilities.

RESEARCH CENTERS AND INSTITUTES

CENTER FOR OCCUPATIONAL AND ENVIRONMENTAL HEALTH

Brookdale Campus (BC) 1028 West Bldg
(212) 481-4357

Since 1986 the Hunter College Center for Occupational and Environmental Health (COEH) has conducted research as well as designed and carried out training programs in occupational and environmental health. The mission of the COEH is to promote better understanding, access to information and improved skills of community members and workers to address environmental and occupational health hazards. The COEH places a special emphasis on conducting community based research with the least advantaged communities in NYC in order to better understand and address health disparities and work toward environmental justice. 

COEH is located within the Schools of the Health Professions and is associated with the Urban Public Health program. The Center director is Dr. David Kotelchuck dkotelch@hunter.cuny.edu and the associate director is Dr. Jason Corburn jcorburn@hunter.cuny.edu.

CENTER FOR URBAN AND COMMUNITY HEALTH

Brookdale Campus (BC)
10th floor West Bldg
(646) 733-2862

The Hunter College Center for Urban and Community Health was founded in 1987 by Nicholas Freudenberg, CUNY Distinguished Professor of Urban Public Health, to help communities and institutions tackle New York’s growing public health crises. The center’s mission is “to bring together community, science, practice, scholarship, and policy to fight urban health threats and disparities.” The center seeks to improve the health of the city’s neighborhoods by combining the expertise, resources and commitment of Hunter College and CUNY with the knowledge, credibility and experience of community organizations to work for improvements in community health.

The center is located within Hunter’s Schools of the Health Professions, and is associated with the Urban Public Health program. Dr. Beatrice Krauss is the executive director, b krauss@hunter.cuny.edu.

BROOKDALE CENTER ON AGING OF HUNTER COLLEGE

Brookdale Campus (BC), 13th Floor, North Building
(212) 481-3780
Website: http://www.brookdale.org

The Brookdale Center on Aging of Hunter College is community of scholars and practitioners engaged collaboratively in the promotion and enhancement of the health and well-being of older people, as well as in strengthening the positive role of elderly citizens in society. The center’s gerontological mission is four-fold: 1) education and training of Hunter students and those already working in the field; 2) development and evaluation of new approaches to service delivery; 3) applied research; and, 4) advocacy and public policy. The center maintains especially close working relationships with the Schools of the Health Professions and the School of Social Work. Moreover, fac-
The center maintains a unique advocacy and policy presence in the field of aging through its Sadin Institute on Law, Public Policy & Aging. The Certificate Programs in Aging are another important aspect of the center. Certificates, which are geared to professionals already in the field of aging as well as those with an interest in aging as a new career, are currently offered in four specialty areas: Aging, Mental Health & Aging, Professional Geriatric Care Management, and Creative Aging.

Projects at the center have addressed a range of issues as diverse as supportive services for people with Alzheimer’s disease, grandparents caring for younger children, elder mistreatment, culture change in nursing homes, HIV over 50, Medicare prescription drug coverage, mental health and aging, daily money management for the elderly. Current research interests include healthy aging, family and informal caregiving, home- and community-based services, health disparities in older adults, access and coordination of health and social services for the long term care elderly, social isolation, evidence-based practice in eldercare, and urban/neighborhood aging.

**CENTRO DE ESTUDIOS PUERTORRIQUEÑOS/ CENTER FOR PUERTO RICAN STUDIES**

The Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies is a university-based research institute whose mission consists of two components. One is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans and Latinos. The other is to produce, facilitate and disseminate interdisciplinary research about the Diaspora experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates.

The Centro Library and Archives is the principal Puerto Rican Studies research collection in the United States and the most extensive Latino research and archival facility in the Northeast. It is also the only library and archives in the State of New York exclusively dedicated to Puerto Rican and Latino documentation. The Library and Archives is open to the public and serves diverse users, scholars and the general public from the New York area, from other parts of the U. S. and from abroad.

CENTRO participates in two exchange programs. (1) The CUNY/UPR Academic Exchange Program (Intercambio) is a program of academic interchange between the City University of New York (CUNY) and the University of Puerto Rico (UPR). The program serves all CUNY colleges. CUNY undergraduates may study for a semester, or the full academic year at the Rio Piedras Campus of the UPR and receive full credit from their home college. (2) The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean.

**CENTER FOR STUDY OF GENE STRUCTURE AND FUNCTION**

Hunter College North Building, Room 315
(212) 650-3957
Fax: (212) 772-4109
Website: http://genecenter.hunter.cuny.edu/
Director: Robert P. Dottin, Ph.D.

The Center for Study of Gene Structure and Function (Gene Center) at Hunter College was founded in 1985 to foster an environment conducive to excellence in basic, clinical, and behavioral research. Since its inception, the Gene Center’s research cohort has grown to 43 professors in the fields of biochemistry, biological sciences, biophysics, biopsychology, chemistry, and bioanthropology. The Gene Center is a highly diverse research enterprise with eight minority researchers, four Asian-American researchers and fifteen women researchers.

The Gene Center facilitates the hiring of outstanding researchers and the recruiting of excellent doctoral students and post-doctoral fellows – especially those from minority populations underrepresented in the sciences.

The Gene Center’s researchers focus on a broad range of important areas of scientific inquiry with special attention to those areas which seek to reduce health disparities.

**Research Areas of the Gene Center**

- Biological Anthropology
- Biomolecular Theory and Computer Graphics
- Biopsychology
- Drug and Protein Interaction with Nucleic Acids
- Drug Design and Synthesis
- Eating Disorders
- Evolutionary Bioinformatics
- Gene Expression and Signal Transduction
- Genomics/Proteomics
- Language Acquisition
- Molecular Immunology
- Nanotechnology
- Neurobiology
- Spectroscopy

The Gene Center encourages collaborations among its members and with scientists at other institutions. The Gene Center is located in a vital research corridor with Rockefeller University, Cornell University Medical College and Memorial Sloan-Kettering Cancer Center.

In addition to supporting new facilities in Genomics, Internet2 and Digital Bioimaging, the Gene Center supports an advanced computer network and core research facilities for Animal Care, X-Ray Diffraction, NMR, and Cell Sorting.

The Gene Center promotes a vibrant research environment by organizing and funding professional development initiatives, technology workshops, special seminars, colloquia, and an annual international symposium.

The Gene Center is supported with a major grant from the Research Centers in Minority Institutions Program (2 G12 RR003037) of the National Center for Research Resources, an agency of the National Institutes of Health. Co-funding is provided by the City University of New York and Hunter College.
### COURSE DESIGNATIONS

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Field</th>
<th>Department/Program</th>
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<td>ARTC</td>
<td>Art (studio)</td>
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</tr>
<tr>
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<td>Art (theory and history)</td>
<td>Art (effective fall 2007)</td>
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<td>Curriculum &amp; Teaching/Educational Foundations</td>
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<td>School of Health Sciences</td>
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<td>REH</td>
<td>Rehabilitation Counseling</td>
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</table>

The following course designations are not in use at Hunter College for currently offered courses.

<table>
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<tr>
<th>Prefix</th>
<th>Field</th>
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<td>Adv Cert</td>
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</table>
Hunter College has a long-standing commitment to graduate education. Known for its academic excellence and very fine faculty, the college has been teaching graduate courses since September 1921. Today most departments in the School of Arts and Sciences offer graduate courses of study leading to MA, MS, MUP and/or MFA degrees. They also provide opportunities for non-degree advanced study. In addition to Hunter’s graduate programs, faculty members in all our departments are affiliated with PhD programs at the City University of New York’s Graduate Center.

Departments offering master’s degrees include:
- Anthropology (MA)
- Art (MFA in Studio Art and MA in Art History)
- Biochemistry (MA)
- Biological Sciences (MA, MA in Teacher Preparation in coordination with the School of Education)
- Chemistry (MA, MA in Teacher Preparation)
- Classical and Oriental Studies (MA in Teacher Preparation in Latin)
- Economics (MA, MS in Accounting)
- English (MA, MFA Creative Writing, MA in Teacher Preparation)
- Film and Media Studies (MFA in Integrated Media Arts)
- Geography (MA, MA in Teacher Preparation, Post-baccalaureate certificate in GIS)
- History (MA, MA in Teacher Preparation)
- Mathematics and Statistics (MA, MA in Teacher Preparation)
- Music (MA, MA in Teacher Preparation)
- Physics and Astronomy (MA, MA in Teacher Preparation)
- Psychology (MA)
- Romance Languages (MA in French, Italian, Spanish, MA in Teacher Preparation in all three languages)
- Sociology (MS in Graduate Social Research)
- Theatre (MA)

- Urban Affairs and Planning (MUP, MS and joint degrees with John Jay College and Brooklyn Law School)

To gain admission as a matriculated student, the applicant must satisfy the college’s general graduate admission requirements unless otherwise specified by a department.

Prospective students apply to the program of their choice through the college’s Office of Admissions 695 Park Avenue, Room 203 North, New York, NY 10021; (212) 772-4490. For further information on admission and degree requirements, consult the individual departmental listings in this catalog and on our website: www.hunter.cuny.edu.

Most graduate programs in the School of Arts and Sciences are housed at the East 68th Street campus of Hunter College (at Lexington Avenue) in the East, West, Thomas Hunter, and North Buildings; Studio Art is located near Times Square, at 450 West 41 Street.
ANTHROPOLOGY

Department Office: 722 North Building; (212) 772-5410
Chair, Gregory A. Johnson; 723 North Building; (212) 772-5410
Graduate Adviser, Gerald Creed; 707 North Building; (212) 772-5651
Website: http://maxweber.hunter.cuny.edu/anthro

FACULTY

Edward H. Bendix, Professor; PhD, Columbia; Linguistics, Semantics, Creole Languages, Nepal
Uradyn Bulag, Associate Professor; PhD, Cambridge; Ethnic Minorities, Nationalism, Colonialism, Cultural Politics, East and Central Asia
Jacqueline N. Brown, Assistant Professor; PhD, Stanford; Diaporic Subjectivities, Race, Space and Place, Transnationalism and the Local, Black Identities, Britain
Gerald W. Creed, Professor; PhD, CUNY; Political/Economic Anthropology, Eastern Europe, Families and Households, Rural Societies, Ritual; Joint Appointment with Graduate Center
Roberto Delgado, Assistant Professor; PhD, Duke; Biological Anthropology, Primate Behavior and Ecology, Southeast Asia
Marc Edelman, Professor; PhD, Columbia; Political and Historical Anthropology, Latin America, Social Movements; Joint Appointment with Graduate Center
Judith Friedlander, Professor; PhD, Chicago; Ethnicity and Minority Cultures, Gender and Feminist Theory; Latin America, US, Europe
David Hodges, Professor; PhD, NYU; U.S.; Race Relations, Civil Rights, Human Rights, Application of Anthropology to Education, Prison Education and Prison Reform
Gregory A. Johnson, Professor; PhD, Michigan; Archaeology, Complex Societies, Middle East, Quantitative Analysis
Yvonne Lassalle, Assistant Professor; PhD, CUNY; Memory, Political Culture, Nationalism, Youth, Religion, Built Environment; Europe; the Caribbean, Urban US
Louise Lennihan, Associate Professor; PhD, Columbia; Agrarian Change, Development, Social History, Sub-Saharan Africa
Thomas H. McGovern, Professor; PhD, Columbia; Archaeology, Paleoecology, Faunal Analysis, Norse and Inuit Cultures, Human Dimensions of Global Change
John F. Oates, Professor; PhD, London University; Primate Ecology and Social Behavior, Tropical Rainforest Conservation, Sub-Saharan Africa, India
William J. Parry, Professor; PhD, Michigan; Southwest U.S., Mesoamerica, Lithic Analysis, Hunter-Gatherers

Jonathan Shannon, Assistant Professor; PhD, CUNY; Cultural Anthropology, Aesthetics, Ethnomusicology, Postcolonial Studies, Psycholinguistics, Religion; The Middle East, Islamic Society
Neil Smith, Distinguished Professor; PhD, Johns Hopkins; Urban, U.S., Social Theory, Political Economy; Joint Appointment with Graduate Center
Michael Steiper, Assistant Professor; PhD, Harvard; Biological Anthropology, Molecular Evolution and Phylogenetics, Population Genetics, Primates
Ida Susser, Professor; PhD, Columbia; Medical Anthropology, Contemporary U.S., Urban, Political Economy, Gender, South Africa

Degrees offered

<table>
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<tr>
<th>ANTH</th>
<th>Degree</th>
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<tr>
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<td>ANTH 770</td>
<td>Linguistics</td>
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</table>

* See Hunter College Undergraduate Catalog 2004-2007, p. 73 for information concerning the under-graduate program in anthropology and the BA/MA in anthropology, which is designed for freshmen and, under certain circumstances, sophomores.

Requirements for Admission

In addition to meeting the general requirements for admission, students must have at least 9 credits in undergraduate anthropology or a related field, although in special cases this requirement may be waived.

Requirements for the Degree

1. A minimum of 30 credits beyond the BA
2. The program of study must be chosen to fulfill a general knowledge in all four fields of the discipline. The four fields are: anthropological linguistics, anthropological archaeology, biological anthropology, and ethnology.
3. The following courses are required:
   - ANTH 701 (Ethnology), ANTH 750 (Archaeology), ANTH 770 (Linguistics) and ANTH 790 (Biological Anthropology).

   The examinations in each of these courses represent the qualifying exam for each of the four fields. Students are required to pass those exams with a grade of “B” or better. Students are strongly advised to complete these courses early in their graduate training. Overlaps in undergraduate and graduate course requirements for BA/MA students may justify some adjustments in consultation with the graduate adviser on a case-by-case basis, but qualifying exams will be required in any case. BA/MA students must complete the requirements for both degrees.
4. A reading knowledge of at least one foreign language appropriate to the field of specialization, or a demonstrated competence in statistics
5. A master’s thesis.
### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr. All students must consult with the graduate adviser before registering for any course. Current listings are on the department’s web page: http://maxweber.hunter.cuny.edu/anthro

### ETHNOLOGY

**ANTH 701 Ethnology (Core Course)**
Surveys history, methods, theory, and basic findings of cultural and social anthropology.

**ANTH 702 Seminar in Ethnology**

**ANTH 703 History of Anthropological Theory**
Treatment of major currents and schools in anthropological thought from 19th century to present.

**ANTH 707 Kinship and Social Structure**
Comparative analysis of kinship systems including kinship terminology, descent groups, family and household forms, and various models of explanation.

**ANTH 708 Religion and Ideology**
Comparative analysis of religious beliefs and practices, cosmology, and other aspects of ideology, especially in non-Western societies.

**ANTH 712 Hunters and Gatherers**
Analyzes both modern and prehistoric foraging societies with particular emphasis on ecological approach.

**ANTH 715 Cultural Ecology**
Evolutionary view of interactions of human populations and their environment with emphasis on processes of cultural adaptation.

**ANTH 716 Medical Anthropology**
Health and disease viewed comparatively in terms of how societies perceive, explain, prevent, and treat illness.

**ANTH 718 Applied Anthropology**
Cross-cultural aspects of development work in U.S. and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

**ANTH 720 Political Anthropology**
Examination of different systems of political organization with emphasis on tribal and peasant societies.

**ANTH 721 Anthropology of Art**
Comparative study of expressive culture in Western and non-Western societies with special emphasis on plastic arts.

**ANTH 725 Sex and Gender in Anthropological Perspective**
Reading and research on human sexual dimorphism, reproductive behavior, and cultural conditioning of gender roles.

**ANTH 726-745 Ethnology and Ethnography of Selected Areas**
Each of the following courses presents an ethnographic survey of cultural variation in a specific world region and treats in depth-through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

<table>
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<tr>
<th>Course Number</th>
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<tr>
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<td>Ethnology of Europe</td>
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<td>ANTH 729</td>
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<td>ANTH 730</td>
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<td>ANTH 731</td>
<td>Ethnology of Caribbean</td>
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<tr>
<td>ANTH 734</td>
<td>Ethnology of South America</td>
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<tr>
<td>ANTH 735</td>
<td>Ethnology of North American Indians</td>
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</table>

### ARCHAEOLOGY

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

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

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

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

**ANTH 758 Economics and Archaeology**
Analysis of distribution of contemporary human populations. Archaeological view of human role in various ancient ecosystems.

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

<table>
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<td>ANTH 760</td>
<td>Archaeology of Africa</td>
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<td>ANTH 762</td>
<td>Archaeology of New World</td>
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<td>ANTH 763</td>
<td>Archaeology of Mesoamerica</td>
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### BIOLOGICAL ANTHROPOLOGY

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

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

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

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

### THESIS

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

### INDEPENDENT STUDY OR RESEARCH

**ANTH 785, 786 Independent Study or Research in Anthropology**
Directed research in any of the 4 subdisciplines on topic chosen by student. Permission of instructor and grad adviser required prior to registration. 3 or 6 cr.

Courses offered upon sufficient student demand.
ART

ART | SCHOOL OF ARTS & SCIENCES

Department Office: 11054 North Building; (212) 772-4995
Chair, Thomas Weaver 11054 North Building; (212) 772-4990
Graduate Advisers:
Joel Carreiro, Studio Art; 11022 North Building; (212) 650-3398;
grd_studioartadvisor@hunter.cuny.edu
Richard Stapleford, Art History; 1500A North Building; (212) 772-5052;
grad.arthistoryadvisor@hunter.cuny.edu

FACULTY

Studio
Andrea Blum, Professor; MFA, Art Institute of Chicago
Joel Carreiro, Associate Professor; MFA, Hunter
Susan Crile, Professor; BA, Bennington
Lisa Corinne Davis, Associate Professor; MFA, Hunter
Stephen Davis, Associate Professor; MFA, Claremont Graduate School
Roy DeCarava, Distinguished Professor; Cooper Union
Gabriele Evertz, Associate Professor; MFA, Hunter
Valerie Jaudon, Professor; St. Martins School of Art, London
Reiner Leist, Assistant Professor; MFA, School of Visual Arts
Jeffrey Mongrain, Associate Professor; MFA, Southern Illinois
Robert Morris, Distinguished Professor; MA, Hunter
Anthony Panzera, Professor; MFA, Southern Illinois
Juan Sánchez, Professor; MFA, Rutgers
Robert Swain, Professor; BA, American
Nari Ward, Associate Professor; MFA, Brooklyn
Thomas Weaver, Associate Professor and Chair; MFA, Hunter
Brian Wood, Associate Professor; MA, Hunter
Sanford Wurmfeld, Phyllis and Joseph Caroff Professor of Art; BA, Dartmouth

History and Criticism
William Agee, Kossak Distinguished Professor; MA, Yale; 20th-century American Art, Theory and Criticism
Ülkü Bates, Professor; PhD, Michigan; Islamic Art
Emily Braun, Professor; PhD, NYU; 20th-century Art
Mary Moore, Professor; PhD, NYU; Greek and Roman Art
Maria Antonella Pelizzari, Associate Professor; PhD, University of New Mexico, History of Photography

Elinor Richter, Associate Professor; PhD, Columbia; Renaissance Art
Katy Siegel, Associate Professor; PhD, Texas (Austin); Contemporary Art History and Criticism
Richard Stapleford, Professor; PhD, NYU; History of Architecture; Late Antique-Early Medieval Art; Renaissance Art
Lisa Vergara, Associate Professor; PhD, Columbia; Baroque and Northern Renaissance Art

MASTER OF ARTS IN ART HISTORY

Hunter College is situated in close proximity to a range of resources unsurpassed anywhere for the study of art history: the college is in walking distance of a host of outstanding museums, galleries and specialized research libraries. The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements
Applicants are admitted in both fall and spring semesters. The applicant must have completed 12 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All supporting material requested by the college’s Graduate Admissions Office (GRE score, official transcript, two letters of recommendation) as well as the completed application form must be supplied by the application deadlines. Application Deadlines: for fall admission, March 1; for spring admission, October 1.

Degrees Offered

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<td>Creative Art</td>
<td>MFA</td>
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</tbody>
</table>

* See Hunter College Undergraduate Catalog 2004-2007, p. 77 for information on undergraduate degree programs in art.

Requirements for the MA in Art History (30 cr)

1. Course distribution: Students are required to take ART H 602 (Research Methods in Art History), as early as possible in their course of study. At least one course must be taken in art historical theory or historiography, such as ART H 734, or a special topics course directly related to one of these areas. In addition, at least one course must be taken in each of three of the following areas, a, b, c, and d:
   (a) Ancient and Medieval Art
   (b) Renaissance, Baroque, and 18th-century Art
   (c) Modern (19th- or 20th-century) and American Art
   (d) Non-Western Art

2. With the permission of the graduate advisor, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

3. Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

4. Examinations: Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination: Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German or Italian.

Comprehensive Examination: Passing a written examination in the history of art is required of all candidates.
5. Mid-program evaluation: The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

6. Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

7. Master's thesis: A thesis is required. ART H 799 (Thesis Research) (3 cr) is an elective. For further information write the Graduate Adviser, Art History Program.

MASTER OF FINE ARTS
IN CREATIVE ART

Hunter's ideal location in Manhattan offers students and faculty many intellectual, cultural and creative resources. In New York, as nowhere else, the student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of our educational goal: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer a broad training for the artist in the development of critical and analytical visual thinking as it relates to their work. In this programmatic context students are encouraged to develop their own art through constant peer contact in the studios, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory, criticism and history of art. In addition, many artists, curators, critics and historians are invited to meet with students.

Admission Requirements

The applicant must have completed at least 24 credits of undergraduate courses in studio art and 9 credits in art history. Applicants must obtain a formal application from Hunter Graduate Admissions. This application, with all supporting materials, must be filed with the Admissions Office prior to the January 15 deadline. In addition, applicants must obtain from the Department of Art the MFA Program Guide, which explains additional requirements for MFA applicants, and the Art Department Information Sheet. The following materials should then be mailed directly to the Department of Art, Hunter College, 695 Park Avenue, New York, New York 10021, prior to the deadline:

- Art Department Information Sheet
- Statement of purpose
- Résumé (optional)
- 10 slides of current work, with slide list, or portfolio

...continued...

MFA Application Deadline: January 15 for admission in the following academic year.

Requirements for the MFA in Creative Art (48 cr)

Each candidate for the MFA must select one field of concentration in studio art: painting, sculpture, graphics, photography, ceramics, or combined media, and present an MFA project in that area.

Candidates must complete 48 credits, distributed as follows:

- 18 credits of participation in the seminar/tutorial section for that area of concentration;
- 9 credits of studio electives (exclusive of the area of concentration);
- 9 credits of liberal arts electives in the history, theory, and criticism of art;
- 6 elective credits which may be used for additional art history or studio, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program;
- 6 credits in the MFA course for the completion of the MFA project (ARTCR 791) under the guidance of a faculty tutor.

All students are provided individual work spaces in the MFA Studio Building and are required to work in them throughout their residency. There are four floors (approximately 10,000 sq. ft. each) for student studios, seminar rooms, and workshop and exhibition areas. The regular curriculum will be supplemented by a monthly lecture series, providing a forum for the presentation of aesthetic ideas by artists, critics, historians, and resident faculty.

Foreign Exchange Program

Four MFA students are selected each year to receive stipends for a period of one semester at the Glasgow School of Art; the Ecole des Beaux-Arts, Paris; the Slade School, London; the Royal College of Art, London; or the art schools of Berlin or Groningen, the Netherlands.

Apprenticeships

Students can sometimes fulfill a portion of their degree requirements through teaching assistantships with faculty or studio apprenticeships with approved artists, art historians or curators.

Facilities

The department functions in two main locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The North
ART CR 631, 632, 633 Advanced Photography I, II, III
A studio elective for MFA students.
MFA majors in photography only

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

ART CR 651, 652, 653 Seminar in Two-dimensional Art I, II, III
A weekly seminar to discuss students’ work and related topics.
MFA majors in ceramics only

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

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

ART CR 750 Independent Study in Studio Art 1, 2
Prereq: permission of the graduate adviser

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

ART CR 791 MFA Project
Limited to matriculated students in MFA program who have completed 42 graduate credits.
Independent research toward the MFA project under direction of faculty member.
6 cr

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

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

ART H 620 Roman Art
Roman art from Republican period to Age of Constantine. Emphasis on imperial reliefs, portraits, sarcophagi, and wall painting.

ART H 621 Modern Art I
Origins and history of modern art in 19th century.

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

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

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

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

ART H 630 Chinese and Japanese Art
Studies in Chinese and Japanese painting.

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

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

ART H 641 Islamic Art
Art and architecture of Islamic world from Spain to India.

ART H 734 Theory and Criticism of Art
Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

ART H 780 Special Topics in Art
Topics in recent years have included Greek Vase Painting, The Islamic Object, Botticelli, Architecture of the Italian Renaissance, Origins of Abstraction, History of Photography, Art and Totalitarianism, Color Theory in Relation to Painting.

INDIVIDUAL RESEARCH COURSES

ART H 755 Independent Study
Independent studies in history or theory of art under direction of faculty member.
1-3 cr

ART H 799 Thesis Research
Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Courses offered only upon sufficient student demand
BIOCHEMISTRY

The interdisciplinary program in biochemistry is jointly administered and staffed by members of the Department of Biological Sciences and the Department of Chemistry.

BIOLOGICAL SCIENCES: 927 North Building; (212) 772-5293; bio_admin@genectr.hunter.cuny.edu

Chair, Shirley Raps; 927 North Building; raps@genectr.hunter.cuny.edu

CHEMISTRY: 1307 North Building; (212) 772-5330; nfernand@hunter.cuny.edu

Chair, Gary J. Quigley; 1305E North Building; gary.quigley@hunter.cuny.edu

FACULTY

Lou Massa, Professor; Ph.D., Chemistry Department, Hunter College, Quantum Crystallography (QCX) – The Combination of Structural Crystallographic Information with Quantum-Mechanical Theory

Hiroshi Matsui, Professor; Ph.D., Chemistry Department, Hunter College, Bio-Nanotechnology, Protein Nanotubes, Electronics, Sensors

Benjamin Ortiz, Associate Professor; Ph.D., Biology Department, Hunter College, Chromatin, Transcription and Immune System Development

Gary Quigley, Professor; Ph.D., Chemistry Department, Hunter College, Biomolecular Structure and Function of Nucleic Acids

Patricia Rockwell, Associate Professor; Ph.D., Biology Department, Hunter College, Molecular Biology

Rivka Rudner, Professor Emerita; Ph.D., Biology Department, Hunter College, Expression of Ribosomal and Transfer RNA Genes/ Cooperative Colonial Patterning in the Genus Bacillus

Thomas Schmidt-Glenewinkel, Associate Professor; Ph.D., Chemistry Department, Hunter College, Neurotransmitter Receptors and Ion Channels in Drosophila Melanogaster

Yujia Xu, Assistant Professor; Ph.D., Chemistry Department, Hunter College, Mechanisms of Molecular Assembly and of Molecular Recognition, Structure-Function Relationships in Proteins Implicated in Diseases

MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General admission requirements to Hunter’s graduate programs are observed. GRE (verbal and quantitative reasoning), TOEFL (foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.
Requirements for the Degree
Comprehensive Examination or Thesis
Students may complete the requirements for the MA through either of the following two plans:
- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student’s adviser, and it must be defended before a thesis committee.

Courses: The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1): CHEM 640 and CHEM 641 (the two courses two may be substituted by BIOCHEM U710.1 and U710.2, respectively), BIOCHEM 711, BIOCHEM 715.51 - .54, CHEM 650 or BIOCHEM U770, BIOCHEM U750, a minimum of two courses in biology (8 or 9 credits) that must come from BIOL 714, BIOL 710, BIOL 700, BIOL 750.03, or BIOL 610. Any remaining or additional credits may be taken by choosing courses in biology or chemistry as electives.

Plan (2): CHEM 640, CHEM 641 (the two courses may be substituted by BIOCHEM U710.1 and U710.2, respectively), BIOCHEM 711, BIOCHEM 715.51 -.54, either CHEM 650, BIOCHEM U750 or BIOCHEM U770 as an elective; a minimum of 6 credits of courses in biology, with at least one course chosen from BIOL 714, BIOL 710, BIOL 700, BIOL 750.03, or BIOL 610; BIOCHEM 799 (6-7 credits).

COURSE LISTINGS

Note: Courses 1 and 2 may be substituted by courses 3 and 4, respectively.

1) CHEM 640 Biochemistry I
Proteins, enzymes, bioenergetics, recombinant DNA.
 prereq: 1 yr of undergraduate organic chemistry
 3 cr, 3 hrs offered fall

2) CHEM 641 Biochemistry II
Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.
 prereq: CHEM 640 or BIO 710.13 or 300
 3 cr, 3 hrs offered spring

3) BIOCHEM U710.1 Advanced Biochemistry 1
prereq: a 1-semester course in biochemistry or equiv and physical chemistry
 3 cr, 3 hrs fall only, offered at the Graduate Center

4) BIOCHEM U710.2 Advanced Biochemistry 2
prereq BIOCHEM 710.1 or equivalent
 3 cr, 3 hrs spring only, offered at the Graduate Center

5) BIOCHEM 711 Basic Laboratory Techniques for Research in Biochemistry
Individual projects, arranged with at least two faculty members. Lab and conferences.
 4 cr, 8 hr

6) CHEM 650 Biophysical Chemistry
Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.
 prereq: 1 year organic chemistry, 1 year biology, MATH 150 or equivalent
 4 cr, 4 hrs offered fall

7) BIOCHEM U750 Bioorganic Chemistry
 3 cr, 3 hrs fall only, offered at the Graduate Center

8) BIOCHEM U770 Physical Biochemistry
 prereq: calculus, physical chemistry and 1 semester of biochemistry
 3 cr spring only, offered at the Graduate Center

9) BIOCHEM 715.51, .52, .53, .54
Seminars in Biochemistry
each 1 hr, 1 cr offered fall and spring

BIOCHEM 799.01 Thesis Research
(Master’s) 1 cr

BIOCHEM 799.02 Thesis Research
(Master’s) 2 cr

BIOCHEM 799.03 Thesis Research
Open only to students writing a thesis as part of the requirements (Plan 2).
(Master’s) 3 cr offered fall, spring, and summer

BIOLOGY COURSES
See course listing under Biological Sciences.

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

Note: A student who completes the requirements for the MA and wishes to continue for the doctorate must reapply for matriculation and be subject to the conditions thereof. Students who enroll in CHEM 640 and who wish to continue for the doctorate should plan on taking BIOCHEM U710.2 and BIOCHEM U770 instead of CHEM 641 and CHEM 650. Students who take CHEM 641 and CHEM 650 will be opting for the terminal MA degree.
BIOLOGICAL SCIENCES

Department Office: 927 North Building; (212) 772-5293
Chair, Shirley Raps; 927 North Building; (212) 772-5293

Master’s Graduate Adviser, Roger Persell; 912 North Building; (212) 772-4106; persell@genectr.hunter.cuny.edu

Biological Science Adviser for TEP students, Patricia Rockwell; (212) 650-3234; 821 North; rockwell@genectr.hunter.cuny.edu

Education Adviser, Stephen Demeo; 772-4776; 908 West; sdmeeo@hunter.cuny.edu

Website http://biology.hunter.cuny.edu

<table>
<thead>
<tr>
<th>Degrees offered</th>
<th>HEGIS</th>
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<tbody>
<tr>
<td>Biological sciences Major I</td>
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<td>Biological sciences Major II</td>
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<td>Biology education for teachers of adolescent education (grades 7-12)</td>
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<td>MA</td>
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<td>BA/MA</td>
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<td>Med lab sciences/biological sciences with specialization in biotechnology</td>
<td>BS/MA*</td>
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<td>Biochemistry (with chemistry department; see p. 31)</td>
<td>MA</td>
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* See Hunter College Undergraduate catalog 2004-2007, p. 83 for information about undergraduate courses and programs in biological sciences.

*** See Hunter College Undergraduate catalog 2004-2007, p. 211 for information about undergraduate courses and programs in medical lab sciences.

FACULTY

Adrienne Alaie, Assistant Professor; PhD, CUNY, Science Education
Jesus Angulo, Associate Professor; PhD, CUNY; Addictive Drugs and Neurochemistry of the Synapse
Jill Bargonetti, Associate Professor; PhD, NYU; Molecular Mechanisms of Tumorigenesis
Derrick Brazill, Associate Professor; PhD, California (Berkeley); Mechanisms of Cell Density Sensing in Eukaryotes
Richard L. Chappell, Professor; PhD, Johns Hopkins; Neural Interactions of the Retina
William D. Cohen, Professor Emeritus; PhD, Columbia; Cytoskeletal Structure and Function

Robert P. Dottin, Professor; PhD, Toronto; Regulation of Gene Expression by Signal Transduction
Laurel A. Eckhardt, Marie L. Hesselbach Professor; PhD, Stanford; Molecular Immunology
Maria Figueiredo-Pereira, Associate Professor; PhD, NYU; The Ubiquitin/Proteasome Pathway in Neurodegeneration
Marie T. Filbin, CUNY Distinguished Professor; PhD, Bath (England); Molecular Mechanisms of Axonal Regeneration
David A. Foster, Professor; PhD, Columbia; Oncogenes and Signal Transduction
S. Marvin Friedman, Professor Emeritus; PhD, Purdue; Translational Machinery of Archaeabacteria

Mitchell Goldfarb, Professor; PhD MIT; Molecular Neurobiology: Functions of Fibroblast Growth Factor-Homologous Factors (FHF’s) and Other Signaling Molecules

Ann S. Henderson, Professor; PhD, North Carolina; Molecular Structure of Mammalian Chromosomes

Peter N. Lipke, Professor; PhD, California (Berkeley); Cell Adhesion and Cell-Surface Architecture in Yeast

Diego Loayza, Assistant Professor; PhD, Johns Hopkins; Molecular Biology of Telomeres and Genetics

Benjamin Ortiz, Associate Professor; PhD, Stanford; Regulation of Chromatin Structure and its Role in T-Cell Development

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

Weiqiang Qiu, Assistant Professor; PhD, SUNY, Stony Brook. Evolutionary Bioinformatics and Population Genetics of Bacterial Diversity.

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

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

Rivka Rudner, Professor Emeritus; PhD, Columbia; Regulation of Gene Expression in B. subtilis

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Molecular Biology of Nervous System Development

Ezra Shahn, Professor; PhD, Pennsylvania; Science Education

Hualin Zhong, Assistant Professor; PhD, Rutgers; Cell Biology the Nuclear Envelope and Molecular Genetics

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 neurosciences. Students may obtain the MA from Hunter College and/or the PhD from the City University Graduate Center. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university and industry programs in the biological sciences.

Faculty of the department are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, a sequencing and synthesis facility equipped with a DNA synthesizer, a peptide synthesizer, a gas-phase sequencer, DNA sequencer and advanced HPLC, and data processing equipment, a bioimaging facility, a fluorescent cell sorter and a biopreparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biochemical computation. Shared modern animal facilities are also available.
MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both introductory and advanced courses are available at Hunter College.

Requirements for Admission

In addition to the general requirements for admission to graduate programs, the following departmental requirements must be met:

1. One year of organic chemistry, including laboratory
2. One year of college physics
3. One year of calculus
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline. A minimum of 18 credits in the area of specialization should be presented. Chemistry or physics majors must offer at least one year of appropriate life science for admission to any of the majors in the MA program in biological sciences.
5. General Test of the Graduate Record Examination (GRE)
6. TOEFL Test for foreign, non-English speaking students

Requirements for the Degree

The program of course work, planned with the graduate adviser, is concentrated in one of the following major areas: molecular and cell biology, cancer biology, molecular and developmental genetics, molecular neuroscience, and biotechnology.

Required Courses

BIOL 700.05 Genetics
BIOL 710.13 Molecular Biology Lecture
BIOL 714.01 Cell Biology
BIOL 750.03 Developmental Biology

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course (including in another science such as biochemistry) may be credited toward the degree.

Comprehensive Examination and Thesis

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

- Plan A: A minimum of 30 credits of course work plus a passing grade in a written comprehensive examination in the areas covered by the four required courses. The comprehensive examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.
- Plan B: A minimum of 24 credits of course work plus a passing grade in a written comprehensive examination and a thesis on an original research problem along with a minimum of 6 credits in original research. The thesis must be approved by both the student’s faculty and the MA adviser, and it must be defended before a thesis committee.

MA IN BIOLOGY WITH SPECIALIZATION IN BIOTECHNOLOGY

Admission Requirements

GPA 3.0
GRE (general part) to be taken before registering for 700-level courses
Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis

Core Courses for the MA (21-28 credits)

BIOL 714 .......................... 4 cr Cell Biology
BIOL 710 .......................... 5 cr Molecular Biology
BIOL 700 .......................... 4 cr Genetics
BIOL 750.03 ........................ 4 cr Developmental Biology
BIOL 610 .......................... 4 cr Biotechnology Workshop
BIOL 620 .......................... 4 cr Internship
BIOL 790 .......................... 4 cr Special Topics Courses (Seminar in Biotechnology)

Electives (5-13 credits)

BIOL 790 .......................... 3 cr Special Topics Courses (Seminars in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.)
SCI 700 .......................... 2 cr Ethics

For additional elective courses, consult department adviser.

BIOLOGY EDUCATION

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) - BIOLOGY MA

Admission Requirements

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

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission without matriculation (non-matriculating status). Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants.

Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

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

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

Degree Requirements

BIOLOGY (minimum of 15 credits)

Core Requirements

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

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

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

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

- **BIOL 600** .......................... 3 cr Molecular Biology
- **BIOL 602.10** ..................... 3 cr Molecular Genetics

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

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

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**BA/MA PROGRAM WITH SPECIALIZATION IN BIOTECHNOLOGY**

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

**BS/MA MEDICAL LABORATORY SCIENCES/BIOLOGICAL SCIENCES WITH SPECIALIZATION IN BIOTECHNOLOGY**

Qualified Hunter College seniors majoring in medical lab sciences in the School of Health Sciences may apply to the new BS/MA collaboration between medical lab sciences and the Department of Biology. An intensive techniques workshop (**BIOL 410**) is taken prior to graduation and upon successful completion, students may continue with professional internship, and accelerated MA program.

**DOCTOR OF PHILOSOPHY**

The City University of New York (CUNY) offers courses and research training leading to the PhD in biology in the following areas: molecular, cellular, and developmental biology; physiology and neurosciences; ecology; evolutionary biology and behavior; and plant sciences. Requirements for admission and further information may be found in the Bulletin of the Graduate Center.

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**MOLECULAR AND CELL BIOLOGY**

**BIOL 710.13** Molecular Biology Lecture
Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.  
prereq: 1 yr of organic chemistry  
75 hrs, 5 cr  
fall only

**BIOL 710.14** Molecular Biology Laboratory
Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.  
coreq: **BIOL 710.13** or comparable course in biochemistry  
105 hrs lab and conf, 4 cr  
fall only

**BIOL 714.01** Cell Biology
In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture; the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.  
prereq: undergraduate organic chemistry or biochemistry  
60 hrs, 4 cr  
spring only

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**COURSE LISTINGS**

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

Prior to registration, students must obtain the approval of the instructor and/or graduate adviser to attend courses. The specific prerequisites listed below are aids for evaluation of the background required.
GENETICS AND DEVELOPMENTAL BIOLOGY

BIOL 700.05 Genetics
Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.
prereq: undergraduate genetics and molecular biology (or biochemistry)
60 hrs lec, 4 cr
fall only

BIOL 750.03 Developmental Biology
Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.
prereq or coreq: BIOL 710.13 and BIOL 714.01
60 hrs lec, 4 cr
spring only

PHYSIOLOGY AND NEUROSCIENCE

* BIOL 790.51 Neuroscience I
Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.
fall only

BIOL 790.70 Neuroscience II
Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.
spring only

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

BIOTECHNOLOGY

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

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

BIOL 790.09 SEMINARS
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: BIOL 700.05 and BIOL 710.13
fall and spring

TUTORIALS

BIOL 792.02 and BIOL 792.04
prereq: perm grad adviser
30 or 60 hrs, 2 or 4 cr

INDEPENDENT DOCTORAL RESEARCH

BIOL U899.1-U899.10
prereq: perm grad adviser
each 15 to 150 hrs, 1 to 10 cr
(course listed in the schedule of classes at the CUNY Graduate Center)

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION

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

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

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

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

Courses offered only upon sufficient student demand

BIOL 650 Cell and Tissue Culture
BIOL 722.02 Endocrinology
BIOL 770.06 Fine Structure of Cells
BIOL 771.01 Analysis of Mammalian Cells in Tissue Culture

Material within a section may be offered in any of the following settings: a seminar, tutorial, independent study portion of the MA.

BIOL U899.1, U899.2, U899.3, U899.4, U899.5 Tutoring
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: BIOL 700.05 and BIOL 710.13
fall and spring

BIOL 714.01 Thesis Research – MA
prereq: perm grad adviser
60 hrs lec, 4 cr

BIOL 710.05 Thesis Research
prereq: perm grad adviser
60 hrs lec, 4 cr

BIOL 710.13 Thesis Research – MA
prereq: perm grad adviser
60 hrs lec, 4 cr

BIOL 799.01-BIOL 799.99 Independent Study
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: perm grad adviser
15, 30, or 45 hrs, 1, 2, or 3 cr, respectively

BIOL 799.10-BIOL 799.50 Independent Study
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: perm grad adviser
15, 30, or 45 hrs, 1, 2, or 3 cr, respectively

BIOL 799.51-BIOL 799.99 Independent Study
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: perm grad adviser
15, 30, or 45 hrs, 1, 2, or 3 cr, respectively

BIOL 799.91-BIOL 799.99 Independent Study
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: perm grad adviser
15, 30, or 45 hrs, 1, 2, or 3 cr, respectively

BIOL 799.95-BIOL 799.99 Independent Study
Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, biotechnology, and other special topics.
prereq: perm grad adviser
15, 30, or 45 hrs, 1, 2, or 3 cr, respectively

Courses offered only upon sufficient student demand

BIOL 650 Cell and Tissue Culture
BIOL 722.02 Endocrinology
BIOL 770.06 Fine Structure of Cells
BIOL 771.01 Analysis of Mammalian Cells in Tissue Culture
CHEMISTRY

Department Office: 1307 North Building; (212) 772-5330
Chair, Gary J. Quigley; 1305E North Building; (212) 772-5377; gary.quigley@hunter.cuny.edu
Ph.D Adviser, Klaus Grohmann; 1401 North Building; (212) 772-5333; kgrohmann@hunter.cuny.edu
Ph.D Deputy in Biochemistry, Frida Kleiman; 1309 North Building; (212) 772-5355; fkleiman@hunter.cuny.edu
MA in Chemistry Adviser, William Sweeney; 1321A North Building; (212) 772-4310; wsweeney@hunter.cuny.edu
MA in Biochemistry Adviser, Yujia Xu; 1304 North Building; (212) 772-5331; yujia.xu@hunter.cuny.edu
MA in TEP Adviser, Pamela Mills; 1319A North Building; (212) 772-5333; pam.mills@hunter.cuny.edu
Educational Sequence Adviser, Steve Demeo; 908 West Building; (212) 772-4776; sdemeo@hunter.cuny.edu
Website: http://patsy.hunter.cuny.edu/chemistry.html

FACULTY

Spiro Alexandratos, Professor; PhD, University of California, Berkeley; Polymer Chemistry
Joseph J. Dannenberg, Professor; PhD, California Institute of Technology; Organic and Physical Chemistry; joint appointment with Graduate Center.
Charles M. Drain, Professor; PhD, Tufts; Bioorganic Chemistry; Joint Appointment with Graduate Center; Adjunct Faculty, Rockefeller University
Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiocatalysis
Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry
Klaus Grohmann, Professor; PhD, Heidelberg; Organic Chemistry
Akira Kawamura, Assistant Professor; PhD, Columbia; Bioorganic Chemistry, Genomics
Frida Kleiman, Assistant Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry
Namby Krishnamachari, Assistant Professor; PhD, CUNY; Vibration Spectroscopy
Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics
Hiroshi Matsui, Professor; PhD, Purdue; Materials Chemistry; Joint Appointment with Graduate Center
Pamela Mills, Professor; PhD, Wisconsin; Theoretical Chemistry, Chemical Education
David R. Mootoo, Professor; PhD, University of Maryland; Organic Chemistry
Karen E. S. Phillips, Assistant Professor; PhD, Columbia University; Organic Chemistry
Gary J. Quigley, Professor; PhD, SUNY (Syracuse); Biophysical Chemistry
Angelo Santoro, Professor; PhD, University of Kansas; Organic Chemistry
William Sweeney, Professor; PhD, University of Iowa; Physical Biochemistry, Chemical Education
Yujia Xu, Assistant Professor; PhD, University of Connecticut; Biophysics

MASTER OF ARTS

An MA in chemistry will be offered. Students will have to receive departmental permission to enroll in the classes they need according to the master’s track they wish to pursue.

PROGRAM FOR RESEARCH/INDUSTRIAL/TEACHING CHEMISTRY MA

Departmental Requirements for Admission

General admission requirements to the graduate programs in the Arts and Sciences are observed.

Departmental Requirements for Matriculation

Undergraduate Record:
1. Undergraduate work in chemistry to include a minimum of one-year courses in each of the following fields: general, analytical, organic, and physical chemistry, or their equivalents.
2. A strong record in all undergraduate chemistry courses and a general undergraduate record indicating ability to profit from graduate study. Performance on the Graduate Record Examination and letters of recommendation are also considered.

Departmental Requirements for the Degree

A Residence
A minimum residence of two full semesters or four half-time semesters.

B. Course distribution

1. A minimum of 30 graduate credits.
2. Required courses (one semester each).
   The department graduate committee may at its discretion waive or modify some of these required courses for students who have had the equivalent training. In such cases the student may be required to show competence through formal or informal examination.

   CHEM 710 .......................... 3
Advanced Inorganic Chemistry
CHEM 750 .......................... 3
Advanced Organic Chemistry
CHEM 760 .......................... 3
Introductory Quantum Chemistry
CHEM U790 .......................... 4
Basic Laboratory Techniques
CHEM 643-A Seminar ................. 1
CHEM 643-B Seminar ................. 1
Total ................................ 15

3. Students must be able to demonstrate proficiency in laboratory techniques. Students unable to demonstrate such proficiency may be required to take whatever laboratory work the graduate committee deems necessary.
4. Demonstrated ability to read and utilize in research the foreign language chosen from French, German, or Russian, most closely related to the student’s program of graduate study.
5. Graduate courses in mathematics, physics and chemical engineering up to maximum of 6 credits may be taken with the approval of the departmental committee.

C. A comprehensive examination will be required of all candidates.

<table>
<thead>
<tr>
<th>Degrees offered</th>
<th>HEGIS</th>
</tr>
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<tbody>
<tr>
<td>Chemistry I</td>
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<td>Chemistry II option 1: Adolescent Education</td>
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<tr>
<td>Chemistry Major II option 2: Biochemistry option for premixed professional students</td>
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<tr>
<td>Chemistry II option 1: QUEST</td>
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<td>Biochemistry (see Biochemistry listing)</td>
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<td>Chemistry 7-12</td>
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</table>

* See Hunter College Undergraduate Catalog Catalog 2004-2007, p. 87 for information about undergraduate programs in chemistry.
### PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) – CHEMISTRY TEP MA

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

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status.

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

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

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

### Requirements for the Degree

**Chemistry (minimum 15 credits)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CHEM 655</td>
<td>Demonstrations, Models, and Technology</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 630</td>
<td>Science and Society</td>
<td>3 cr</td>
</tr>
<tr>
<td>CHEM 660</td>
<td>Challenging Concepts in Chemistry</td>
<td>4 cr</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 698</td>
<td>Special topics in Chemistry Education</td>
<td>4 cr</td>
</tr>
<tr>
<td>CHEM 630</td>
<td>Science and Society</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### Education

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

### Culminating Project

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

### MASTERS DEGREE IN CHEMISTRY COURSE LISTINGS

**Offered at Hunter**

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

- **CHEM 640 Biochemistry 1**
  - **lec., 3 cr**

- **CHEM 641 Biochemistry 2**
  - Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.
  - **prereq:** CHEM 640 or BIO 710.13 or 300
  - **lec., 3 cr**

- **CHEM 643-A Seminar**
  - A discussion of current chemical research problems based upon a unifying theme and, at the option of the instructor, upon selected topics of interest to the students.
  - **1 cr**

- **CHEM 643-B Seminar**
  - A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.
  - **1 cr**

- **CHEM 650 Biophysical Biochemistry**
  - Physical chemistry as applied to biochemical systems.
  - **4 cr**

- **CHEM 655 Demonstrations, Models, and Technology**
  - Demonstrations, models, and technology.
  - **3 cr**

**CHEM 660 Challenging Concepts in Chemistry**

- Overview of research and theory related to misconceptions in chemistry. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.
  - **4 hrs., 4 cr**

**CHEM 790 Basic Laboratory Techniques for Research**

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

**CHEM 795 First Level Doctoral Laboratory Research**

- Hours to be arranged, credits variable.

**CHEM 799 Thesis Research**

- Individual research under supervision. Limited to students matriculated for the MA in chemistry.
  - **prereq:** permission of department required
  - **3 cr**

- **CHEM U810.1-U810.4 Research for the Doctoral Dissertation**
  - Credits variable, one or more credits per semester

Offered at The Graduate Center

- 365 5th Avenue
- Consult CUNY Graduate Center Course Schedule for times and instructors.

### FUNDAMENTAL COURSES

- **CHEM 710 Advanced Inorganic Chemistry**
  - The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.
  - **prereq:** an advanced undergraduate inorganic chemistry course or CHEM 760
  - **45 hrs., 3 cr**

- **CHEM 750 Advanced Organic Chemistry I**
  - Fundamentals of organic chemical principles, reactions and structures.
  - **45 hrs., 3 cr**

- **CHEM 751 Advanced Organic Chemistry II**
  - A continuation of CHEM 750.
  - **45 hrs., 3 cr**
CLASSICS

Degrees Offered

<table>
<thead>
<tr>
<th>Language</th>
<th>Degree</th>
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<td>Latin*</td>
<td>BA</td>
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<tr>
<td>Greek*</td>
<td>BA</td>
<td>1110</td>
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<tr>
<td>Latin and Greek*</td>
<td>BA</td>
<td>1504</td>
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<tr>
<td>Classical Studies*</td>
<td>BA</td>
<td>1504</td>
</tr>
<tr>
<td>Archaeology*</td>
<td>BA</td>
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<tr>
<td>Latin – Grades 7-12*</td>
<td>MA</td>
<td>1109.01</td>
</tr>
</tbody>
</table>

* See the Hunter College Undergraduate Catalog, 2004-2007, p. 93 for description of undergraduate degrees and courses in classics.

FACULTY

Ronnie Ancona, Professor; PhD, Ohio State; Latin Poetry, Latin Pedagogy, Women in Classical Antiquity
Tamara M. Green, Professor and Chair; PhD, NYU; Ancient History, Late Antiquity, Greek and Roman Religion
Adele J. Haft, Professor; PhD, Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization, Maps in Twentieth-Century Poetry, Ancient Sports
Robert B. Koehl, Professor; PhD, Pennsylvania; Classical Archaeology
Lawrence M. Kowerski III, Assistant Professor; PhD Rutgers; Greek History and Historiography, Early Greek Poetry (elegy and lyric), Greek Papyrology
William J. Mayer, Lecturer; MA, Columbia; Latin Pedagogy, Cicero, Vergil
Joanne M. Spurza, Associate Professor; PhD, Princeton; Classical Archaeology, Ancient Roman Architecture and Urban Studies
Robert J. White, Professor; PhD, Yale; Greek Literature, Classical Mythology, Greek Tragedy, Classics in Translation, Caesar

Faculty Emeriti
Sarah B. Pomery, Distinguished Professor Emerita; PhD, Columbia; Women and the Family in Classical Antiquity, Social History, Papyrology

In addition to its undergraduate majors in the fields of Latin, Greek, Latin and Greek, Classical Studies, and Archaeology, the Department of Classical and Oriental Studies offers undergraduate majors in Chinese, Hebrew, and Russian as well as a six-semester sequence in Arabic, Japanese, and Polish. It also participates in the interdepartmental programs in Comparative Literature, Jewish Social Studies, Russian and East European Area Studies, and Religion.

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) – LATIN MA

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

This program differs from the traditional MA program in Latin in two ways. First, each of the language courses provides the student with both increased linguistic competency and a pedagogical methodology for teaching Latin more effectively. In addition, the program requires courses in ancient culture and literature in translation; these can be useful later in designing humanities courses suited to the junior and senior high school curricula.

Classes meet in the late afternoon and evening, making the program accessible to people who work during the day.

Requirements for Admission

Applicants must present a bachelor’s degree from an accredited institution acceptable to Hunter College. An undergraduate major in Latin or classics or the equivalent (24 credits in Latin) is required for admission. Students with 18 credits in undergraduate Latin courses may be admitted provisionally if they are certified to teach languages other than Latin.

An undergraduate average of 3.0 (B) in the major and an overall cumulative average of 2.8 (B-) are required for admission. The selection process includes a personal interview to determine the applicant’s suitability for the program as well as an application essay and two professional letters of references.

A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. History and geography), and 12 credits in...
Literature of the Early Republic

Literature of the Late Republic

Literature of the Late Empire

Supervised Reading

Caesar

The Legacy of Ancient Rome

Latin Composition

Greek and Latin Roots of Classical Literature in Vergil

courses.

Classical Literature in and Cicero

The Legacy of Ancient Greece

2. 12 cr in Classical Culture Credits

A. 9 cr from the following:

LAT 701 The Legacy of Ancient Greece
LAT 702 The Legacy of Ancient Rome
LAT 703 Classical Literature in Translation I
LAT 704 Classical Literature in Translation II

B. LAT 705 Greek and Latin Roots of English

3. 22-24 cr in Education

Students may be exempted from (a maximum of) 6 credits of this sequence by the School of Education on the basis of prior equivalent course work.

SEDF 703 Social Foundations of Adolescent Education
SEDF 704 Adolescent Development, Grades 7-12
SEDF 705 Educational Psychology: Applications to Adolescent Education
SEDF 706 Assessment of Teaching and Learning in Adolescent Education
SEDC 710 Building the Foundations of Literacy in Adolescent Education
LATED 712 Methods 1: Intensive Study of Classroom Organization, Management, and Instruction in Latin, Grades 7-12
SEDC 720 Adolescent Health and Safety
LATED 713 Methods 2: Intensive Study of Teaching Diverse Learners in Latin, Grades 7-12

Either:

LATED 731 Student Teaching in Latin in Grades 7-12

Or one of the following:

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

Plus one of the following:

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

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

At the completion of all course work, candidates for the degree are required to take three comprehensive examinations in Latin translation, Latin grammar, and classical culture.

See the School of Education section of this catalog (p. 107) for additional requirements concerning progress standards and benchmarks, as well as a professional teaching portfolio.

Nonmatriculants

After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated, preferably prior to registration, by the graduate director before they can be admitted to Classics Department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of Classics.
COURSE LISTINGS

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

LAT 701 Literature of the Early Republic
Early history of the Latin language and the development of Latin literary forms and styles.

LAT 702 Literature of the Late Republic
Selections from authors of the late republic.

LAT 703 Literature of the Early Empire
Selections from authors of the early empire.

LAT 704 Literature of the Late Empire
Selections from authors of the late empire.

LAT 705 Caesar
Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

LAT 706 Cicero
Selections from the orations, philosophical treatises, and letters of Cicero.

LAT 707 Vergil
Selections from the Aeneid, Eclogues, and Georgics.

LAT 708 Supervised Reading
Independent reading in individual Roman authors or particular literary genres supervised by a faculty member. Prior approval of graduate director required. May be taken twice for credit.

LAT 709 Latin Composition
History of the Latin language, including analysis of Latin grammar and syntax. Translation of short passages from English into Latin.

CLA 701 The Legacy of Ancient Greece
A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

CLA 702 The Legacy of Ancient Rome
A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

CLA 703/704 A Survey of Classical Literature in Translation
An analysis, by genre, of the major traditions of classical literature. Students may take either semester for credit.

CLA 705 The Greek and Latin Roots of English
The influence of Greek and Latin on the development of the English language and its vocabulary. Methods of using etymology as a language teaching tool.

CLA 706 Supervised Reading
Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member. Prior approval of graduate director required.

LATED 712 Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin
Familiarizes prospective teachers of grades 7-12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Emphasis on close work with the design and evaluation of classroom lessons and materials in the context of national and state standards.

LATED 713 Methods 2: Teaching for Diverse Learners in Latin
Familiarizes prospective teachers of grades 7-12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Emphasis on innovative uses of technology, development of instructional units, individualizing for students with special needs, and exploring aspects for a student-centered classroom.

LATED 721, SEDF 703, SEFD 705
30 hrs plus 36 hrs fieldwork, 2 cr

LATED 731 Student Teaching in Latin, Grades 7-12
Candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction and assume significant responsibility for classroom instruction and management.

LATED 741.10 Practicum in Latin, Grades 7-9
Supervised practicum for teachers of Latin in grades 7-9. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take LATED 741.10 must also take either LATED 751.10 or LATED 741.20.

LATED 741.20 Practicum in Latin, Grades 10-12
Supervised practicum for teachers of Latin in grades 10-12. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take LATED 741.20 must also take either LATED 751.10 or LATED 741.20.

LATED 751.10 Student Teaching in Latin in Grades 7-9
Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction and assume significant responsibility for classroom instruction and management.

LATED 751.20 Student Teaching in Latin in Grades 10-12
Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction and assume significant responsibility for classroom instruction and management.

See the School of Education section of this catalog (p. 107) for information about required grades in student teaching and practicum courses.
COMPUTER SCIENCE

Department Office: 722 North Building; (212) 772-5413
Chair, Virginia Teller: 1008 North Building; (212) 650-3074; vteller@hunter.cuny.edu
Website: http://www.cs.hunter.cuny.edu

FACULTY
Daniel I. A. Cohen, Professor; PhD, Harvard; Combinatoric Algorithms, Theory of Computability; J.D., Columbia; Computer Law
Susan L. Epstein, Professor; PhD, Rutgers; Artificial Intelligence, Knowledge Representation, Machine Learning
Constantin V. Negoita, Professor; PhD, Bucharest; Fuzzy Logic, Artificial Intelligence
William Sakas, Associate Professor; PhD, CUNY; Computational Linguistics, Cognitive Models of Natural Language Acquisition
Cullen R. Schaffer, Associate Professor; PhD, Rutgers; Machine Learning, Data Analysis, Artificial Intelligence
Eric Schweitzer, Lecturer; MA, SUNY (Stony Brook); Computer-aided Language Learning, Logic
Subash Shankar, Associate Professor; PhD, Minnesota; Software Engineering, Formal Methods
Ioannis Stamos, Associate Professor; PhD, Columbia; 3-D Computer Graphics, Image Processing
Virginia Teller, Professor; PhD, NYU; Artificial Intelligence, Natural Language Processing
Stewart N. Weiss, Associate Professor; PhD, NYU; Software Testing, Computability Theory
Christina M. D. Zamfirescu, Professor; PhD, Aachen; Graph Theory and Algorithms, Operations Research

ECONOMICS/ACCOUNTING

Department Office: 1524 West Building; (212) 772-5400
Chair, Marjorie Honig: 1524 West Building; (212) 772-5400
Graduate Adviser, Randall Filer; 1502 West Building; (212) 772-5399; grad.econadvisor@hunter.cuny.edu
Accounting Graduate Adviser, Toshiaki Mitsudome; 1549A West Building; (212) 772-5430; msacct@hunter.cuny.edu
Website: http://econ.hunter.cuny.edu

ECONOMICS FACULTY

Temisан Agbayegbe, Professor; PhD, Essex; Econometrics, Economic Development, Environment and Resource Economics, Time Series
Howard Chernick, Professor; PhD, Pennsylvania; Public Economics, Urban Economics, Fiscal Federalism, Urban Public Finance, Financing of Redistribution
Jonathan Conning, Assistant Professor; PhD, Yale; Development Economics, Financial Markets, Political Economy
Partha Deb, Associate Professor; PhD, Rutgers; Econometrics, Health Economics
Randall Filer, Professor; PhD, Princeton; Applied Microeconomics, Economics of Transition in Eastern Europe, Labor Economics, Public Policy
Lisa George, Assistant Professor; PhD, Pennsylvania; Industrial Organization, Political Economy
Deva Golbe, Professor; PhD, NYU; Corporate Control and Governance, Industrial Organization, Government Regulation
Timothy Goodspeed, Professor; PhD, Maryland; Applied Microeconomics, Public Economics
Marjorie Honig, Professor and Department Chair; PhD, Columbia; Applied Microeconomics, Labor Economics, Retirement, Public Policy
Kenneth McLaughlin, Associate Professor; PhD, Chicago; Job Turnover and Incentives, Labor Economics
Ingmar Nyman, Assistant Professor; PhD, Columbia; Corporate Finance, Industrial Organization
Sanjeeta Pratap, Associate Professor; PhD, NYU; Macroeconomics, Industrial Organization
Parvi Sevak, Assistant Professor; PhD, Michigan; Labor Economics, Public Economics
Niklas Westerlius, Assistant Professor; PhD, Columbia; Macroeconomics, Monetary Economics, International Finance

ACCOUNTING FACULTY

Fatma Cebenoyan, Assistant Professor; PhD, Maryland; Financial Accounting, Financial Institutions and Government Regulation.
John Kim, Associate Professor; PhD, Memphis; Financial/Cost Accounting, Operations Research
Avi O. Liveson, Professor; JD, Pennsylvania; Partnership Taxation, Individual Taxation
Toshiaki Mitsudome, Assistant Professor; PhD, Baruch; Financial and Managerial Accounting, International Accounting
Michael E. Schleifer, Lecturer; MBA(Taxation), Pace; Auditing, Financial Accounting, Taxation

MASTER OF ARTS (MA) IN ECONOMICS

Hunter's master's program in economics equips students with analytic tools that can be directly applied to business and public policy. The program integrates economic theory, quantitative methods and practical applications, and emphasizes elective courses in international trade and finance, economic development, financial economics, industrial organization, corporate governance, labor economics and public finance. Hunter MAs regularly move into interesting, well-paid positions in business, government, and international organizations. They are equally prepared to enter PhD programs at top-ranking universities.

Under the direction of professors who combine distinguished academic credentials with wide experience in economic research and applications, students studying for an MA at Hunter may participate in such major ongoing projects as: taxation, government spending, and economic growth; earnings of immigrants and minority groups; saving and investment in rural economies; taxation and the regional economy; social security and public welfare; tax competition; health outcomes; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.


Degrees Offered

<table>
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<tr>
<td>Economics</td>
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<tr>
<td>Accounting</td>
<td>BS*</td>
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<tr>
<td>Accounting</td>
<td>MS</td>
<td>0502</td>
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</tbody>
</table>
The program is offered in the evening to accommodate students who hold full- and part-time jobs.

Requirements for Admission
Applicants to the MA program in economics must provide their scores on either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). In addition to the other general requirements for graduate admission to Hunter, the following departmental requirements must be met: at least 18 credits of undergraduate courses in economics, at least 9 credits of undergraduate courses in mathematics, and two letters of recommendation from college teachers, including one from a member of an economics department. The credits in economics must include at least six in principles of economics, and at least three in each of the following courses: economic statistics, introductory econometrics, intermediate microeconomics, and intermediate macroeconomics. The credits in mathematics must include two semesters of calculus and one of matrix algebra. Intermediate microeconomics, intermediate macroeconomics, introductory econometrics, calculus I and II, and matrix algebra are prerequisites for required courses in the MA program.

Students who have not completed these courses at the time of admission will be required to complete the needed course(s) during their first semester at Hunter. (Completion of such courses cannot be counted towards the MA.)

Requirements for the Degree
Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete ECO 701 (Microeconomic Theory), ECO 703 (Macroeconomic Theory), ECO 721 (Econometric Theory), and ECO 722 (Econometrics). The degree can be earned in two ways:

1. Completion of 27 credits of course work and 3 credits of Thesis Research. Students must submit a satisfactory master’s thesis written under the supervision of a member of the economics faculty.
2. Completion of 30 credits of course work. Students must prepare a supervised extended research paper in two of their courses and earn at least a B+ on each paper.

BA/MA IN ECONOMICS
The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree. Admission to the BA/MA program requires students to have completed both ECO 200 and ECO 201 with a grade of B or better and have and maintain a B or better average in both economics and overall.

DOCTOR OF PHILOSOPHY
The PhD program in economics is based at the City University Graduate Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. In addition, students in the PhD program who wish to transfer to the Hunter MA program may transfer up to 12 credits towards the Hunter MA. PhD students at the City University Graduate Center who wish to earn an en passant master’s degree after completing 45 credits at the Graduate Center – in cooperation with Hunter College – should consult the executive officer of the PhD program. http://web.gc.cuny.edu/Economics/

MASTER OF SCIENCE (MS) IN ACCOUNTING
The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accountancy. Students completing the program will be well equipped for a successful career in accounting. Hunter’s MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program.

Beginning in August of 2009, New York State requires all CPA candidates to have completed 150 credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement. In addition, the successful completion of the program before August 2009 will enable students to receive one year reduction in the work experience requirement for the CPA license (without a master’s degree, a minimum of two years of work experience is required).

The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence with combined teaching experience of over 60 years, and has produced research of the highest quality within the field of accounting.

Requirements for Admission
A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and
- A GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter’s BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of ECO 271 and 272, Principles of Accounting I and II; ECO 371 and 372, Intermediate Accounting I and II; ECO 471 and 472, Advanced Accounting I and II; ECO 280 and 380, Business Law I and II; ECO 374, Cost Accounting; ECO 373 and 473, Individual and Business Taxation; and ECO 475, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog.)

Requirements for the Degree
The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.
**ECONOMICS COURSE LISTINGS**

Each course 3 cr, unless otherwise noted. Equivalent courses at other institutions satisfy prerequisite and corequisite requirements.

**ECO 701 Microeconomic Theory**
Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

*prereq: ECO 300, MATH 150, MATH 160; prerequisite or coreq: MATH 155 and ECO 721*

**ECO 703 Macroeconomic Theory**
Determinants of national income, output, employment and price levels, including micro-economic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation and economic growth.

*prereq: ECO 301, MATH 150, MATH 160; prerequisite or coreq: MATH 155 and ECO 721*

**ECO 710 Monetary Theory and Policy**
Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

*prereq: ECO 210; prerequisite or coreq: ECO 703 and ECO 721*

**ECO 711 Banking and Financial Markets**
Factors determining banking and financial structure in the US. Issues including financial crises and bank failure, allocation of financial resources, regulation and competition.

*prereq: ECO 210; prerequisite or coreq: ECO 703 and ECO 721*

**ECO 715 Public Finance**
Principles of taxation and government spending; efficiency and equity tradeoffs; decentralized public finance and fiscal federalism.

*prereq or coreq: ECO 701 and ECO 721*

**ECO 721 Economic Statistics**
Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

*prereq: ECO 321 and MATH 150; prerequisite or coreq: MATH 155*

**ECO 722 Econometrics**
Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

*prereq: ECO 721; prerequisite or coreq: MATH 160*

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

*prereq: ECO 722*

**ECO 724 Microeconometrics**
Introduction to advanced econometric techniques commonly used in applied micro-economic research. The topics covered will be panel data, instrumental variables estimation, limited dependent variables, truncated, censored and selected samples, and duration models.

*prereq: ECO 722*

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

*prereq or coreq: ECO 701 or ECO 703, and ECO 721*

**ECO 732 Economic Growth**
Investigation of the issue of why some countries become rich while other do not. Study of the factors that contribute to and retard economic growth.

*prereq or coreq: ECO 701 and ECO 703*

**ECO 735 Urban Economics**
Economic analysis of form and functioning of big cities. Analyses of location of economic activity within metropolitan areas and market for land; analyses of major urban policy issues, including housing, transportation, urban poverty, urban public finance.

*prereq or coreq: ECO 701 and ECO 721*

**ECO 740 International Trade: Theory and Policy**
International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid, regional integration.

*prereq or coreq: ECO 701 and ECO 721; recommended prerequisite or coreq: ECO 703*

**ECO 741 International Finance**
Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

*prereq or coreq: ECO 701 and ECO 721*

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

*prereq or coreq: ECO 701 and ECO 721*

**ECO 748 Health Economics**
Economic analysis of the health care industry to explain the demand for and supply of medical care. Includes analysis of behavior of consumers, producers, and insurers; and public policies to regulate the industry and to provide services for the poor and elderly.

*prereq or coreq: ECO 701 and ECO 721*

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

*prereq or coreq: ECO 701 and ECO 721*
ECO 756 Law and Economics
A study of economic foundations of law. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Consideration of the economic logic underlying the law.
_prereq or coreq: ECO 701 and ECO 721

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

ECO 761 Advanced Concepts in Financial Markets
Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes, and potential problems that can arise in the application of financial derivatives.
_prereq: ECO 760

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

ECO 765 Games and Information
Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications. Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism-design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.
_prereq or coreq: ECO 701

ECO 770 Internship
Internships with organizations engaged in economic research. Students write a research paper under direction of said organization and concomitant supervision of instructor. Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

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

ECO 791 Independent Study
Intensive study of special field of economics under supervision of member of graduate faculty. May be taken only once.
_prereq: perm instr and graduate adviser

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

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

The following courses may be offered depending on student and faculty interest:

ECO 725 Economics of Consumption
ECO 731 American Economic History
ECO 747 Income Distribution and Public Policy
ECO 750 Comparative Economic Systems
ECO 751 Economic Development of Latin America

ACCOUNTING COURSE LISTINGS

Each course 3 cr. unless otherwise noted. Students who have satisfied the requirements of the Hunter BS degree in Accounting (or their equivalent) will have met all course prerequisites other than those indicated below. Students who have not satisfied such requirements will need permission of the program adviser to take any of these courses.

ECO 770 Research Techniques in Accounting
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.

ECO 771 Advanced Financial Accounting Theory
Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 772 Accounting Information Systems
An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 773 Advanced Federal Income Taxation
Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 774 Advanced Managerial Accounting
Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 775 Advanced Auditing
Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer-assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

ECO 776 Governmental Accounting
Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 777 State and Local Taxation
State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

ECO 778 Business Ethics, Communications, and Research Project
Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.
_prereq: ECO 770

ECO 660 Managerial Economics for Accountants
The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.
_prereq: ECO 300, and ECO 321*

* Note, if these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count among the 30 credits needed to complete the degree.
### Degrees Offered

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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>English Literature</td>
<td>BA*</td>
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<tr>
<td>Adolescent Education</td>
<td>BA*</td>
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<tr>
<td>English Language Arts</td>
<td>BA**</td>
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<td>English</td>
<td>BA/MA</td>
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<tr>
<td>English Literature</td>
<td>MA</td>
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<td>Adolescent Education</td>
<td>MA</td>
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<tr>
<td>Creative Writing</td>
<td>MFA</td>
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<td>MA/MA Program in English</td>
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### MASTERS OF ARTS IN ENGLISH

The MA program in British and American literature offers opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanistic fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity of writing a research essay under the guidance of a senior faculty member.

#### Admission Requirements

In addition to the general requirements for admission, the following departmental requirements must be met: 18 credits of advanced undergraduate courses in British and American literature (exclusive of courses in journalism and writing), a writing sample of about 10 pages (preferably an undergraduate research paper) and the GRE General Test. Students who have done their major work in English in non-English-speaking countries are usually not eligible for admission to graduate courses in English without additional undergraduate preparation in an American college or university.

#### Degree Requirements

**Courses.** Each candidate must complete an approved program of study of at least 30 credits, which must include ENGL 700 (Master's Thesis). We strongly recommend that students take ENGL 793 (Studies in Literary Criticism) in their first or second semester. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate adviser but they may in no case exceed 6 credits. Six credits of relevant graduate work done at another institution may be credited when approved by the graduate adviser.

**Foreign Language.** The candidate must demonstrate a reading knowledge of French, German, or Latin. Another language may be substituted with the approval of the graduate adviser.
**Comprehensive Examination.** The candidate must pass a written comprehensive examination in British and American literature.

**Master of Arts Thesis.** The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser. Two copies prepared for binding are required.

**Nonmatriculants.** After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated prior to registration by the graduate adviser before they can be admitted to English Department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of English. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

**DOCTOR OF PHILOSOPHY**

The PhD program in English is based at the City University Graduate Center. See Bulletin of the Graduate Center for a description of the PhD program and the complete list of courses. See also the Graduate Center website http://www.gc.cuny.edu/

**PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (Grades 7-12) – ENGLISH MA**

**Admission Requirements**

This Teacher Education Program (TEP) is not for individuals who already have initial or provisional certification in the teaching of English. Provisionally certified teachers should apply for the MA in English. (With the approval of the English Department adviser, such students may take 3 or 6 credits of course work in advanced courses from the Adolescent Education sequence.)

Students must have earned 21 credits in courses acceptable to the department in British, American or World Literature written in English (no more than 3 credits of the latter). Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper). A cumulative GPA of 2.8 or better and an index of 3.0 in English courses are required, as is one year of college study of a language other than English.

Students who have a 3.0 or better index in English courses but whose cumulative GPA is below 2.8 should consult the School of Education section of the catalog for additional information. (see p. 103)

**Graduate Course Requirement in English for Teachers of Adolescent Education (24 cr)**

**Literature.** Eighteen credits in literature courses given by the English Department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, and 6 credits in American literature.

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

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

**Education.** 22-24 credits (See School of Education section of this catalog, MA-Adolescent Education, p 103.)

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

**MASTER OF FINE ARTS IN CREATIVE WRITING**

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

**Departmental Requirements for Admission**

Candidates must have completed a BA or equivalent at an accredited institution. In addition to the Hunter College application, the candidate must submit a creative writing manuscript (10-20 pages of poetry or 20-30 pages of fiction) and a 500-word personal statement describing the candidate’s relationship to his/her creative work, literary influences, and why the MFA would be beneficial to the candidate’s writing career.

**Departmental Requirements for the Degree**

**Courses** Each candidate must complete an approved program of study of at least 36 credits, which must include: 1) Four writing workshops in chosen genre; 2) Six courses in MA literature and/or MFA craft seminars; 3) One course in Writing in Conference; 4) One course in MFA thesis.

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

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

TEACHER EDUCATION

ENGL 607 English Linguistics
Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

ENGL 618 Rhetoric and Composition
Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

ENGL 681 Reading Credit
Course of readings designed according to student's interests and needs. Work is directed by member of department.

ENGLISH AND AMERICAN LITERATURE: GENERAL

ENGL 700 Master's Essay
Individual research under supervision. Required of all candidates for MA degree in British and American literature.

ENGL 702 Special Studies in British, American, and Comparative Literature: Seminar
Intensive study of a major figure, type, or trend. Subject will vary from semester to semester.

ENGL 710 Studies in Literature and Language
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.

ENGL 754 Selected Studies in Work of Major American Writers
Subject will vary from semester to semester.

ENGL 775 Selected Studies in British and American Literature
Subject will vary from semester to semester.

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

ENGL 781 Reading Credit
Course of readings designed according to student's interests and needs. Work is directed by member of department.

ENGL 782 Introduction to Literary Studies
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.

ENGL 783 Studies in Literary Criticism
Literary theory as explored by major critics.

ENGL 705 Chaucer: The Canterbury Tales
Detailed study of The Canterbury Tales.

ENGL 706 Chaucer's Work Exclusive of The Canterbury Tales

ENGL 712 Spenser
Study of The Faerie Queene with emphasis on recent criticism and theories of allegory.

ENGL 713 Shakespeare: Comedy
Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 714 Shakespeare: Tragedy
Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 715 Shakespeare
Selected works by William Shakespeare in relation to a special theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 716 Renaissance Drama Exclusive of Shakespeare
The predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theaters in 1642.

ENGL 720 High Renaissance in England
Study of major genres and forms of English Renaissance poetry, with emphasis on works by Shakespeare, Spenser, Sidney, Marlowe and Donne.

ENGL 722 Milton: Lyric and Dramatic Poems, Selected Prose
Study of development of the poet.

ENGL 723 Milton: Paradise Lost and Paradise Regained
A critical study of Milton’s epics.

ENGL 724 Earlier 17th-century Literature: Readings in Jonson, Donne, Herbert, Crashaw, Herrick, the Cavalier poets, Bacon, Browne, Burton, Walton and the writers of “characters.”

ENGL 731 Augustan Age
Reading and analysis of major works by Dryden, Swift, Pope, Addison, Steele, Gay.

ENGL 771 Studies in the 18th-century Novel
Selected novels by such writers as Defoe, Le Sage, Prévost, Richardson, Fielding, Sterne, Diderot, Rousseau, Walpole and Goethe.

ENGL 740 Romanticism
Cultural revolution of 18th and 19th centuries studied in significant British and Continental European works.

ENGL 741 The Romantic Poets
Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley and Keats.

ENGL 743 Victorian Prose, 1832-1890
Major tendencies of the period as exemplified in works of Carlyle, Ruskin, Arnold, Eliot, Dickens, Morris and Pater.

ENGL 750 Studies in the 19th-century Novel
Selected novels by such authors as Austen, Eliot, Trollope, Thackeray, Dickens, Stendhal, Balzac, Flaubert and James.

ENGL 756 Modern British Literature from 1914 to the Present
Studies centering in work of such writers as Joyce, Lawrence, Eliot and Auden.

ENGL 749 American Prose to 1860
Selected works by such authors as Emerson, Thoreau, Hawthorne, Poe and Melville.

ENGL 750 American Prose, 1860-1914
Study of selected works by such authors as Howells, Twain, James, Crane, Dreiser and Adams.

ENGL 751 American Prose, 1914 to the Present
Writers ranging from Hemingway, Fitzgerald and Faulkner to the contemporaries.

ENGL 752 American Poets of the 19th Century
Studies in a selected number of representative poets, among them Poe, Emerson, Whitman and Dickinson.

ENGL 753 American Poets of the 20th Century
Studies in a selected number of major poets, including Frost, Eliot and Stevens.
CREATIVE WRITING

ENGL 790 Topics in Fiction Writing: Workshop
Studio-style workshop of students’ fiction, with weekly submissions and critique.

ENGL 791 Topics in Poetry Writing: Workshop
Studio-style workshop of students’ poetry, with weekly submissions and critique.

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

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

ENGL 795 Topics in Memoir Writing: Workshop
Graduate writing workshop in memory and autobiography. Students will present memoir and autobiographical writings to be critiqued by members of the workshop and the instructor.

ENGL 796 Topics in the Craft of Memoir:
Participants will study the writer's craft in creative non-fiction in memoir, essay, and/or autobiography. Particular attention will be paid to narration, description, dialogue, characterization, and use of time, through both set examples and writing exercises suggested by the works read.

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

ENGL 799 MFA Thesis
Independent creative writing project, with regular advisory sessions with primary writing faculty adviser. To be preceded in sequence by ENGL 798 (Writing in Conference).

Not all courses are offered every term. Please consult the department. The following courses are offered only upon sufficient student demand.

ENGL 708 Medieval Literature in England from 13th to 15th Century
ENGL 717 The Drama of the 17th and 18th Centuries
ENGL 725 Later 17th-century Literature
ENGL 732 Age of Johnson
ENGL 733 The Age of Enlightenment
ENGL 742 Victorian Poets
ENGL 748 American Literature: Colonial and Federal Periods
ENGL 755 Modern British Literature from 1890-1914

FILM & MEDIA STUDIES

Department Office: 433 North Building;
(212) 772-4949;
integrated.media.arts@hunter.cuny.edu

MFA Program Director,
Andrea Polli, Associate Professor;
430 North Building;
(212) 650-3415;
apoli@hunter.cuny.edu

Website: http://ima.hunter.cuny.edu

GRADUATE FACULTY

Kelly Anderson, Assistant Professor; BA, Brown; Film and Video Production, Digital Editing
Stuart Ewen, Distinguished Professor; PhD, SUNY; Social and Cultural History, Visual Culture, Graphics
Mary Flanagan, Associate Professor; PhD, Central Saint Martins, University of the Arts London, MFA Iowa; Interactive Media Production and Digital Cultural Studies
Arnold Gibbons, Professor; PhD, Syracuse; Media in Developing Countries, Comparative Media, International Communication
Michael Gitlin Assistant Professor BA Indiana, MFA Bard, Film and Video Production
Tami Gold, Professor; BA, Friends World College; Documentary and Dramatic Video Production, Video Art
Mick Hurbis-Cherrier, Associate Professor; MFA, Northwestern; Film and Video Production, Screenwriting
Andrew Lund, Assistant Professor; MFA & JD Columbia; Directing, Screenwriting, Film and Video Production, Entertainment Law
Ivone Margulies, Professor; PhD, NYU; Issues of Realism in Film and Video, Feminist Film Criticism, Experimental Film and Video
Joe McElhaney, Assistant Professor, PhD, NYU; Film and Media History, Theory and Aesthetics
Peter Parisi, Professor; PhD, Indiana; Literary Journalism, News Narrative, Criticism
Isabel Pinedo, Professor; PhD, CUNY; Media and the Public Sphere; Media and Society
Andrea Polli, Associate Professor; MFA, The School of the Art Institute of Chicago; Interactive Media, web-based Public Art and Installation, Sound
Tim Portlock, Assistant Professor; MFA University of Chicago; MFA University of Illinois at Chicago; Digital Imaging; Real Time Graphics; 3D Modeling
James Roman, Professor and Chair; EdD, Fairleigh Dickinson; Broadcast Journalism, History, Policy Issues and Industry Trends
Larry Shore, Lecturer; PhD, Stanford; Global Media, Media Policy, Media and Sports

Robert Henry Stanley, Professor; PhD, Ohio; Social, Legal, and Aesthetic Aspects of Film and Media
Bernard L. Stein, Professor; BA, Columbia; Journalism
Joel Zuker, Professor; PhD, NYU; Film and Media Theory and History, National Cinemas

MASTER OF FINE ARTS (MFA) IN INTEGRATED MEDIA ARTS

The MFA Program in Integrated Media Arts offers advanced studies in nonfiction media making, using state-of-the-art digital technologies. Unlike most graduate media programs, which train students in specific media crafts, this program is one of the first in the nation to educate multi-disciplinary media professionals, socially aware and knowledgeable in the wide range of media skills that are brought together in the digital media environment.

Hunter’s MFA in Integrated Media Arts offers a 48-credit course of study, combining analytical seminars, interdisciplinary research and creative workshops in writing, visual communication, and media distribution and exhibition. Building on a foundation of research and analysis, MFA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, theory with practice, traditional methods with new technologies, contemporary issues with an historical perspective. They also engage in collaborative production labs at Hunter or external industry creative residencies that are calculated to provide hands-on understanding of real world media environments.

Hunter’s MFA/IMA educates students who will be prepared to assume positions of creative leadership in the professional media world. In this program, a coming generation of media makers trains to become tomorrow’s preeminent communicators, twenty-first century pamphleteers employing new digital media to inform, enliven and extend the possibilities of the public square.
**Admissions Requirements**

Students are accepted into the program for fall semester enrollment only. February 1st is the closing date for completed fall applications. The MFA/IMA Program is highly selective, enrolling only 15-20 students each year. Applicants are expected to present the following:

- A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- A portfolio of media works, indicating talent and promise. Submitted works may include videos and films, interactive digital design, photography, sound, graphic design, journalistic writings, etc.
- A personal statement describing the applicant's long-term objectives as a media maker and the social impact they hope their work will have. Statements should also explain why Hunter's MFA Program in Integrated Media Arts is particularly relevant to the applicant's creative goals.
- An official transcript of undergraduate studies.
- A completed graduate application form
- Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination.

**Degree Requirements**

The coursework in IMA is organized under five broad aspects of media study. They are:

**ANALYTICAL SEMINARS** where an intellectual foundation for socially aware and ethically responsible media work is an overarching objective

**INTERDISCIPLINARY RESEARCH** in an ancillary field, an approved graduate level seminar or formal independent study project with a faculty member in an appropriate department other than Film and Media and/or interdisciplinary program at Hunter, The Graduate Center, another CUNY graduate program, or at an approved graduate institution outside CUNY

**WORDS WORKSHOPS** where writing for the media is an essential focus

**VISIONS WORKSHOPS** where the visual communication of ideas and information is a comprehensive goal

**CHANNELS WORKSHOPS** where designs for exhibition and distribution of media work, for publicizing ideas, and for using media to enhance the quality of community interaction are key objectives

Capstone and additional courses complete the program.

To fulfill the 48-credit degree requirement, the student must take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IMA 701</td>
<td>Social and Historical Roots of Mass Culture</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>At least two additional ANALYTICAL seminars</td>
<td>6 cr</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Research in ancillary field</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>Ten workshops within: . . . . . . . . . . . . 30 credits</td>
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**WORDS VISIONS* CHANNELS* **

*IMA 760 is a prerequisite for all interactive media courses and may be counted towards VISIONS or CHANNELS cluster requirement*

Note: Students must take at least two courses and no more than four courses within each creative cluster. Some workshop courses may qualify within more than one cluster as indicated in the course description.

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IMA 781</td>
<td>Collaborative Media Project/Creative Residency</td>
<td>3 cr</td>
</tr>
<tr>
<td>IMA 798</td>
<td>MFA Thesis Project</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Total for MFA in IMA . . . . 48 credits**

**COURSE LISTINGS**

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course. All courses are 3 hrs, 3 credits unless noted otherwise. Note that lab-intensive courses are 4 hrs, 3 credits.

**ANALYTICAL SEMINARS** (where an intellectual foundation for socially aware and ethically responsible media work is an overarching objective)

**IMA 701 Social and Historical Roots of Mass Culture**

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program, and must be taken during the first semester of a student's enrollment in the program.

2 hrs, 3 cr

**IMA 702 The History of New Media**

An exploration of the history of 'new' media. A study of the convergence and integration of the new media with film, print media, radio and television and its effects on culture.

2 hrs, 3 cr

**IMA 704 Communications and the City**

Urban imagery in mass media and its varying relations to problems of urban life.

2 hrs, 3 cr

**IMA 705 Social Class, Racism and the Media**

Analysis of interrelations between social classes, racism and the media.

2 hrs, 3 cr

**IMA 706 Problems of American Journalism**

Analysis of the social responsibility of the press in relation to the dominant institutions of American society.

2 hrs, 3 cr

**IMA 707 Visible Evidence: Realist Strategies in Film, Video and TV**

An examination of the representational strategies through which film, video and TV images achieve verisimilitude, the appearance of transparently and objectively displaying reality.

2 hrs, 3 cr

**IMA 708 International Communication in the Contemporary World**

Contemporary problems and issues of international communication.

2 hrs, 3 cr

**IMA 709 History and Criticism of the Documentary**

A historical and critical examination of nonfiction film and video.

2 hrs, 3 cr

**IMA 710 Alternative Media: Examples and Experiences**

Review of the history and role of small-scale alternative media.

2 hrs, 3 cr
IMA 711 Television, Culture and Society
An examination of the role of television, as cultural artifact and industry, in consumer culture.
2 hrs, 3 cr

IMA 712 Feminist Approaches to the Mass Media
A historical perspective on feminist cultural theories as they have addressed the representation of women in American mass culture.
2 hrs, 3 cr

WORDS WORKSHOPS
(where writing for the media is an essential focus)
IMA 720 The Language of News
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.
4 hrs, 3 cr

IMA 721 Online Journalism
The Internet provides journalists with new sources of information, a major news beat in itself and innovative forms of publication. This course explores each of these dimensions with the goal of enabling students to use the Internet for journalistic research and report in depth on its cultural, legal and economic dimensions. This course may be counted towards the WORDS or CHANNELS cluster requirement.
4 hrs, 3 cr

IMA 722 Literary Journalism
The criticism and practice of literary journalism, i.e., factual reporting rendered with the qualitative detail and vividness of imaginative writing.
4 hrs, 3 cr

IMA 723 Public Interest Journalism
A study of critiques of journalism’s alleged failure to serve the public interest as the basis for a variety of newswriting assignments designed to represent social issues with fuller context and nuance.
4 hrs, 3 cr

IMA 724 Research and Writing for the Documentary
Research and writing proposals, treatments, budgets and production plans for video documentaries.
4 hrs, 3 cr

VISIONS WORKSHOPS
(where the visual communication of ideas and information is a comprehensive goal)
IMA 740 Documentary Expression
This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.
IMA 700 is a co- or prerequisite for this workshop.
pre- or co-req: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 741 Nonfiction Video Production
This workshop will guide students through the process of developing and producing a documentary video project.
prereq: IMA 760, IMA 740 or permission of instructor
4 hrs, 3 cr

IMA 742 Web Documentary
The production of nonfiction narratives for the Internet. This course may be counted towards the VISIONS or CHANNELS cluster requirement.
prereq: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 743 Collective Documentary
This production workshop involves the student in all aspects of a collectively produced documental that explores a general theme or issue, with all students producing segments for the project. The workshop also examines the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.
prereq: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 744 Digital Design: Print and Interactive Media
In this studio workshop course, the communicative capacities of various digital design formats and techniques will be creatively applied to the creation of four functional design projects.
prereq: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 745 Public Issue Graphics
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.
prereq: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 747 Digital Editing Workshop
Technology and principles of digital non-linear editing: its distinctive features and creative potential for both sound and image. Students are expected to bring projects, produced in previous classes, to a fine cut stage.
prereq: IMA 740, IMA 741, IMA 760 or permission of instructor
4 hrs, 3 cr

JAVA 748 Channels of Documentary Distribution
Different forms of documentary expression and the role that broadcasters, cable television, theatrical and non-theatrical release and the Internet play in their ability to reach a wide audience.

CAPSTONE COURSES & ADDITIONAL OFFERINGS
IMA 780 Special Topics Seminar
Rubric for occasional or experimental courses.
3 hrs, 3 cr

IMA 781 Collaborative Media Project/Creative Residency
Hours and in-house project or external creative residency must be defined in conjunction with graduate adviser. The project or creative residency must involve collaboration among different media makers.
3 cr

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

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

IMA 792 Interdisciplinary Research
Rubric for student's interdisciplinary research requirement.
Hrs to be arranged. 3 cr

IMA 795 Advanced Studio
Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of various kinds of media work. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Pending senate approval, students are allowed to take Advanced Studio a maximum number of 9 times for credit with different projects. Advanced Studio may be taken for WORDS, CHANNELS or VISIONS workshop credit depending on the instructor.

IMA 798 Master of Fine Arts Thesis Project
This project must be completed satisfactorily before graduation. Project must incorporate elements from all three creative clusters as well as a critical component. Approval of graduate adviser required.
**GEOGRAPHY**

**Department Office:** 1006 North Building; (212) 772-5265/5266

**Chair:** William Solecki; 1006 North Building; (212) 772-4536; wsolecki@hunter.cuny.edu

**Graduate Adviser:** Marianna Pavlovskaya; 1006 North Building; (212) 772-5320; mpavlov@hunter.cuny.edu

**GIS Certificate Program Adviser:** Jochen Albrecht; 1006 North Building; (212) 772-5221; jochen@hunter.cuny.edu

**Adolescent Education Advisers:**
- Social Studies, Ines Miyares; 1006 North Building; (212) 772-5443; imiyares@hunter.cuny.edu
- Earth Science, Haydee Salmun; 1006 North Building; (212) 772-5224; hsalmun@geo.hunter.cuny.edu

**Website:** http://www.geography.hunter.cuny.edu

**Education Advisers: Social Studies, Terrie Epstein; 1108 West Building; (212) 772-4675; tepstein@hunter.cuny.edu**

**Education Adviser Earth Science, Stephen Demeo; 908 West Building; (212) 772-4776; sdemeo@hunter.cuny.edu**

**Website:** http://www.geography.hunter.cuny.edu

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**FACULTY**

- **Sean Ahearn, Professor:** PhD, Wisconsin (Madison); Geographical Information Systems, Remote Sensing, Digital Image Processing, Natural Resources, Habitat Studies, Spatial-Temporal Modeling
- **Jochen Albrecht, Associate Professor:** PhD, Vechta (Germany); Dynamic Process GIS, Spatial-Temporal Analysis, Landscape Ecology, Crime and Health Applications
- **Frank Buonaiuto, Assistant Professor:** PhD, SUNY (Stony Brook); Oceanography, Coastal Processes and Hazards, Storm Surges, Barrier Island, Beach-Inlet Dynamics
- **Saul B. Cohen, University Professor Emeritus and Regent of the State of New York:** PhD, Harvard; Political Geography, Middle East, Geography and Psychology, International Development, Geographic Education
- **Allan Frei, Associate Professor:** PhD, Rutgers; Climatology, Global Climate Change, Environmental Modeling, Water Resources
- **Carol Gersmehl, Research Professor:** MA, Georgia; Geographic Education, Cartography, GIS
- **Philip J. Gersmehl, Professor:** PhD, Georgia; Geographic Education, Spatial Cognition, Map Design, Soil Geography, North America, East Asia
- **Hongmian Gong, Assistant Professor:** PhD, Georgia; Urban Geography, Geographic Information Systems, Quantitative Analysis, China
- **Charles A. Heatwole, Professor:** PhD, Michigan State; Cultural Geography, Recreation Geography, Geography of Religion, Geographic Education
- **Mohamed Ibrahim, Assistant Professor:** PhD, Alberta; Environmental Studies, Resource Management, Sustainable Development, Rural Water Supply, Sanitation and Hygiene, Africa
- **Ines Miyares, Professor:** PhD, Arizona State; Population, Immigration, Ethnicity, Latin America
- **Wenge Ni-Meister, Assistant Professor:** PhD, Boston Univ.; Remote Sensing, Biogeography, Land-Atmosphere Interaction, Climatology
- **Rupal Oza, Associate Professor:** PhD, Rutgers; Feminist Orya, Globalization, Gender Studies, Cultural Studies, South Asia; member of the Women’s Studies Program
- **Marianna Pavlovskaya, Associate Professor:** PhD, Clark; Urban Geography, Social Theory, Feminist Geography, Geographic Information Systems (GIS), Critical GIS, Urban Political Ecology, Post-Socialism, Russia
- **Randy Rutberg, Assistant Professor:** PhD, Columbia; Geochemistry, Oceanography, Paleoclimatology, Earth Systems Science
- **Haydee Salmun, Associate Professor:** PhD, Johns Hopkins; Coastal and Estuarine Environments, Oceanography, Land Surface-Airshpere Interactions and Climate Dynamics, Gender and Diversity in Science
- **William Solecki, Professor:** PhD, Rutgers; Urban Environmental Change and Management, Land Use/Land Cover Studies, Hazards, GIS Applications
- **Karl Szekielda, Research Professor:** PhD, Marseille; Oceanography, Remote Sensing, Marine Resources; International Issues

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**Degrees Offered**

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<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Course Code</th>
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<tr>
<td>Geography</td>
<td>BA*</td>
<td>2206</td>
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<tr>
<td>Geography/Social Studies, 7–12 Teacher</td>
<td>BA*</td>
<td>2205</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>BA*</td>
<td>4999</td>
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<tr>
<td>Geography</td>
<td>MA</td>
<td>2206</td>
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<tr>
<td>Certificate Program in Geographic Information</td>
<td></td>
<td>2206</td>
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<tr>
<td>Teachers of Earth Science, 7–12</td>
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<td>Teachers of Social Studies, 7–12</td>
<td>MA</td>
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* See Hunter College Undergraduate Catalog 2004-2007, p. 119 for information about undergraduate courses and degree programs in geography.

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**GRADUATE WORK IN GEOGRAPHY**

Diverse opportunities for advanced training are available. These include the master of arts degree in geography and the post-baccalaureate certificate program in Geographic Information Science (GIS). The Department of Geography participates with the School of Education in the Adolescent Education program leading to the MA degrees for the Preparation of Teachers of Earth Science (Grades 7–12) and the Teacher Education Program in Social Studies (MP8). At the doctoral level, the department is associated with the PhD Program in Earth and Environmental Sciences at the CUNY Graduate Center.

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**MASTER OF ARTS IN GEOGRAPHY**

The Department of Geography offers a master of arts in geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. The latter include quantitative and qualitative methods as well as application of geo-spatial technologies in...
human geography and environmental science. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program is designed for graduate students and professionals with backgrounds in social sciences, computer science, environmental science and engineering as well as traditional geography.

An MA in geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is a home to diverse urban environments, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located in Manhattan near Central Park, Hunter College is close to these activities. Students wishing to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

The GeoSeminar Series and the weekly Geography Seminar Series are an integral part of the graduate program. They allow students to meet and hear noted American and international scholars with expertise in various areas of geography, environmental science, cartography and GIS, and related fields. In addition, the seminars afford an opportunity for close interactions with the faculty in the department.

Facilities
The Department of Geography features two computer labs with 14 and 24 PCs open 24/7 and equipped with lecturer PCs connected to permanently-mounted ceiling data projectors. All PCs are Dell Optiplex GX270s with 1-GB RAM and 19-inch flat panel displays. The two labs are part of the department's gigabit network that includes a Sun Microsystems file server with more than 2-TB of disk storage. A full array of input and output devices are supported as well as many software programs, including major GIS and remote sensing applications.

CARSI
The Center for Advanced Research of Spatial Information (CARSI) is a state-of-the-art geographic information science research laboratory. Funded in part by the City of New York, it maintains the New York City base map (NYCMap). The CARSI Lab is involved in a number of New York City-related, state and federal research projects as well as other projects where techniques of geographic information science and spatial analysis are used.

Center for Geographic Education
The New York Center for Geographic Learning was established in 2004, in association with the Hunter College School of Education, the New York City and State Departments of Education, and the New York Geographic Alliance. People in this Center will address issues of spatial cognition, educational materials design, and methods of presenting concepts and skills in geography, social studies, and earth science to children in grades K-12. Students interested in geographic education, especially materials development and teacher training, are invited to contact the department.

Admissions Requirements
For up-to-date information, contact the MA geography graduate adviser.

Admissions procedures are as established by the Hunter College Office of Graduate Admissions. Candidates must have a BA or BS or equivalent, an undergraduate GPA of at least a B minus, with a B in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student’s adviser. It is recommended that students enter the program with knowledge of basic statistics. All students are required to take the Graduate Record Examination. Foreign students whose first language is not English must take the Test of English as a Foreign Language. Two letters of recommendation are required.

Requirements for the Degree
The Master of Arts consists of 31 or 36 graduate credits, depending on the program option chosen, selected from three types of courses: GEOG, PGEOG and GTECH, GEOG classes cover human geography, nature/society, and regional geography, while PGEOG classes cover physical geography and environmental science. GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. Classes vary in their structure from laboratory classes to lecture/discussion and seminars. Graduate courses outside of the GEOG, GTECH and PGEOG prefixes may be applied to the degree within the parameters listed below.

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

A. Thesis Option: A minimum of 31 credits consisting of:
   1. A minimum of 30 credits of course work (exclusive of GEOG 799) consisting of
      a. GEOG 701, GEOG 702 and GEOG 798
      (7 cr)
   b. A minimum of 11 additional credits selected from GEOG, GTECH, and PGEOG courses.

   c. A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.

2. One credit of GEOG 799 leading to a thesis approved by the student’s graduate advisers.
3. Formal approval of a study proposed for thesis research.
5. A formal presentation of the student’s thesis research.
6. A formal presentation of the student’s research paper.

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

Although both options may prepare students for additional graduate work, the thesis option is recommended for those who might wish to pursue the PhD in geography or an allied field. The examination option is recommended for students seeking a terminal MA.

Language Requirement
A foreign language is not required for the MA in geography. However, students interested in regional studies or further graduate work are strongly encouraged to master a foreign language. Students emphasizing technical skills are strongly encouraged to master one or more computer programming languages.

Completion Time
Full-time students should be able to complete the master’s degree within three-four semesters. To accommodate part-time and working students, many courses are offered in the evening.
**Assistantships** A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

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

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

***Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.***

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**CERTIFICATE PROGRAM IN GEOGRAPHIC INFORMATION SCIENCE**

This program offers advanced training in GIS to individuals who do not wish to pursue a Master of Arts degree. It is a non-degree program and students who apply to Hunter College only to get the GIS Certificate are non-matriculated students. As such, they are not eligible for financial aid and cannot apply for a student visa under current USCIS guidelines. However, a student may be enrolled concurrently in a degree-granting program and therefore meet these requirements.

The GIS Certificate is a 15-credit post-baccalaureate program. Students are required to take five graduate-level GIS classes: **GTECH 732** (Advanced GIS), a minimum of two core courses, and zero to two elective courses. The core courses provide basic and advanced training in GIS programming, cartography and spatial analysis. Students who are interested in GIS development will be encouraged to take the two programming-oriented core classes (**GTECH 731** and **GTECH 733**); while students planning a career in GIS applications will be encouraged to take the core courses in cartography and spatial data analysis (**GTECH 705** and **GTECH 722**). It is also possible to concentrate in remote sensing and take the sequence of **GTECH 711** through **713** courses. Students must register for all courses through Hunter College including those cross-listed with other CUNY campuses.

**Admission Requirements**

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

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.
2. The student must demonstrate the ability to pursue graduate work successfully. In general, the minimum requirements for consideration are a B-minus average in the undergraduate record as a whole and a B average in the major.
3. The student must satisfy the course prerequisites for the certificate program:

   **Introduction to GIS (GTECH 710)** or equivalent, an introductory computer programming course (or other proof of programming experience), and basic statistics (hypothesis testing and simple statistical modeling techniques).

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

**Required Course (3 cr)**

**GTECH 732** Advanced GIS . . . . . 3 cr

**Core Courses** (a minimum of two courses chosen from the following)

**GTECH 705** Spatial Data Analysis . . . 3 cr
**GTECH 711** Earth From Above . . . 3 cr
**GTECH 722** Automated Cartography
**GTECH 731** Computer Programming for Geographic Applications
**GTECH 733** GIS Modeling and Problem Solving

**Electives**

**GTECH 702** Multivariate Statistics in Geography . . . . . 3 cr
**GTECH 705** Spatial Data Analysis . . . 3 cr
**GTECH 711** Earth From Above . . . 3 cr
**GTECH 712** Remote Sensing of the Environment . . . . . 3 cr
**GTECH 713** Advanced Cartography . . . . . 3 cr
**GTECH 721** Digital Image Processing . . . 3 cr
**GTECH 722** Automated Cartography . . . . . 3 cr
**GTECH 731** Computer Programming for Geographic Applications . . . . . 3 cr
**GTECH 733** GIS: Modeling and Problem Solving . . . . . 3 cr
**GTECH 785.XX** GIS Applications . . . 3 cr

**Minimum GPA Requirement**

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS certificate adviser.

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**PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) – EARTH SCIENCE MASTER OF ARTS**

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

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees and have a grade point average of 2.8 or better in both their science courses and their overall undergraduate work. Matriculation in this program also requires the following:

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

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

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

The Earth Science MA in Adolescent Education consists of a minimum of 16-17 credits in earth science and 22-23 credits in pedagogy.

**Earth Science Course of Study**

(minimum of 16-17 credits)

**PGEOG 705.63** 3 cr
Earth Science Today
**GTECH 710** 3 cr
Introduction to GIS
PGEOG 630 .......................... 3 cr
Science and Society
PGEOG 660 .......................... 4 cr
Challenging Concepts in Earth Science

One elective chosen from 600- or 700-level courses with a PGEOG or GTECH prefix (3-4 cr). Students who do not have a significant background in geology or earth science may be required to take a specific course upon the recommendation of the graduate adviser to fulfill this requirement.

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

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

In addition to the earth science course work, there are 22-23 credits of coursework and student teaching in pedagogy. See the School of Education section of this catalog (p. 101) for further information on admission, progress and exit standards, as well as pedagogical sequence and the culminating experience of pedagogy.

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) — SOCIAL STUDIES MASTER OF ARTS

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

DOCTOR OF PHILOSOPHY

The Department of Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate Center. Students in this program may select Hunter College as their "home" college and geography as their specialty. Since 2005 this program has a separate track in geography. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or go to http://web.gc.cuny.edu/Ees/home.html

COURSE LISTINGS

GEOG classes cover human geography, nature/society, and regional geography, while PGEOG classes cover physical geography and environmental science. GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. Courses pending Senate approval are marked by asterisk (*).

GEOG 701 Geographic Thought and Theory
Identification of research trends; major schools of thought; scientific method and exceptionalism; reviews of current research.
45 hrs including conference, 3 cr
fall only

GEOG 702 Research Topics in Geography
Introduction to central research themes in geography and the current research being undertaken by department faculty.
15 hrs including conference, 1 cr
fall only

GEOG 705 Cultural and Social Geography
Review of recent work in cultural and social geography; emphasis on literature, critiques.
prereq: GEOG 347 and 341 or permission of instructor
45 hrs including conference, 3 cr

*GEOG 705.28 Introduction to Environmental Ethics
Do animals have rights? Do ecosystems have interests? Are humans separate from the environment? How have the answers to these questions been shaped by scientific understanding and religious belief? How should they be? The development of environmental philosophies and ethics, and how they have interacted with controversial environmental issues, will be explored. Reading assignments include canonical and contemporary philosophers as well as environmentalists. In addition to theory, we will discuss the applications of these ideas in local to global environmental problems. The course will focus on ethical philosophies from the western world, but non-western philosophies might also be discussed.
prereq: none
45 hrs including conference, 3 cr

*GEOG 705.62 Post-Socialist Geographies
For graduate students in geography, anthropology, economics, sociology, environmental psychology and other related fields. This course examines major political, economic, and social theories that aim to explain the current transformations in post-socialist countries. The neo-liberal theories and policies of transition to capitalism and their consequences are critically examined. The devastating effects of capitalism uncontrolled by democratic governments and labor are discussed.
prereq: GEOG278 or permission of the instructor
45 hrs including conference, 3 cr

GEOG 706 Latin Americanist Geography
Major paradigms, theories and methodologies in geographic research on Latin America including historical, cultural, social, economic, urban, physical, and environmental geography.
45 hrs including conference, 3 cr

GEOG 708 The Geographies of Urban Space
Critical geographic perspectives on urban development and internal urban space. Latest literature in urban political economy, feminist, and post-structuralist geography with a focus on class, gender and ethnicity in urban space.
prereq: graduate standing and GEOG701 or GEOG 743 or equivalent or permission of the instructor
45 hrs including conference, 3 cr

GEOG 709 Geography of Selected World Regions
Intensive examination of physical and social geography of specific world regions. (Each semester one or two regions will be covered. Field courses may be offered during intersession periods.)
45 hrs including conference, 3 cr

*GEOG 709.57 Regional Geography of the New York Metropolitan Area
Geographic basis of the development and functioning of the NYC metropolitan area. Physical site and situation; spatial aspects of its political, social and economic structures.
45 hrs including conference, 3 cr

GEOG 710 Economic Geography
Interactions between people and the natural environment on economic, political and cultural endeavors. Formation of labor markets and their segmentation by class, gender, and ethnicity/race. Change in production systems and economic globalization. Interconnections between economic systems across local, regional, national, and international scales.
45 hrs including conference, 3 cr

* GEOG 711.56 Coastal Zone Management
The increasing pressure on the coast is demonstrated with competing demand that leads to conflicts with respect to the carrying capacity of our most precious resource area. The course addresses critical issues related to environmental constraints, the carrying capacity of coastal areas and the need for coastal zone management.
45 hrs including conference, 3 cr

GEOG 712 Geography of Sustainable Development in Developing Countries
Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.
prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor
45 hrs including conference, 3 cr
GEOG 713 Rural Water Supply in Developing Regions
Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.
prereq: graduate standing and one course focusing on development of a developing area, or permission of instructor
45 hrs including conference, 3 cr

GEOG 715 International Pollution Issues
Global environmental hazards are covered. Issues ranging from intergovernmental efforts to document pollution, to the policy needed to curtail pollution of the future will be addressed. A focus will be on transboundary air and water pollution.
45 hrs including conference, 3 cr

*GEOG 732.54 GIS Technology, Science, and Society
Critical evaluation of GIS technology from critical geographic, feminist, and post-structuralist perspectives. Students will be exposed to a wide range of literature known as science and technology studies and “Critical GIS.” It focuses on social construction of technology and GIS more specifically, including the technology itself, the effect of institutional context, social manipulations of GIS, its contradictions, and possibilities beyond mainstream approach.
prereq: graduate standing and one course in GIS or permission of the instructor
45 hrs including conference, 3 cr

GEOG 741 Population Geography
Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.
45 hrs including conference, 3 cr

GEOG 742 International Migration and Ethnicity
Examination of historic and contemporary international migration patterns. Spatial demographic impacts of immigration policy in the United States with a focus on major urban centers. Comparative analyses of ethnic and racial minorities in the United States.
45 hrs including conference, 3 cr

GEOG 743 Urban Geographic Theory
Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.
45 hrs including conference, 3 cr

GEOG 772 Field Work in Peru
Regional field study of the geography of Peru. Topics include physical, environmental, historical, cultural, urban, political, agricultural, religious, and economic geographies in various ecological zones. Taught in English. Acceptance into Hunter College Study Abroad Program and fee for transportation, accommodations required.
prereq: permission from the department, 3 cr
One month summer intercession in Peru

GEOG 791, 792, 793 Independent Research in Geography
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.
prereq: permission of the instructor or the graduate adviser
1, 2 or 3 cr

GEOG 798 Geographic Research Design
Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.
45 hrs including conference, 3 cr

GEOG 799 Thesis Research in Geography
Open to students electing the thesis option only.
prereq: GEOG 701 and permission of the department
1-6 cr may be repeated for credit but only one credit may be applied to satisfy degree requirements

GTECH 702 Multivariate Statistics in Geography
Multivariate analysis of spatial data; prediction, analysis and explanation of spatial and environmental phenomena; statistical software packages; lab exercises.
prereq: Introductory Statistics or equivalent or permission of the instructor
45 hrs including conference, 3 cr

GTECH 703.XX Special Topics in Quantitative Methods
Advanced work on topics related to quantitative methods.
prereq: GTECH 701 and 702 or equivalent or permission from the department
2-4 cr, 45-75 hrs including conference

*GTECH 703.56 Applied Statistics in Hydrology
This course is designed as an applied, group research project for graduate students. It will be given on an irregular basis, and will be a research project based on a current problem. The goal of the course is to write an article of publishable quality. 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.
prereq: one course in statistics. Either one course in mapping science or GIS, or permission of the instructor
60 hrs including conference (2 lectures, 2 labs), 3 cr

GTECH 710 Introduction to GIS
Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.
60 hrs including conference (2 lectures, 2 labs), 3 cr
spring and fall

GTECH 711 Earth from Above
Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.
prereq: GTECH 710 or permission of the instructor
60 hours (2 lecture and 2 hour labs weekly) 3 cr

GTECH 712 Remote Sensing of Environment
Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.
prereq: GTECH 711 or permission of the instructor
60 hours (2 lecture and 2 hour labs weekly) 3 cr

GTECH 713 Digital Image Processing
Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.
prereq: GTECH 712 multivariate stat, elem linear algebra
90 hrs including conference (2 lectures, 4 labs weekly), 3 cr

GTECH 714 Special Topics in Remote Sensing
Advanced work on topics in remote sensing; may be repeated for credit; lab work. Prereq and lecture/lab mix to vary with topic.
45-90 hrs including conference, 2-4 cr

GTECH 715 Seminar in Remote Sensing
Examination and discussion of current published research work in remote sensing. Topics to vary with instructor and student interest.
prereq: GTECH 712, GTECH 713 recommended
45 hrs including conference, 3 cr

GTECH 722 Automated Cartography
Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.
prereq: GTECH 710 or equivalent
75 hrs including conference (1 lecture 4 labs weekly), 3 cr
GTECH 723.XX Seminar in Cartographic Research
Development of cartographic research methods by participation in research projects; reviews of current cartographic literature; library research techniques.
prereq: GTECH 721, 722 or 731
45 hrs including conference, 3 cr

*GTECH 723.40 Designing Geography Materials for Social Studies
Preparation of educational materials that emphasize spatial thinking skills in history, social studies, earth science and mathematics.
prereq: graduate standing and permission of instructor
45 hrs including conference, 3 cr

GTECH 731 Computer Programming for Geographic Applications
Object-oriented programming methods specific to geographic and cartographic applications; programming assignments: graphics. A programming language helpful but not required.
prereq: GTECH 710 or equivalent
90 hrs including conference (2 lectures, 4 labs weekly), 4 cr

GTECH 732 Advanced GIS
Expansion of GTECH 710 concentrating on advanced GIS functionality, data models, and algorithms
prereq: GTECH 710
45 hrs including conference, 3 cr

GTECH 733 GIS: Modeling and Problem Solving
Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.
prereq: GTECH 731 or equivalent, and GTECH 732 and permission of the graduate adviser
45 hrs including conference, 3 cr

GTECH 751 Field Techniques in Geography
Observation and analysis of the physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as data collection and recording; ground-truthing of remotely sensed images, and the use of maps, compasses and GPS to navigate. Additional fee for transportation, room and food allowance required.
prereq: GTECH 710 or equivalent, any two additional GEOG, GEOL, PGEOG or GTECH courses, and permission of the instructor
45 hrs including conference, 3 cr

GTECH 785.XX GIS Applications
Selected topics in GIS applications to human and physical geographic problems.
prereq: GTECH 710 or equivalent and permission of the department
45 hrs including conference, 3 cr

*GTECH 785.01 Urban Applications of GIS
Discussion of data, methodology, and examples of using GIS to solve urban problems in economic, social, planning, and political settings. Students are expected to conduct small research projects addressing real world issues.
prereq: GTECH 710 or equivalent and permission of the department
45 hrs including conference, 3 cr

*GTECH 785.02 GIS Applications in Social Geography
Data representation and analysis of socio-spatial processes and environmental problems. The course is oriented to problem solving and independent data analysis. Students will fulfill an independent GIS project from data collection and database design to analysis and interpretation of results.
prereq: GTECH 710 or equivalent or permission of the instructor
45 hrs including conference, 3 cr

*GTECH 785.11 GIS Applications – Educational Materials
Use of GIS data and techniques to prepare materials that emphasize spatial thinking skills in history, social studies, earth science and mathematics.
prereq: graduate standing, one GIS course and permission of instructor
45 hrs including conference, 3 cr

*GTECH 785.XX GIS Applications: Modeling the Urban Environment
Development of GIS data models for all thematic dimensions of the urban environment with an eye for interoperability.
prereq: GTECH 710 or equivalent or permission of the instructor
45 hrs including conference, 3 cr

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

PGEOG 660 Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning
Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.
45 hrs including conference, 4 cr

PGEOG 701 Special Topics in Physical Geography
Examination of one physical geography topic such as hydrology, climatology, soils, lab exercises.
45-75 hrs including conference, 2-4 cr

*PGEOG 701.52 Hydrology
Provides students an understanding of the hydrologic cycle - the most fundamental principle of hydrology and emphasizes an understanding of the complete hydrological cycle processes at global, regional and watershed scales.
prereq: GTEOG 130 or permission from the instructor
45 hrs including conference, 3 cr

*PGEOG 701.60 Biogeography
This course provides an understanding of the geographic distribution and temporal variability of species, communities, and other organizing units over the face of the Earth and the biotic and abiotic factors and processes underlying these patterns and dynamics.
prereq: PGEOG 130 or GEOG 101 or BIO 100/102 or permission from the instructor
45 hrs including conference, 3 cr

*PGEOG 701.79 Geology of NYC and Vicinity
Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcappings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science (7-12) MA program.
prereq: GEOL 101 or an equivalent course in introductory geology
45 hrs including conference, 3 cr

*PGEOG 701.80 Geology of New York State
Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science (7-12) MA program. There will be an additional charge for transportation.
prereq: GEOL 101 or an equivalent course in introductory geology
45 hrs including conference, 3 cr

PGEOG 703 Coastal Dynamics
Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.
45 hrs including conference, 3 cr

PGEOG 704 Urban and Metropolitan Coasts
Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.
45 hrs including conference, 3 cr
spring only
*PGELOG 705.63 Earth Science Today
A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.
45 hrs including conference, 3 cr

*PGELOG 705.67 Science of Rocks – Petrology
Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.
prereq: GEOL 101 or an equivalent course in introductory geology.
45 hrs including conference, 3 cr

*PGELOG 705.68 Earth Materials Research
Collection, preparation, identification, and preservation of earth materials-rocks, minerals, and fossils using earth materials from the collection of the Department of Geography. Observations will be based on direct research, measurement, microscopy, and microchemistry. Trips to the American Museum of Natural History, Franklin and Sterling mines (NJ) and the St. Claire and Deer Lake fossil sites (PA) for specimen collection. Recommended for earth science students and others interested in the study of earth materials. There will be an additional charge for transportation.

PGELOG 732 Global Climatic Change
Examination of the pre-Quaternary, Quaternary, post-glacial, historical and instrumentally record-ed climates; greenhouse gases; aerosols; radiative forcing; processes and modeling; feedbacks; observed changes; detecting the greenhouse effect; sea level rise; effects on ecosystems.
prereq: a course in atmospheric, geological or environmental science.
45 hrs including conference, 3 cr

Courses offered if demand is sufficient

PGELOG 703 Location Theory and Spatial Analysis
PGELOG 704 Topics in Human Geography
PGELOG 705.72 GIS Law
PGELOG 711 Environmental Conservation
PGELOG 721 Transportation Geography
GTECH 721 Advanced Cartography
PGELOG 702 Seminar in Physical Geography

PGELOG 705 Topics in Earth Science
The following courses are part of the MA Teacher Education Program in Earth Sciences:

PGELOG 630 Science and Society
PGELOG 660 Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning

PGELOG 705.63 Earth Science Today
PGELOG 705.64 Introducing Earth Science at the Museum of Natural History

GTECH 710 Introduction to GIS

The following courses may be used as part of the MA Teacher Education Program in Social Studies:

GEOG 501 Principles of Geography
Introduction to human and physical geography. Open to students who have never had a college level geography course.
prereq: graduate standing, member of the Teacher Education Program, and department permission.
45 hours incl conference, 3 cr

GEOG 621 Geography of the United States
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.
prereq: graduate standing, member of the Teacher Education Program, and department permission.
45 hours incl conference, 3 cr

GEOG 621.51 Geography of New York State
An analysis of the major features of the natural and cultural environment of New York State. Topics include sequence settlement, land use, economic and social interrelationships with the natural environment, and environmental problems. Not open to students who have had a similar college-level course.
prereq: graduate standing, member of the Teacher Education Program, and department permission.
45 hours incl conference, 3 cr

GEOG 701 Geographic Thought and Theory
GEOG 704 Topics in Human Geography
GEOG 705 Cultural and Social Geography
GEOG 706 Latin Americanist Geography
GEOG 709 Geography of Selected World Regions
GEOG 712 Geography of Sustainable Development in Developing Countries
GEOG 741 Population Geography
GEOG 742 International Migration and Ethnicity

GERMAN

Department Office: 1405 West Building; (212) 772-4980
Chair, Annette Kym: 1406 West Building; (212) 772-4985; fax 212 772-5746; akym@hunter.cuny.edu
Website: http://sapientia.hunter.cuny.edu/~german/

Some members of the Hunter College Department of German participate in the graduate program in Germanic languages and literatures, which is housed in the Department of Comparative Literature at the City University Graduate Center (GC). In most semesters the Hunter College German Department offers one course (a “bridge course”) which may be taken by undergraduates who are about to enter graduate school in German at the Graduate Center. For information on these courses please consult Professor K.E. Kuhn-Osius at 212 772-5068, or Professor Annette Kym.

Currently the German program at the Graduate Center is not accepting any new students. For additional information please contact Professor Tamara Evans at Queens College, CUNY, 718 997-5790.
**FACULTY**

Angelo Angelis, Assistant Professor; PhD, CUNY; American Colonial History, U.S. Constitution

Richard Belsky, Assistant Professor; PhD, Harvard; East Asian History, Modern Chinese Social and Political History

Margaret E. Crahan, Dorothy Epstein Professor of Latin American History; PhD, Columbia; Latin American Social and Political History

Dolores Greenberg, Professor; PhD, Cornell; U.S. Economic and Energy History, Late 19th-Century and Western U.S. History

Thomas Head, Professor; PhD, Harvard; Medieval History, History of Pre-Modern Christianity

Benjamin Hett, Assistant Professor; PhD, Harvard; German History, U.S. Legal History

Karen Kern, Assistant Professor, PhD, Columbia; History of the Middle East

Michael M. Luther, Associate Professor; PhD, Columbia; European History, History of Russia and Soviet Union, International Relations, Soviet Foreign Policy, Russian Intellectual History

Bernadette McCauley, Associate Professor; PhD, Columbia; 20th-century U.S., Immigration, Ethnicity, Health Care, American Catholicism, History of Medicine

Marta Petrusewicz, Professor; Laurea (dottorato), University of Bologna; Modern European History, European Economic History

Jonathan Rosenberg, Associate Professor; PhD, Harvard; 20th Century U.S. Foreign Policy, Civil Rights

Jack Salzman, Distinguished Lecturer; PhD, New York University; U.S. Cultural History, History of Education, Public History, History of New York, Italian History

Robert M. Seltzer, Professor; PhD, Columbia; Jewish History, Historiography, Intellectual History

J. Michael Turner, Associate Professor; PhD, Boston; 19th and 20th century Latin American History, African History

Barbara Welter, Professor and Chair; PhD, Wisconsin; U.S. History to 20th Century, History of American Women, History of American Religion

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**MASTER OF ARTS**

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD within the City University. The university’s doctoral program in history is described in the Bulletin of the Graduate Center. http://web.gc.cuny.edu/History/

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

**Requirements for Admission**

General admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

**Requirements for the Degree**

A reading knowledge of one language is required, to be determined by a written examination. The choice of language must have the approval of the graduate adviser. The student is required to pass an examination in one field of history chosen from the following: ancient, medieval, early modern (to 1815), modern Western European (from 1789), British, Eastern European, American, Latin American, Jewish, East Asian, African, or Middle Eastern history. The examinations are given twice a year, in September and February. Students who fail the examination twice will be dropped from the program but may write to the Graduate Committee, Department of History, asking to be allowed to take the examination a third time.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's essay prepared in conjunction with the thesis seminar (HIST 779), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's essay are available from the graduate adviser online and in the History Department office. Students may not register for the thesis seminar (HIST 779) until they have passed the written comprehensive.

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar with a B average.

Courses other than those in the Department of History at Hunter College may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits. At least 6

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**Degrees offered**

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<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>HEGIS Code</th>
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<tbody>
<tr>
<td>History</td>
<td>BA*</td>
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<tr>
<td>Social Studies</td>
<td>BA – History*</td>
<td>2205</td>
</tr>
<tr>
<td>History</td>
<td>MA</td>
<td>2205</td>
</tr>
<tr>
<td>Social Studies 7-12</td>
<td>MA</td>
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</tr>
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</table>

* See Hunter College Undergraduate Catalog 2004-2007, p. 132 for information concerning undergraduate degrees and courses in history.
The MA Program requires:

1. Fifteen graduate credits in history at Hunter College, including 3 credits in each of the following areas: U.S. History, U.S. History with a focus on diversity, European History, World or Non-Western History, and Gender in History. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program. Students who have completed 6 credits, of which at least 3 are beyond the Introductory level, in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. After 9 graduate credits in history have been successfully completed at Hunter College the student may, with written permission from the graduate adviser, take one history graduate course on permit outside the college.

2. 3 credits in geography, selected from the following:

   - GEOG 701 Geographic Thought and Theory
   - GEOG 705 Cultural and Social Geography
   - GEOG 706 Latinist American Geography
   - GEOG 709 Geography of Selected World Regions
   - GEOG 712 Sustainable Development in Developing Countries
   - GEOG 741 Population Geography
   - GEOG 742 International Migration and Ethnicity
   - or a graduate-level special topics seminar with permission of an adviser.

3. A sequence of course work, field experiences, and a culminating experience in pedagogy. See the School of Education section of this catalog (p. 115) for additional information.

4. A written comprehensive examination in history. These examinations are offered twice each year, in February and September. A student who fails the examination twice is dropped from the program but may appeal in writing to the Graduate Committee, Department of History, to take the examination a third time.

COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr.

MEDIEVAL HISTORY

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

WESTERN EUROPEAN HISTORY

HIST 704 European History from Congress of Vienna to World War I
Political, social, and economic developments of major powers from Age of Metternich to World War I.

HIST 712.52 Intellectual History of Modern Europe in 19th and 20th Centuries
Political, social, religious, economic, and scientific thought and the arts from Romantic era to present.

AMERICAN HISTORY

HIST 741.51 Era of American Revolution
Survey of origins and course of American Revolution and U.S. during revolutionary era.

HIST 742.50 Nineteenth-century United States: Early Republic
Economic, social, and political aspects of American history from 1789 to 1828.

HIST 744 Twentieth-century United States
Study of reform movements and of political, economic, and social developments in U.S. during 20th century.

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

HIST 755 Growth of the American City
Development of the city as physical environment, social experience, political entity, and cultural symbol from the colonial era to the present.

LATIN AMERICAN HISTORY

HIST 751 South America in Modern World
South America since Independence.

JEWISH HISTORY

HIST 740 Modern Jewish Social and Intellectual History
Jewish movements and thinkers since 18th century; changing aspects of Jewish identity, new philosophies, impact of anti-Semitism and Zionism.

HIST 748 American Jewish History
Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.
**EASTERN EUROPEAN HISTORY**

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

**MIDDLE EASTERN HISTORY**

**HIST 709.50 History of Middle East: Rise of Islam**
History of Islam and Islamic civilization from Muhammad to Mongol invasions.

**HIST 709.51 History of Middle East: History of Ottoman Empire**
History and culture of the Turks from Seljuqid invasions to World War I.

**ASIAN AND AFRICAN HISTORY**

**HIST 722.50 History of China: Problems in History of Imperial China**
Aspects of Chinese history from about 220 BC to 1911; emphasis on bureaucratic, financial, and social problems in selected periods.

**HIST 722.51 History of China: Problems in History of 20th-century China**
Republican and Communist periods; emphasis on Chinese nationalism, revolution and modernization.

**HISTORIOGRAPHY**

**HIST 771 Studies in Historical Writing**
Study of historians from ancient times to present, problems of historical interpretation, and research methods.

**INTERNERSHIP**

**HIST 798 Internship**
Fieldwork in organizations engaged in historical research.

*prereq: perm grad adviser*

**ADVANCED RESEARCH COURSES**

**HIST 761 Colloquium in Medieval History**

**HIST 765 Colloquium in American History**

**HIST 772 Seminars: American History**

**HIST 774 Topics in History**

**HIST 776 Seminar in Ancient History**

**HIST 778 Individual Tutorial Research**

**HIST 779 Thesis Seminar: Independent Research**
Required of all candidates for MA in history.

Courses offered only with sufficient student demand

**HIST 701 History of Greece**

**HIST 702 History of Rome**

**HIST 709.52 History of the Middle East: Middle East in Modern Times**

**HIST 710.50 Economic and Social History of Western Europe, 1500-1750**

**HIST 711.50 Intellectual History of Europe in Middle Ages**

**HIST 715 Western Europe Between the Two World Wars**

**HIST 718 Significant Aspects of English History**

**HIST 719 Social History of England in 20th Century**

**HIST 724.51 England from Pitt to Gladstone**

**HIST 726.50 History of Africa: Early History of Africa to 1800**

**HIST 726.51 History of Africa: Africa in 19th and 20th Centuries**

**HIST 727 History of African Americans in the United States**

**HIST 728 History of Modern West Africa**

**HIST 743 History of Civil War and Reconstruction Era in United States**

**HIST 745 Twentieth-century United States: United States as a World Power**

**HIST 747 Nineteenth-century American Reform Movements**

**HIST 748 American Jewish History**

**HIST 750 History of the American Labor Movement**

**HIST 751 South America in Modern World**

**HIST 752 Reformation and Counter-Reformation**

**HIST 753 Medicine, Science and Society: Greek Antiquity to 17th Century**

**HIST 754 Contemporary Europe**

**HIST 757 History of Religion in United States**

**HIST 760 Colloquium in Ancient History**

**HIST 762 Colloquium in British History**

**HIST 763 Colloquium in European History**

**HIST 766 Colloquium in Latin American History**

**HIST 768 Colloquium in Asian History**

**HIST 769 Colloquium in African History**

**HISY 770 Historical Method**

**HIST 773 Seminars: European History – Medieval, British, European**

**HIST 775 Seminar: Teaching History on College Level**
The Department of Mathematics and Statistics offers a choice of master's programs. The masters in pure mathematics is intended primarily for students interested in studying mathematics on a broad scale. This program is used by students as preparation for industrial and academic employment, and as preparation for further graduate study. The program in statistics and applied mathematics is intended for students interested in applications to business, science, engineering, and industry, as well as teaching and research. In addition, the department offers, jointly with the School of Education, a master of arts in teaching, and a combined BA/MA in mathematics teaching. The MA in mathematics teaching is designed for individuals without provisional certification in mathematics or the MA in pure mathematics in statistics and applied mathematics.

The following departmental requirements: at least 6 credits chosen from courses at the undergraduate level. MATHEMATICS PROGRAM

MASTER OF ARTS – PURE MATHEMATICS PROGRAM

Admission Requirements
In addition to the general college requirements for admission, students must meet the following departmental requirements: at least 24 acceptable credits in mathematics with a B average in the courses involved. (In special cases, students who show evidence of unusual mathematical ability, but who do not meet both of the above requirements, will be considered.) See Undergraduate Catalog, p. 141, for major requirements and list of courses.

Degree Requirements
Thirty credits (10 courses) from courses chosen as follows:

1. MATH 721-722 Modern Algebra I and II, or MATH 725 Linear Algebra and STAT 722 Theory of Games
2. MATH 746-747 Theory of Functions of a Real Variable I and II
3. MATH 742 Theory of Functions of a Complex Variable
4. MATH 751 General Topology
5. At least 6 credits chosen from courses at the MATH 700 and/or STAT 700 level.
6. Six credits at most from courses at the MATH 600 and/or STAT 600 level or from approved courses in another department.
7. Written comprehensive examination covering the courses listed in items 1 and 2 above, and in two additional areas.
8. Reading knowledge of French, German, Russian, or other language with a sufficiently rich mathematical literature.

MASTER OF ARTS – STATISTICS AND APPLIED MATHEMATICS PROGRAM

Admission Requirements
The general college admission requirements must be satisfied. The department's requirements are minimal in order to encourage all those who may have the mathematical maturity to handle the program to apply. Some students, however, may only be accepted into the program conditionally, contingent upon their successful completion of MATH 250 (Calculus III) and MATH 260 (Linear Algebra). Hence, irrespective of past specialization, the only requirement for entrance into the program is an adequate undergraduate record, Calculus III, and one semester of Linear Algebra.

Two program sequences are available for the MA in Statistics and Applied Mathematics, Track I: Statistics and Track II: Applied Mathematics.
Track I: Statistics Degree Requirements

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)
1. STAT 701, 702 Probability
2. STAT 703 Mathematical Statistics
3. STAT 706, 707 General Linear Models I and II

Electives (15 credits, 5 courses)
4. Fifteen credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 700 and/or STAT 700 level. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project
5. STAT 790 Case Seminar. The student, guided by a member of the faculty, prepares a project in statistics. This replaces the comprehensive examination requirement. Students may elect to fulfill this requirement by taking MATH 777, subject to the approval of the graduate adviser.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

Track II: Applied Mathematics Degree Requirements

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)
1. MATH 601 Mathematical Methods for the Physical Sciences
2. MATH 746 Theory of Functions of a Real Variable I
3. STAT 701, 702 Probability
4. STAT 706 General Linear Models I

Electives (15 credits, 5 courses)
5. Fifteen credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 700 and/or STAT 700 level. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Suggested electives are:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 642</td>
<td>Introduction to Theory of Functions of a Complex Variable</td>
</tr>
<tr>
<td>MATH 685</td>
<td>Numerical Methods</td>
</tr>
<tr>
<td>MATH 785</td>
<td>Advanced Numerical Methods</td>
</tr>
<tr>
<td>MATH 654</td>
<td>Dynamical Systems and Chaos</td>
</tr>
<tr>
<td>MATH 747</td>
<td>Theory of Functions of a Real Variable II</td>
</tr>
<tr>
<td>STAT 703</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>STAT 707</td>
<td>General Linear Models II</td>
</tr>
<tr>
<td>STAT 715</td>
<td>Time Series Analysis</td>
</tr>
<tr>
<td>STAT 722</td>
<td>Theory of Games</td>
</tr>
<tr>
<td>STAT 726</td>
<td>Theory and Methods of Sampling</td>
</tr>
<tr>
<td>STAT 786</td>
<td>Visualization for Statistics and Applied Mathematics</td>
</tr>
<tr>
<td>STAT 787</td>
<td>Statistical Models for Spatial Data Project</td>
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</table>

**Courses already taken as an undergraduate requirement by taking MATH 777, subject to the approval of the graduate adviser.

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.

**Recent electives will satisfy specific course requirements but are not included in the 30 credits (10 course) total.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to the graduate mathematics program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics but have little or no background in teacher education. Track II is a 34.5-38 credit MA designed for individuals who have little or no background in teacher education. Track II is a 34.5-38 credit MA designed for individuals who have little or no background in teacher education. Track II is a 34.5-38 credit MA designed for individuals who have little or no background in teacher education.

**T**opics in Calculus. . . . 3 cr

Degree Requirements

Education: 22-24 credits

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

Track I: MA in Teaching – 37-39 credits

Admission Requirements

1. 24 or more credits in mathematics approved by the graduate mathematics adviser, including a course in elementary statistics, a year of calculus, and a course in matrix algebra or linear algebra.

2. An overall grade point average of 2.8 or better in undergraduate work.

3. An average of at least 2.7 in mathematics courses.

4. A general education core in the liberal arts and sciences to include the following in addition to math: 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in science.*

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

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) – MATHEMATICS MA

Two program sequences are available for the preparation of teachers of mathematics in grades 7-12, each of them designed for a different group of students. Track I is a 37-39 credit MA designed for individuals who have completed an undergraduate major in mathematics but have little or no background in teacher education. Track II is a 34.5-38 credit MA program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in grades 7-12. A BA/MA program of at least 141 credits is also offered; this program is described in the undergraduate catalog p 143 and in this catalog (see below).
Students who do not need to take this course may substitute another 3-credit course or two seminars of 1.5 credits each with approval of the graduate adviser.

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

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

### Track II: MA in Teaching – 34.5-38 credits

**Admission Requirements**

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

**Degree Requirements**

**Education:** 9-11 credits

See School of Education section of the catalog (p. 111) for specification of courses.

**Mathematics:** 25.5-27 credits

**Core:** 6 credits

- **MATH 620** 3 cr
  Sequential Mathematics from an Advanced Standpoint I

- **MATH 630** 3 cr
  Sequential Mathematics from an Advanced Standpoint II

**Additional Core:** 3 credits

- **MATH 640** 3 cr
  Topics in Calculus

**Other Required Areas**

- **MATH 621** 3 cr
  Introduction to Abstract Algebra

- **MATH 623** 3 cr
  Theory of Numbers

- **MATH 661** 3 cr
  History of Mathematics

- **STAT 614** 3 cr
  Data Analysis Using Statistical Software

**Electives:** 4.5-6 credits

- Courses in mathematics and statistics (1.5 or 3 credits) or in such areas as computer science, with the approval of the graduate mathematics adviser.

**Comprehensive Examination**

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

- **Required unless a student has had both multivariate calculus and experience with calculus using graphing calculators and computer packages such as MAPLE and MATHEMATICA. Students who do not need to take this course may substitute another 3-credit course or two seminars of 1.5 credits each with approval of the graduate adviser.

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

**Mathematics or Statistics and Applied Mathematics BA/MA**

The BA/MA program offers promising students the opportunity to complete both the bachelor’s and master’s degree requirements with a minimum of 120 credits. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the departmental graduate adviser for further information regarding eligibility and curriculum requirements.

**Option 1: Accelerated BA/MA Program in MATHEMATICS**

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

**Option 2: Accelerated BA/MA Program in STATISTICS AND APPLIED MATHEMATICS**

Students complete the BA in statistics or mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

**PREPARATION FOR ADOLESCENT EDUCATION (GRADES 7 – 12) BA/MA**

Students interested in teaching grades 7-12 may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

**Admission Requirements**

1. Completion of at least 45 credits with a GPA of 2.8
2. Completion of at least 10 credits in mathematics, including a year of calculus (MATH 150 and 155 or equivalent), with an average of 2.7 in these major courses.

**Degree Requirements**

The BA/MA program includes 46 credits in mathematics and 22-24 credits in teacher education courses, some of them taken at the undergraduate level and some at the graduate level. The required mathematics courses of the BA/MA in the teaching of mathematics are:

1. **MATH 150 and 155** (or the equivalent), 250, 260 and 311 (or the equivalent), 620, 623 or 634, 630, 661, STAT 213 and STAT 614 (or the equivalent),
2. 9 additional credits at the 250 level or above, selected with the approval of the departmental mathematics education adviser.
COURSE LISTINGS

Each course 45 hours, 3 cr. unless otherwise noted

MATHEMATICS

MAT 601 Mathematical Methods for the Physical Sciences
Topics include: Fourier Series, Sturm-Liouville theory, Green functions, and eigenfunction expansions. These will be applied to the heat, wave, Laplace, and one-dimensional Schroedinger equations.
prereq: Calculus II and a course in linear or matrix algebra

MAT 620 Sequential Mathematics from an Advanced Standpoint I
Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics. Open only to Teacher Education Program students.
prereq: Calculus II and a course in introductory abstract algebra

MAT 621 Introduction to Abstract Algebra
Introduction to the theory of groups and rings.
prereq: a course in linear algebra

MAT 622 Further Topics in Advanced Abstract Algebra
Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.
prereq: a course in introductory abstract algebra

MAT 623 Theory of Numbers
Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.
prereq: a course in linear algebra

MAT 628 Number Systems
Postulational construction of the positive integers. Development of the rational numbers, the real numbers, the complex numbers, together with binary operations and order relations. Topics from hypercomplex number systems or the theory of transfinite numbers.

MAT 630 Sequential Mathematics from an Advanced Standpoint II
Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions.
prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I or II

MAT 634 Geometries I
Topics in affine and projective geometry and/or topics in differential geometry.
prereq: a course in linear algebra

MAT 640 Topics in Calculus
Topics in single and multi-variable calculus examined from an advanced standpoint and incorporating use of graphing calculators and such computer packages as MAPLE and MATHEMATICA.
prereq: MATH 630
open only to Teacher Education Program students

MAT 641 Mathematical Analysis I
Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.
prereq: MATH 260 and either MATH 254 or 255

MAT 642 Introduction to Theory of Functions of a Complex Variable
Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.
prereq: a course in advanced calculus

MAT 645 Mathematical Analysis II
Continuation of MATH 641 with an emphasis on functions of several variables.
prereq: MATH 641

MAT 653 Calculus on Manifolds
Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.
prereq: a course in advanced calculus

MAT 654 Dynamical Systems and Chaos
Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.
prereq: a course in multivariate calculus and a course in linear algebra
Familiarity with MAPLE or MATHEMATICA encouraged

MAT 661 History of Mathematics
Survey of the history of mathematics and statistics to the present including roots in non-Western culture and contributions of women and minorities.

MAT 671 Fundamental Concepts of Modern Mathematics
An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.
prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II

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

MAT 685 Numerical Methods
Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.
prereq: a course in ordinary differential equations

MAT 690 Advanced Topics in Mathematics for Teachers
Topics to be studied in any given term will be announced prior to registration. May be repeated as topics vary, but not more than twice.
prereq: MATH 620 or 630; additional prereq vary with specific topics and will be announced at time of course offering

MAT 721 Modern Algebra I
Semi-groups, groups with operators, rings, modules, field extensions, vector spaces.
prereq: an undergraduate course in linear algebra and an undergraduate course in abstract algebra

MAT 722 Modern Algebra II
Continuation of MATH 721.
prereq: MATH 721

MAT 725 Linear Algebra
Selected topics in advanced linear algebra.
prereq: a course in linear algebra and a course in modern algebra

MAT 742 Theory of Functions of a Complex Variable
Conformal mappings, Riemann surfaces, analytic continuations, residue calculus, special functions.
prereq: a course in complex variables and either a course in topology or permission of department

MAT 746 Theory of Functions of a Real Variable I
Real numbers, Lebesgue measure, metric and Lp spaces, general measure and integration theory.
prereq: 1 year of advanced calculus

MAT 747 Theory of Functions of a Real Variable II
prereq: MATH 746

MAT 751 General Topology
Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.
prereq: advanced calculus or permission of department

MAT 772 Seminar
Introduction to methods and literature of mathematical research at master's level.
prereq: permission of the department

MAT 773, 774 Independent Study
prereq: permission of the department
1 cr. each, 45 hrs

MAT 775, 776 Independent Study
prereq: permission of the department
2 cr. each, 45 hrs

MAT 777, 778 Independent Study
prereq: permission of the department
3 cr. each, 45 hrs
MATH 785 Advanced Numerical Methods
Advanced topics in numerical methods used to provide numerical solutions to partial differential equations including the finite element method, finite difference method. Including stability, convergence and correctness. Programming in MATHEMATICA.
prereq: MATH 685 (PHYS 685) or permission of the instructor

MATH 795 Advanced Topics in Mathematics
Topics to be studied in any given term will be announced prior to registration. May be repeated as topics vary, but not more than twice.
prereq: prereq vary with specific topics and will be announced at the time of course offering

STATISTICS

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

STAT 701 Advanced Probability Theory I
prereq: a course in multivariate calculus (MATH 250 or equivalent) or permission of department

STAT 702 Advanced Probability Theory II
prereq: STAT 701 or permission of the department

STAT 703 Mathematical Statistics
prereq: permission of the department

STAT 706 General Linear Models I
prereq: STAT 701 and 703 or equivalent or permission of department

STAT 707 General Linear Models II
prereq: STAT 701 and 703 or equivalent or permission of department

STAT 714 Topics in Statistical Inference
Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

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

STAT 716 Data Analysis
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.
prereq: C or better in STAT 614, or an equivalent introductory statistics course

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

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

STAT 722 Theory of Games
Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.
prereq: a course in linear algebra and a course in probability

STAT 724 Topics in Applied Mathematics I
Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.
prereq: permission of the department

STAT 725 Topics in Applied Mathematics II
Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.
prereq: permission of the department

STAT 726 The Theory and Methods of Sampling
prereq: STAT 701 or equivalent, or permission of the department

STAT 751 Advanced Biometrics
A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and Cox regression.
prereq: mathematics at the level of MATH 125/126 and STAT 113, or equivalent introductory statistics course
linear algebra recommended, but not required

STAT 786 Visualization for Statistics and Applied Mathematics
The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.
prereq: STAT 614 or MATH 685 (PHYS 685) or permission of the instructor

STAT 787 Statistical Models for Spatial Data
Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.
prereq: STAT 716 or STAT 786 (data analysis, programming); or permission of the instructor

STAT 790 Case Seminar
Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student’s ability to apply methods from statistics, probability or operations research to complex real problems.
prereq: permission of department

STAT 791, 792, 793 Independent Study
Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.
1 cr, 2 cr, or 3 cr

Courses offered only if student demand is sufficient:

MATH 741 Functional Analysis

STAT 638 Special Topics in Applied Statistics
FACULTY

Victor Bobetsky, Associate Professor; DMA, University of Miami; Music Education
Richard Burke, Associate Professor; PhD, CUNY; Music History
L. Poundie Burstein, Associate Professor; PhD, CUNY; Music Theory
Ruth DeFord, Professor; PhD, Harvard; Music History
Susan Gonzalez, Associate Professor; DMA, Eastman School of Music; Performance
Barbara L. Hampton, Professor; PhD, Columbia; Ethnomusicology
Shafer Mahoney, Associate Professor; PhD, Eastman School of Music; Composition
Paul F. Mueller, Professor and Department Chair; DMA, Indiana; Performance
Nicholas G.M. Ross, Assistant Professor; DMA, Arizona State; Performance
Mark Spicer, Associate Professor; PhD, Yale; Music Theory
Jewel Thompson, Professor; PhD, Eastman School of Music; Music Theory

MASTER OF ARTS

The MA program in music offers students an opportunity to grow as musicians by refining and augmenting their skills as scholars, teachers and performers. The department encourages its graduate students to engage in independent research projects and to take courses both of a broad scope and of a detailed nature. The latter courses mark the beginning of professional specialization. Performance students are permitted to take private lessons for up to 12 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see http://www.hunter.cuny.edu/music/faculty.shtml for details). Students may also study with an outside teacher of their choice, pending approval by the Music Department.

The MA degree is offered either as a terminal degree or as the first year of work toward the PhD degree within City University. See the bulletin of the Graduate Center or visit http://www.gc.cuny.edu/doctoral_programs/ for details. Students may also study with an outside teacher of their choice, pending approval by the Music Department.

Requirements for Admission

In addition to the general requirements for admission to graduate degree programs, applicants must have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They must have completed at least two semesters of music history, four semesters of music theory, and two semesters of ear training. They must also have at least elementary facility at the keyboard and a reasonable mastery of an instrument (which may be a keyboard instrument) or voice. In addition, applicants must submit to the department a sample of work in the area in which they plan to concentrate: an audition for performers (see http://www.hunter.cuny.edu/music/graduates/admissions-ma.shtml#Auditions); a portfolio of compositions for composers; or a research paper on a musical subject for music historians and ethnomusicologists. Students who plan to pursue mixed programs must submit a sample of work in their strongest area. The Graduate Record Examination is not required.

Applicants with deficiencies in any of the above requirements should consult the department's graduate adviser. Credit toward the MA degree may not be gained in courses taken to make up undergraduate deficiencies.

Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, and performance. Modifications to these programs may be made in consultation with the graduate adviser.
Proficiency Examination. Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

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

PROGRAM FOR THE PREPARATION OF TEACHERS OF MUSIC (Grades Pre-K-12) – MA

Requirements for Admission

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of music. Provisionally certified teachers should apply for the master of arts in music, which offers a liberal arts MA degree with concentrations in composition, ethnomusicology, music history, and performance. (With the approval of the graduate adviser, such students may take 3 or 6 credits of course work in advanced courses from the secondary education sequence.)

In addition to the general requirements for admission to the graduate teacher education program, applicants must have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They must have completed at least two semesters of music history, four semesters of music theory, and two semesters of ear training. They must have at least elementary facility at the keyboard and reasonable mastery of an instrument (which may be a keyboard instrument) or voice.

Applicants with deficiencies in any of the above requirements should consult the department’s graduate adviser. Credit toward the MA may not be gained in courses taken to make up undergraduate deficiencies.

A cumulative GPA of 2.8 or better and an index of 3.0 in music courses are required. Applicants who have a 3.0 or better index in music courses but who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission as nonmatriculants. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to have an audition and a face-to-face interview; see http://www.hunter.cuny.edu/music/graduates/admissions-tep.shtml#Auditions. See the School of Education section (p. 111) of this catalog for additional information.

Requirements for the Degree

Graduate Course Requirements in Music for Teachers, Pre-K-12

(18-22 cr) . . . . . . . . . . . . . . . . . . Credits

Music Courses:
MUS 619, 641, 643, 645 . . . . . . . . . . . . . . . . . . . . . 4
(Students who have studied these subjects on the undergraduate level may be exempted from these requirements.)
MUS 724 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
MUS 725 or 753 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
MUS 751, 752 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6
MUS 779 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3

Music Electives: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3
Courses chosen in consultation with graduate adviser. The TEP project (MUS 791) may be used to fulfill 1 credit of electives.

Education Courses:

See the Education section of this catalog for the required sequence of courses in education. (p. 111)

Proficiency Examination. Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

TEP Project. A project involving research is required of each student in the teacher education program. On completion of the courses of study and after approval of the project by the Graduate Faculty Committee, a candidate will be examined orally on the topic of the project and related issues. Students may register for 1 credit of independent study (MUS 791) if they wish to receive credit toward the MA degree for work done in fulfilling the TEP Project.

4-YEAR DUAL BA/MA DEGREE

The department offers unusually gifted undergraduate students the opportunity to obtain a master’s degree in four years with a minimum of 120 credits. Requirements are the same as those for the 42-credit BA plus 30 credits at the graduate level. Incoming freshmen should consult with the undergraduate adviser to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate adviser must be consulted about the MA requirements.

5-6 YEAR DUAL BA/MA DEGREE IN TEACHER EDUCATION

Exceptionally qualified undergraduate students may obtain a master’s degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 2.8 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and two semesters of performance techniques. At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department’s piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program.
COURSE LISTINGS

Each course 22.5 hrs, 1 cr, unless otherwise noted.

MUS 619 Vocal Pedagogy
Fundamentals of teaching posture, breath control, and tonal production. Emphasis on physiological and acoustical nature of the voice. Vocalises and songs.

MUS 641 Strings
Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral and chamber music; thorough review of basic string technique.

MUS 643 Woodwinds
Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

MUS 645 Brass
Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingering and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

MUS 681, 682, 683, 684 Private Instruction in Instrument or Voice
For students not concentrating in performance. Each course 30 hrs, 1 cr.

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

MUS 710 Hunter Symphony
Rehearsal and performance of orchestral works. May be taken four times for credit.

MUS 711 Hunter College Choir
Rehearsal and public performance of major choral works. May be taken four times for credit.

MUS 713 Chamber Music
Rehearsal and public performance of instrumental chamber works. May be taken four times for credit.

MUS 714 Collegium Musicum
Study and public performance of solo and ensemble works from the medieval, Renaissance, and Baroque periods. May be taken four times for credit.

MUS 716 Jazz Vocal Workshop Ensemble
Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester. May be taken four times for credit.

MUS 717 Piano Performance Class
Seminar in performance for advanced piano students. Study and performance of representative works of piano repertoire. Individual attention to problems of public performance. May be taken four times for credit.

MUS 718 Vocal Performance Class
Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester’s repertoire. May be taken four times for credit.

MUS 719 Special Topics in Music Performance
Number of works are studied, rehearsed, and performed. Topics to be announced. May be taken four times for credit.

MUS 720 Advanced Studies in Music Theory 1
Advanced contrapuntal techniques. Nineteenth-century chromatic harmony. Compositional styles from 1500 to 1900.

MUS 721 Advanced Studies in Music Theory 2
Analysis and theory of compositional styles from 1900 to the present.

MUS 724 Advanced Studies in Music Theory 1
Advanced contrapuntal techniques. Nineteenth-century chromatic harmony. Compositional styles from 1500 to 1900.

MUS 725 Advanced Studies in Music Theory 2
Analysis and theory of compositional styles from 1900 to the present.

MUS 731 Composition 1
Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

MUS 732 Composition 2
A continuation of the study of compositional techniques of the 20th century through reading, analysis, and practice. Students will complete several small works intended for performance.

MUS 735 Orchestration
Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

MUS 736 Computer Music
Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

MUS 740 Seminar in Music Theory and Analysis
May be taken 3 times for credit. Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

MUS 742 Seminar in Style Criticism
May be taken twice for credit. Intensive study of a small number of closely related works of music. Topics to be announced.

MUS 751 Advanced Studies in Music History 1
Advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.
MUS 752 Advanced Studies in Music History 2
Advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 753 Transcription and Analysis in Ethnomusicology
Critical examination and application of contemporary techniques to selected examples from various cultures.

MUS 760 Seminar in Music History
May be taken twice for credit. Problems in research and analysis in selected areas of music history. Topics, to be announced, are drawn from the six principal historical eras.

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

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

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

MUS 778 Special Topics in Ethnomusicology: Issues/Regions
Specialized study of the music of a specific region or a current issue in ethnomusicology. Topics to be announced. More than one topics course may be allowed for the degree.

MUS 779 World Music Education
Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to pre-K-12 students.

MUS 781, 782, 783, 784 Private Study in Instrument or Voice
For performance concentrators.
3 cr each

MUS 785 Private Lessons in Composition
Advanced individualized training in original music composition.
prereq: MUS 731, 732, and permission of the instructor

MUS 789 Seminar in Music Performance
Preparation, rehearsal, and performance of small and large ensemble works. Emphasis on researching and analyzing the music being studied. May be taken twice for credit.

MUS 791-794 Independent Study
Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.
prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.
8 cr maximum

MUS 791 15 hrs, 1 cr. May be taken 4 times for credit
MUS 792 30 hrs, 2 cr. May be taken 4 times for credit
MUS 793 45 hrs, 3 cr. May be taken twice for credit
MUS 794 60 hrs, 4 cr. May be taken twice for credit
MUS 798 Thesis in Music History or Ethnomusicology
Individual research under supervision.
3 cr
MUS 799 Thesis in Composition
Individual study of composition under supervision.
3 cr
Each course 45 hrs, 2 cr

MUSED 677 Methods of Teaching Instrumental Music in Grades Pre-K-12
Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

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

PHILOSOPHY

Chair, Frank M. Kirkland;
1413 West Building; (212) 772-4970; f.kirklan@hunter.cuny.edu

Some members of the Hunter College Department of Philosophy participate in the MA and PhD programs in philosophy based at the City University Graduate Center. Information concerning degree requirements, courses, etc., may be obtained from

Professor John Greenwood
Executive Officer, PhD Program in Philosophy
CUNY Graduate Center
365 Fifth Avenue
New York, NY 10016-4309

It may also be obtained at
FACULTY

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics

Ying-Chih Chen, Professor and Department Chair; PhD, Columbia; Laser Physics, Quantum Electronics, Ultra-fast Optics, Light Matter Interaction

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem

Gregory Foster, Assistant Professor; PhD, SUNY, Stony Brook; Quantum Optics/Computing, Atomic Physics.

Steven G. Greenbaum, Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Polymer Physics

Godfrey Gumbs, Professor; PhD, Toronto; Theoretical Condensed Matter Physics, Optical and Transport Properties of Semiconductor Nanostructures

Mark Hillery, Professor; PhD, California (Berkeley); Quantum Optics, Non-linear Optics, Ferromagnetic Semiconductors

Neepa Tatyana Maitra, PhD, Harvard; Time-Dependent Density Functional Theory

Yuhang Ren, Assistant Professor; PhDs, College of William & Mary, Zhejiang University (China); Nonlinear Ultra-fast Laser Spectroscopy, Condensed Matter Physics

Rodney L. Varley, Associate Professor; PhD, Brandeis; Non-equilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

Marilyn W. Rothschild, Associate Professor; Dir. Physical Sciences Learning Center, Credit Evaluation Adviser

MASTER OF ARTS

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

Admission Requirements

Applicants must meet Hunter’s general admission requirements; however, the physics department no longer requires the Graduate Record Examination. In addition, the following departmental requirements must be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A B average is required for these courses.

2. Approval by the department’s Graduate Physics Committee. If deficiencies are noted in certain undergraduate courses, the applicant may be required to take these courses without graduate credit.

Degree Requirements

1. A program of courses designed in consultation with the graduate adviser and approved by the department’s Graduate Physics Committee.

2. Completion of 30 credits of graduate work including:
   a. Not more than 6 credits earned at a graduate institution other than CUNY.
   b. At least 15 credits earned at Hunter College.
   c. The following courses or their equivalents:
      PHYS U701 Mathematical Physics . . 4 cr
      PHYS U711 Analytical Dynamics . . 4 cr
      PHYS U715 Electromagnetic Theory . . . 4 cr
      PHYS U725 Quantum Mechanics . . . . 4 cr
   d. No more than 6 credits in 600-level courses.

The courses listed in sections 2(c) and 2(d) are generally offered during the day-time hours.

3. A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.
4. The candidate will be required to pass a comprehensive examination based on the required courses listed in section 2(c) above or complete a thesis, under a faculty member's supervision, that is approved by the department's Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.

5. A minimum residence of two semesters at Hunter College. Courses taken as a non-matriculant may be counted toward the degree upon matriculation with the approval of the department's Graduate Physics Committee.

6. There are no foreign language requirements.

FINANCIAL AID

Financial aid is not generally available from the department for MA students.

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) – PHYSICS MA

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

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

See the School of Education section of this catalog (p. 113) for additional information on admission and program requirements.

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

Degree Requirements

Physics (minimum 16 credits):

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

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

Education See the School of Education section of this catalog (p. 113) for pedagogical courses and other requirements.

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

ACCELERATED BA/MA PROGRAM IN PHYSICS

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible. Consult the Hunter College Undergraduate Catalog 2004-2007, p.155 for further information.

DOCTOR OF PHILOSOPHY

Hunter College is a member of the CUNY PhD program in physics. Students applying to Hunter College may be accepted into the PhD program with the joint approval of the Hunter College Department of Physics, and the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY’s first PhD examination may be admitted to the PhD program subject to the joint approval of the Hunter College Department of Physics, and the Graduate Center. Courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.
**COURSE LISTINGS**

First-level Courses: Each course 45 hrs, 3 cr, unless otherwise noted.

**PHYS 605 Mathematical Physics**  
Introduction to basic mathematical techniques used in physics.

**PHYS 615 Electromagnetic Theory**  
Electrostatics, electromagnetics, Maxwell's equations with application to waves, waves in guides, radiation.

**PHYS 621 Electronics**  
Fundamental ideas of electronic circuits with special emphasis on solid state devices.

**PHYS 625 Introduction to Quantum Mechanics**  
Fundamental ideas in the study of atomic sized systems.

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

**PHYS 645 Solid State Physics**  
Introduction to basic theory and techniques in study of matter on solid state.

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

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

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

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

**PHYS U725, U726 Quantum Mechanics**  
Basic study of quantum theory of matter including introduction to relativistic theory.  
prereq or coreq: PHYS U701

**PHYS U741 Kinetic Theory and Statistical Mechanics**  
Study of physical properties of systems consisting of very large numbers of particles.

**PHYS U771, U772, U773 Research or Independent Study**  
Research or independent study done under supervision of faculty member.  
each 30-120 hrs, 1-4 cr

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

PHYS 611 Analytical Mechanics  
PHYS 624 Plasma Physics  
PHYS 671 Modern Physics Laboratory  
PHYS U738 Introduction to Non-equilibrium Statistical Mechanics  
PHYS U745, U746 Solid State Physics  
PHYS U757 Astrophysics

800-level university courses are periodically offered at the Graduate Center or Hunter College according to student demand.

POLITICAL SCIENCE

Department Office: 1724 West Building;  
(212) 650-5500

Chair, Walter Volkmer; 1701 West Building;  
(212) 772-5495; polisci@hunter.cuny.edu

Many members of the department participate in a PhD program based at the CUNY Graduate Center.

Information can be obtained from the Department of Political Science  
CUNY Graduate Center  
365 Fifth Avenue,  
New York, NY 10016

or http://web.gc.cuny.edu/dept/POLIT/index.htm

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SCHOOL OF ARTS & SCIENCES | POLITICAL SCIENCE

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365 Fifth Avenue,  
New York, NY 10016

or http://web.gc.cuny.edu/dept/POLIT/index.htm
PSYCHOLOGY

Department Office: 611 North Building; (212) 772-5550
Acting Chair, Gordon Barr; gbarr@hunter.cuny.edu
Deputy Chair, James Gordon; jgordon@hunter.cuny.edu
MA Program: 611 North Building; (212) 772-5432; gradpsych@hunter.cuny.edu
Director and Adviser, Sheila Chase; schase@hunter.cuny.edu
Website: http://maxweber.hunter.cuny.edu/psych/maprog/
Biopsychology, Behavioral Neuroscience (CUNY PhD Program); 611 North Building; (212) 772-5621
Program Head, Vanya Quinones-Jenab; jenab@genectr.hunter.cuny.edu
Website: http://maxweber.hunter.cuny.edu/psych/biopsych.htm

FACULTY

Gordon A. Barr, Professor; PhD, Carnegie-Mellon; Developmental Psychology; Developmental Neuropharmacology, Pain Perception, Drug Abuse, Opiate Analgesia, Reward and Withdrawal
Christopher Braun, Associate Professor; PhD, University of California (San Diego); Sensory Psychology: Sensory Systems in Animals; Neural Substrates of Vibration and Sound Detection; Sensory Variation, Ecology, and Evolution
Sheila Chase, Professor; PhD, CUNY; Experimental Psychology: Animal Learning, Comparative Cognition, Memory and Decision Processes, Computer Models
Martin Chodorow, Professor; PhD, MIT; Experimental Cognition, Models of Memory, Psycholinguistics, Computational Linguistics
Darlene DeFour, Associate Professor; PhD, Illinois; Personality and Social Psychology: Coping with Stress, Psychology of Women, Black Psychology, Culture and Psychology, Interface of Gender and Ethnic Identities and Physical and Mental Health
Tracy A. Dennis, Assistant Professor; PhD, Penn State; Clinical and Developmental Psychology: Emotion Regulation, Developmental Psychopathology, Affective Neuroscience, Parenting and Contextual Influences
Roseanne Flores, Assistant Professor; PhD, CUNY; Developmental Psychology: Language Acquisition, Cognitive Development, Children and Poverty, Children and Culture
Robert Fried, Professor; PhD, Rutgers; Psychophysiology: Biofeedback Behavior Physiology, EEG
James Gordon, Professor; PhD, Brown; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants
Cheryl F. Harding, Professor; PhD, Rutgers; Behavioral Endocrinology: Brain Neurochemistry and Learning, Effects of Bacterial Infection and/or Mold Exposure on Brain Structure and Function
Rebecca Farmer Huseid, Associate Professor; PhD, Kansas; Social Psychology; Gender Roles and Health, Links between Ethnic Identity, Adjustment, and Achievement
Shirzad Jenab, Associate Professor; PhD, Mount Sinai School of Medicine; Drugs of Abuse, Gene Expression, Neurochemistry and Neuropharmacology, CNS Degenerative Diseases
Ellen Toby Klass, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, Morality, Honesty
Michael J. Lewis, Professor; PhD, Temple University; Behavioral Neuroscience: Neurobiology of Motivation and Substance Abuse; Alcohol Dependence and Eating Disorders
Victoria Luine, Distinguished Professor; PhD, SUNY (Buffalo); Behavioral Endocrinology: Neurochemistry of Hormone-dependent Sexual Behavior, Hormonal Influences on Age-related Memory Loss
Regina Miranda, Assistant Professor; PhD, NYU; Clinical Psychology: Adolescent Depression and Suicide, Hopelessness, Depressive Future-event Schemas, Interpersonal Schemas in Depression
Peter Moller, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory Integration, Electrolocation and Electrocummmication in Electric Fish, Behavioral Physiology, Behavioral Endocrinology
Helen M. Newman, Associate Professor; PhD, CUNY; Communication and Psychotherapy: Intimate Relationships, Information-processing and Social Cognition, Psychoanalytic Theory, Mind-body Therapies
Jeffrey Parsons, Professor; PhD, Houston; Developmental Psychology: Adolescent Development, Risk Taking, HIV/AIDS Prevention, Health Psychology, Gay/Lesbian Issues, Substance Abuse, Sexual Behavior
Sandep Prasada, Associate Professor; PhD, MIT; Cognitive and Developmental Psychology: Conceptual & Lexical Representation in Mind and Brain, Language Acquisition
Vanya Quinones-Jenab, Associate Professor; PhD, Rutgers; Molecular and Neuro-endocrinological Bases of Behavior: Drug Abuse Effects on Maternal Behaviors and CNS/Endocrine Mechanisms, Ovarian Hormones and Pain Pathways
Vita C. Rabinowitz, Professor; PhD, Northwestern; Social Psychology: Gender Issues in Health, Coping, Justice and Helping, Health
Salomon Rettig, Professor; PhD, Ohio State; Social Psychology: Therapeutic Group, the Kibbutz, Risk-taking, Philosophy and Sociology of Science
Bonnie Ratnoff Seemiller, Associate Professor; PhD, NYU; Developmental Psychology: Extended Family Interactions, Intrafamily Abuse, Cross-cultural Research
Joyce Slochower, Professor; PhD, Columbia; Clinical and Social Psychology: Psychotherapy, A.B.P.P. Psychoanalysis
Virginia Valian, Distinguished Professor; PhD, Northeastern; Cognitive and Developmental Psychology: First and Second Language Acquisition, Sex Differences in Cognition and Achievement, Gender Equity
Jason Young, Associate Professor; PhD, Minnesota; Social Psychology: Attitudes and Social Psychology: Attitudes and Persuasion, Political Psychology, Media Influence, Risk Assessment and Decision-making about Safer Sex, Evolutionary Psychology
H. Philip Zeigler, Distinguished Professor; PhD, Wisconsin; Physiological Psychology: Brain Mechanisms of Sensorimotor Integration

M bachelor’s degree program in psychology.

*See Hunter College Undergraduate Catalog 2004-2007, p.165 for information about the bachelor’s degree program in psychology.

MASTERS ARTS

The MA degree in general psychology, but students may focus course work, independent study, and thesis research in one of three content areas: (1) applied and evaluative psychology; (2) social, cognitive, and developmental psychology; (3) biopsychology and comparative psychology. Within the biological-comparative psychology area students may elect to complete a concentration in Animal Behavior and Conservation (see description below).

1) Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, biofeedback, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.
2) Social, cognitive, and developmental psychology. Faculty research interests include multicultural issues, cognitive and linguistic development, discursive social psychology, gender and cognition, attitudes, political psychology, psycholinguistics, decision-making, memory function in different populations.

3) Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of avian and mammalian behavior, mechanisms of drugs of abuse, developmental neuro-science, color vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, speech analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at the New York Aquarium and other facilities of the Wildlife Conservation Society such as the Bronx Zoo. Individual faculty members have collaborations with researchers at many other universities and research facilities within New York City.

Requirements for Admission

Applicants are evaluated on the basis of their undergraduate grade point average, general GRE scores, background in psychology, two letters of recommendation (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students may be required to take preparatory statistics and experimental courses. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits (plus necessary background courses) including 3 to 6 credits of thesis research is required. For the Concentration in Animal Behavior and Conservation a minimum of 36 credits is required.

Required courses for all MA students (21 credits):

- PSYCH 702 Proseminar in Psychology
- PSYCH 705 Statistical Methods in Psychology
- PSYCH 701 or 747 Experimental Psychology
- PSYCH 707.01 Thesis Research

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1) A (applied and evaluative psychology)
2) S (social, cognitive, and developmental psychology)
3) B (biopsychology and comparative psychology)

The MA thesis is a report of individual research prepared in conjunction with PSYCH 707.01 (and, if additional time is needed, PSYCH 707.02). The thesis is performed and written under the supervision of a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student’s thesis committee, consisting of the supervisor plus at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Requirements of MA with Concentration in Animal Behavior and Conservation

In addition to the 21 credits required for all MA students, the following courses are required. The thesis must be in a research project in animal behavior and conservation.

Required Courses:

- PSYCH 717 Animal Behavior and Conservation in Captivity and the Wild
- PSYCH 751.03 Basic Psychological Processes I

Electives: Three additional courses from the following:

- PSYCH 641 Comparative Psychology
- PSYCH 690 Independent Research (relevant to ABC)
- PSYCH 716 Animal Behavior I: Mechanism of Behavior
- PSYCH 717.51 Field Studies in Animal Behavior and Conservation
- PSYCH 718 Animal Behavior II: Behavioral Ecology
- PSYCH 739 Research Methods in Animal Behavior
- PSYCH 750.XX Special Topics in Psychology (relevant to ABC)

FINANCIAL ASSISTANCE

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

BIOPSYCHOLOGY: BEHAVIORAL NEUROSCIENCE

Subprogram of the PhD Program in Psychology

The specialization in biopsychology and behavioral neuroscience within the CUNY doctoral program in psychology is located at Hunter College. MA students may take some of the doctoral courses with permission of the instructor. Information on the PhD subprogram in biopsychology and applications can be obtained from the Biopsychology Office, Room 611 Hunter North, 695 Park Avenue, New York, NY 10021 or at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.
COURSE LISTINGS

Each course 45 hours, including conferences, 3 credits unless otherwise noted. Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well.

600-level: Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 630 Theories and Methods of Psychotherapy (A)
Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

PSYCH 641 Comparative Psychology (B)
Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

PSYCH 646 Physiological Psychology (B)
The basics of neuroscience as sampled from the behavioral aspects. Topics covered include: structure and function of cells in the nervous system; neural communication: physiology and pharmacology; structure of the nervous system and endocrine system; research methods of physiological psychology; sensory and motor systems; aggressive behavior; anatomy of learning.

PSYCH 651 Psychology of Small Groups (A)
Therapeutic groups have experienced massive development and rapid spread: over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics.

Instructor's permission
15 hrs lecture, 30 hrs lab, incl conf

PSYCH 651.51 Family and Couples System (A)
Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

PSYCH 676 Psychology of Personality (A)
Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, andBinswanger and Boss.

PSYCH 680.XX Special Topics in Psychology
Readings and discussion on a selected problem or topic area — varies from semester to semester.

PSYCH 690 Independent Research in Psychology – 3 credits
Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

3 cr faculty sponsor's permission

PSYCH 691 Independent Research in Psychology – 1 credit
An opportunity for students to complete a research project that is less extensive than that required for PSYCH 690, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

15 hrs, 1 cr faculty sponsor's permission

PSYCH 692 Independent Research in Psychology – 2 credits
An opportunity for students to complete a research project that is less extensive than that required for PSYCH 690 but more extensive than that required for PSYCH 691. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

30 hrs, 2 cr faculty sponsor's permission

700-level: These courses require a stronger background than that required for most 600-level courses.

PSYCH 701 Advanced Experimental Psychology I
Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics
30 hrs lecture, 30 hrs lab, 3 cr

PSYCH 702 Proseminar in Psychology
An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

3 cr

PSYCH 705 Statistical Methods in Psychology I
Covers descriptive, inferential, 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

PSYCH 707.01 Thesis Research
Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 705 or 747 approved research topic and permission of a faculty sponsor

PSYCH 707.02 Thesis Research
Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required. Limited to students working on their MA thesis.

prereq: PSYCH 707.01

PSYCH 710 Advanced Physiological Psychology I (Neuroscience I) (B)
An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience. Neuroscience I is not a prerequisite for Neuroscience II.

instructor's permission

PSYCH 711 Advanced Physiological Psychology II (Neuroscience II) (B)
Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision.

instructor's permission

PSYCH 716 Animal Behavior I: Mechanisms of Behavior (B)
History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and bihythms); animal orientation and communication; cognitive ethology and culture.

instructor's permission

PSYCH 717 Animal Behavior & Conservation in Captivity and the Wild (B)
Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

instructor's permission

PSYCH 717.51 Field Study in Animal Behavior and Conservation (B)
Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

instructor's permission

PSYCH 718 Animal Behavior II – Behavioral Ecology (B)
Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, predatory behavior, and sociobiology.

instructor's permission
The following courses are open to doctoral students only.

PSYCH 703 Design of Psychological Research
PSYCH 708 Proseminar I (Biological Foundations of Behavior)
PSYCH 709 Proseminar II
PSYCH 719 Current Research in Biopsychology
PSYCH 716.50 Field Studies in Animal Behavior
PSYCH 799 Seminar and Practicum on the Teaching of Psychology
PSYCH 800 Seminar in Current Psychological Research
PSYCH 801 Seminar in Special Topics
PSYCH 802 Independent Psychological Research
PSYCH 803 Doctoral Dissertation Seminar
PSYCH 816 Seminar in Comparative Psychology
PSYCH 819 Seminar in Biopsychology
PSYCH 821 Seminar in Reproduction: Behavior and Physiology
PSYCH 823 Seminar in Psychopharmacology
PSYCH 832 Seminar in Behavior Theory
PSYCH 900 Doctoral Dissertation Supervision
ROMANCE LANGUAGES

Department Office: 1341 West Building; (212) 772-5108
Chair, Giuseppe Di Scipio; 1309 West Building; (212) 772-5109; giuseppe.disciporto@hunter.cuny.edu

Graduate Advisers:
French
Marlène Barsoum; 1311 West Building; (212) 650-3511; mbarsoum@hunter.cuny.edu
Julia Przybos; 1327B West Building; (212) 772-5097; jprzybos@hunter.cuny.edu

Italian
Monica Calabritto; 1308 West Building; (212) 772-5098; mcalabri@hunter.cuny.edu
Paolo Fasoli; 1307 West Building; (212) 772-5129; pfasoli@hunter.cuny.edu
Maria Paynter; 1312 West Building; (212) 772-5090; mpaynter@hunter.cuny.edu

Spanish
James O Pellicer; 1333 West Building; (212) 772-5125; jpellice@hunter.cuny.edu
Magdalena Perkowska; 1319 West Building; (212) 772-5132; mperkows@hunter.cuny.edu

Graduate advisers, Adolescent Education in Romance Languages:
French: Julia Przybos; 1327B West Building; (212) 772-5097; jprzybos@hunter.cuny.edu
Italian: Maria Paynter; 1312 West Building; (212) 772-5098; mpaynter@hunter.cuny.edu
Spanish: James O Pellicer; 1333 West Building; (212) 772-5125; jpellice@hunter.cuny.edu
Magdalena Perkowska; 1319 West Building; (212) 772-5132; mperkows@hunter.cuny.edu

Education Sequence Adviser for Romance Languages, Jenny Castillo; 905 West Building; (212) 772-4614; jmcastil@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/~romlang

FACULTY

French
Marlène Barsoum, Associate Professor; PhD, Columbia; 19th-Century Literature, Francophone Literature, Autobiography, Travel Narratives
Michèle Bocquillon, Assistant Professor; PhD, Cornell; 18th-Century French Literature, Epistolary Novel, Literature and the Arts
Sam DiIorio, Assistant Professor; PhD, Penn; Twentieth Century French Literature and the Cinema
Julia Przybos, Professor; PhD, Yale; 19th-Century Literature; Theater, Naturalism, Fin de Siècle
Michael Taormina, Assistant Professor; PhD, Columbia; 17th Century French Literature
Francesca Canadè Sautman, Professor; PhD, UCLA; Executive Officer, French Doctoral Program, CUNY Graduate Center; Medieval and Renaissance Studies, Folklore, Women and Gender Studies

Italian
Monica Calabritto, Assistant Professor; PhD, CUNY; 16th- and 17th-Century Italian Literature, Italian American Studies, Literature and the Sciences
Giuseppe Di Scipio, Professor and Chair; PhD, CUNY; Middle Ages, Dante and the Renaissance, Folklore
Paolo Fasoli, Associate Professor; PhD, Toronto; Late Renaissance, Baroque and Enlightenment Literatures, Stylistics
Maria Paynter, Professor; PhD, Toronto; 19th-Century to Contemporary Literature, Theory and Criticism

Spanish
Diana Conchado, Associate Professor; PhD, Brown; Literature of the Golden Age
Marithelma Costa, Professor; PhD, CUNY; Medieval Spanish Literature, Modern Latin-American Literature
Maria Luisa Fischer, Assistant Professor; PhD, Boston; Latin-American Poetry
Maria Hernandez-Ojeda, Assistant Professor; PhD, Florida State University, (Pen)Insular & Transatlantic Literature
Carlos R. Hortas, Professor; PhD, Yale; Colonial Spanish-American Literature
James O. Pellicer, Professor; PhD, NYU; Latin-American Literature
Magdalena Perkowska-Alvarez, Associate Professor; PhD, Rutgers; Contemporary Latin-American Narrative
Michael Perna, Associate Professor; PhD, Duke; Literature of the Golden Age
Alicia Ramos, Associate Professor; PhD, Pennsylvania; Applied Linguistics, Methodology
Virginia Santos-Rivero, Assistant Professor; PhD, NYU, Spanish Literature

Degrees offered

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*See Hunter College Undergraduate Catalog 2004-2007, p. 174 for undergraduate courses and degree programs in Romance Languages.
MASTER OF ARTS

The master’s degree in French, Italian, or Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities.

The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon general requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses.
   The total 30 credits for the MA must include:
   a. One of the following courses. . . . 3 cr.
      1) RLNG 701 Introduction to Romance Linguistics;
      2) FREN 701 History of the French Language;
      3) ITAL 701 History of the Italian Language;
      4) SPAN 701 History of the Spanish Language.
   b. 24-27 cr. in literature of specialization.
   c. Thesis Seminar: required of all students who elect to write master’s essay . . . . . 3 cr

2. Languages.
   In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination.
   Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master’s essay.
   The master’s essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

DOCTOR OF PHILOSOPHY

PhD programs in Romance languages are based at the City University Graduate Center. See the bulletin of the Graduate Center for a description of the PhD programs and a complete list of courses or go to www.gc.cuny.edu/

PROGRAM FOR TEACHERS OF ADOLESCENT EDUCATION (GRADES 7-12) - FRENCH, ITALIAN, AND SPANISH MA

The Teacher Education Program (TEP) is not for individuals who already have initial or provisional certification in the teaching of French, Italian, or Spanish. Provisionally certified teachers should apply to the MA program in French, Italian, or Spanish. However, they may apply to the MA (TEP) program if they plan to be certified in a second Romance language.

Requirements for Admission

1. Degree. A bachelor's degree from an accredited institution acceptable to Hunter College.

2. Languages. Proficiency in French, Italian, or Spanish.

3. Major and GPA requirements. The equivalent of the Hunter College major in French, Italian, or Spanish with a cumulative GPA of 2.8 or better and an index of at least 3.0 in French, Italian, or Spanish. Students who have a 3.0 or better index in French, Italian, or Spanish courses, but whose cumulative GPA is below 2.8 may be considered for admission to nonmatriculant status. To be so admitted, applicants have to demonstrate strong verbal and analytical skills, by means of a proctored essay and a personal interview. Academically relevant data — such as scores obtained on the General Aptitude Test of the Graduate Record Exam, or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination — may also be submitted in support of admission.

4. Students with provisional certification in one area of Romance languages who wish to become certified in another Romance language will take these 10-12 credits but may also be required to take additional courses based on transcript review.

5. Comprehensive Examination. A comprehensive examination in French, Italian, or Spanish is required. See the School of Education section of this catalog for requirements for graduation.

A total of 43-45 credits, to be distributed as follows:

1. Romance Language Courses. Candidates must complete an approved program of study of at least 21 credits in literature courses in one of the following languages:
   French: 21 credits in French and Francophone literature.
   Italian: 21 credits in Italian literature.
   Spanish: 21 credits in Spanish and Spanish-American literature.

2. Teacher Education Courses. A sequence of 22-24 credits in teacher education courses. See the School of Education section of this catalog for the required sequence of courses in education.

3. Certification. MA TEP candidates with initial certification in one field of Romance languages who wish to become certified in a second field will take 10-12 credits in education courses and student teaching/practicum, for a total of 31-33 credits in Romance languages and Education combined.

4. Students with provisional certification in one area of Romance languages who wish to become certified in another Romance language will take these 10-12 credits but may also be required to take additional courses based on transcript review.

5. Comprehensive Examination. A comprehensive examination in French, Italian, or Spanish is required. See the School of Education section of this catalog for additional information on admission, progress standards, and exit criteria.

   English proficiency is required, including a satisfactory score on the TOEFL examination for students who have studied abroad.
COURSE LISTINGS

ROMANCE LANGUAGES

RLNG 701 Introduction to Romance Linguistics I
Comparative study of evolution of French, Italian, and Spanish. (Required for MA in Arts and Sciences, if RLNG 702 is not taken.)

RLNG 702 Introduction to Romance Linguistics II
Development of phonology and morphology. Schools and theories of Romance linguistics. May be taken independently of RLNG 701.

FRENCH

FREN 701 History of the French Language

FREN 721 French Poetry of 16th Century
Classical and Italian Influences
The Lyons poets, the Pléiade, Protestant poets.

FREN 725 Main Currents of French Renaissance
Study of different aspects of French Renaissance in the works of major authors.

FREN 732 French Tragedy of 17th Century
Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

FREN 733 Theatre of Molière
Analysis of major plays. Discussion of theatrical life of the period.

FREN 734 French Moralists of Classical Period
Works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénelon, La Bruyère, Saint-Simon.

FREN 741 Diderot
Study of novels and aesthetic and philosophical theories. Diderot’s influence through the Encyclopédie.

FREN 752 Balzac and Stendhal
Major novels of Balzac and Stendhal. Comparative analysis of their themes, and narrative techniques. Study of intellectual, social and political trends of the period.

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

FREN 755 French Fiction from Romanticism to the Decadence

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

FREN 760 Aspects of 20th-Century French Fiction
Analysis and discussion of novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and le Nouveau roman. (For Gide and Proust, see FREN 761.)

FREN 761 Gide and Proust
Analysis of authors’ major fiction. Study of their style and creative process.

FREN 765 Aspects of Modern French Theatre
Analysis and discussion of plays by such authors as Claudel, Giraudoux, Romain, Montherlant, Anouilh, Sartre, Camus, Beckett, Ionesco, Duras.

FREN 791–799 Special Topics in French Literature
Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

FREN 799.03 Independent Study in French Literature
French courses offered only if student demand is sufficient:

FREN 600 Basic Course in French for Graduate Students

FREN 611 Explication de Texte

FREN 621 Genre Studies I: French Poetry

FREN 622 Genre Studies II: The Theatre in France

FREN 623 Genre Studies III: The French Novel

FREN 624 Literature of Ideas

FREN 702 Studies in French Criticism.

FREN 708 Methods of Research

FREN 711 Medieval French Literature

FREN 712 Medieval French Literature II

FREN 722 Rabelais and Montaigne

FREN 731 Descartes and Pascal

FREN 742 Voltaire and Rousseau

FREN 750 Era of Chateaubriand

FREN 751 Romanticism and the Parnasse

FREN 752 French Poetry from Baudelaire to Symbolism

FREN 763 Major Currents of Modern French Poetry

ITALIAN

ITAL 701 History of the Italian Language

ITAL 702 Italian Stylistics and Rhetoric
History of Italian rhetoric art and stylistics applied to literary text.

ITAL 711 Italian Literature from its Origins to 13th Century

ITAL 712 Dante’s Vita nuova and Inferno
Dante’s works in the political and intellectual context of Medieval Europe.

ITAL 713 Dante’s Purgatorio
Intensive study of the cantica’s background, symbolical, poetical signification and content.

ITAL 714 Dante’s Paradiso
A study of the Paradiso’s poetics, its theo-philosophical and cosmological content.

ITAL 715 Poetry and Humanism of Petrarch

ITAL 716 Boccaccio’s Decameron and Other Works

ITAL 720 Dante’s Prose Works
Literary, historical and philosophical analysis of Vita nuova, Convivio, De vulgari eloquentia and Monarchia.

ITAL 721 Ariosto
Analysis of Orlando furioso, Satire and theatre.

ITAL 722 Machiavelli: Political Theorist and Moralist
Study of Istorie fiorentine, Lettere, Mandragola, Principi and Discorsi.

ITAL 725 Tasso’s Gerusalemme liberata
Study of Tasso’s epic poem and related linguistic, historical and philosophical issues.

ITAL 726 Italian Theatre I –
From Machiavelli to Alfieri
Study of Renaissance comedy, Commedia dell’arte, Goldoni, Alfieri.

ITAL 727 Italian Theatre II –
From Manzoni to Contemporaries
Study of theatre from Risorgimento to D’Annunzio, Pirandello and contemporary playwrights.

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

ITAL 754 Carducci, D’Annunzio, Pascoli
Representative poetic, dramatic and narrative works.

ITAL 755 Leopardi
Study of poetry and prose. Art of Leopardi in Italian and European context.

ITAL 760 Independent Research in Italian Literature

ITAL 763 Modern Italian Novel From Verga’s I Malavoglia to Novels of Moravia
Novel and modern Italian society; novel as art form in the 20th century.
ITAL 764 Modern Italian Poetry
From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, and Spaziani.

ITAL 765 Croce and His Contemporaries
Study of impact of Croce and his contemporaries on Italian literature, philosophy, and theory of history.

ITAL 793.00 Special Topics in Italian Literature
Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

ITAL 799 Thesis Seminar
Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

ITAL 710 Dante's Inferno
ITAL 723 Poets, Philosophers, Historians and Scientists of the Baroque
ITAL 724 Lorenzo de' Medici and His Circle
ITAL 751 Pre-Risorgimento Period
ITAL 753 Foscolo and Leopardi
ITAL 756 Neoclassical Tradition from Parini to D'Annunzio
ITAL 762 Italian Novel and Theatre Since 1900
ITAL 791 Studies in History of Italian Theatre

SPANISH
SPAN 701 History of the Spanish Language
SPAN 704 Spanish Theatre from the 19th Century to the Present
SPAN 705 Lyric Poetry from Garcilaso to Gongora
Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

SPAN 711 Spanish Poetry of Middle Ages
Origins and development of Castilian epic and of lyric poetry, with special emphasis on *Poema del Cid* and *Libro de buen amor*.

SPAN 720 Spanish Novel of 16th and 17th Centuries
Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

SPAN 722 Cervantes' Don Quixote
Analysis and interpretation of content and structure of Don Quixote, Cervantes' significance as creator of modern novel.

SPAN 725 Spanish Comedia
Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

SPAN 730 Spanish Neoclassic Poetry and Essay
New currents in Spanish thought and poetry through 18th century.

SPAN 742 Realism and Naturalism in the Spanish Novel of 19th Century
Development of modern fiction from Costumbroso to second generation of Naturalistic novelists. Special emphasis on work and significance of Pérez Galdós.

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

SPAN 751 Romantic Poetry from Rivas to Bécquer
Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

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

SPAN 760 Spanish-American Literature: The Colonial Period
From early chronicles of Indies to Neoclassicism.

SPAN 763 Spanish-American Fiction I: From Origins through Modernista Novel
Lizardi's *El Periquillo sarniento*, Romanticism, Realism, Naturalism, and Modernismo.

SPAN 764 Spanish-American Fiction II: From "The Novel of the Mexican Revolution" to the Present
Development of Spanish-American novel and short story since Modernismo.

SPAN 765 Spanish-American Poetry I: From Neoclassicism through Modernismo
Spanish-American poetry from La Independencia to World War I. Attention paid to development of prosa artística during Modernista period.

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

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

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

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

Department Office: 1622 West Building; (212) 772-5587
Chair, Robert Perinbanayagam; 1622 West Building; (212) 772-5585
Program Director and Adviser, Joong-Hwan Oh; 1601 West Building; (212) 772-5643; joonghwan.oh@hunter.cuny.edu
Website: http://maxweber.hunter.cuny.edu/socio/grad/index.html

FACULTY

Juan Battle, Professor; PhD, Michigan; Sociology of Education, Stratification, Survey Research, Race/Ethnic/Minority Relations; Joint Appointment with Graduate Center
Lynn Chancer, Professor; PhD, CUNY; Race/Class/Gender, Criminology/Delinquency
Erica Childs, Assistant Professor; PhD, Fordham; Race/Gender/Sexuality, Family, Media/Popular Culture
Margaret Chin, Assistant Professor; PhD Columbia; Family, Qualitative Research Methods
Nancy Foner, Distinguished Professor; PhD, Chicago; Migration and Immigration, Race/Class/Gender, Urban Sociology; Joint Appointment with Graduate Center
Charles Green, Professor; PhD, Rutgers; Ethnic and Race Relations, Urban Sociology, Development
John Hammond, Professor; PhD, Chicago; Collective Behavior/Social Movements, Political Sociology, Work and Labor Markets
Philip Kasinitz, Professor; PhD, NYU; Urban Sociology, Race/Ethnic/Minority Relations, Theory; Joint Appointment with Graduate Center
Manfred Kuechler, Professor; PhD, Bielefeld (Germany); Political Sociology, Collective Behavior/Social Movements, Quantitative Methodology
Marnia Lazreg, Professor; PhD, NYU; Development, Political Economy, Cultural Movements, Gender, Biotechnology
Claus Mueller, Professor; PhD, New School for Social Research; Media Research and Analysis, Political Sociology
Joong-Hwan Oh, Associate Professor; PhD, South Carolina; Urban Criminology, Global Sociology, Race and Ethnic Relations
Robert Perinbanayagam, Professor and Department Chair; PhD, Minnesota; Theory, Language/Social Linguistics, Social Psychology
Janet Poppendieck, Professor; PhD, Brandeis; Family, Social Policy
Ruth Sidel, Professor; PhD, Union; Children and Youth, Sex and Gender, Stratification/Mobility/Inequality
Pamela Stone, Associate Professor; PhD, Johns Hopkins; Work and Labor Markets, Sex and Gender, Occupations/Professions

Peter Tuckel, Professor; PhD, NYU; Quantitative Methodology, Political Sociology
Michael Wood, Associate Professor; PhD, Texas; Consumer Behavior, Economy and Society, Cultural Sociology

Affiliated Faculty

Jeannie Weiler, Associate Professor; PhD, SUNY-Buffalo; Education, Comparative/Historical, Applied Sociology/Evaluation Research

BA/MS IN SOCIAL RESEARCH

For a limited number of qualified undergraduate students, the sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term.

In order to be admitted to the program, students must complete their basic requirements, including their major and minor; pass an honors course (which requires a GPA of at least 3.5 and an overall GPA of at least 3.0); and meet the requirements of the MS program as outlined above. BA/MS applicants can apply for fall or spring admission. Besides, the program applicants do not need to take the GRE. If you are interested in applying for the BA/MS program, you should fill in Application Form for Admission BA/MS in Social Research (see adviser), and include a copy of your current transcript and two letters of recommendation.

Undergraduate students admitted to the program generally start their graduate work toward the end of their junior year. Interested students should consult the program's adviser at the earliest possible date.

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MASTER OF SCIENCE IN SOCIAL RESEARCH

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social research and related areas, as well as for those who wish to upgrade their research skills. All courses are scheduled in the evening.

Graduates are prepared for professional research positions in government agencies, nonprofit organizations, business corporations and organizations involved with international development. The program's curriculum emphasizes the development and application of skills in research design and qualitative and quantitative analysis. Proficiency in the use of desktop computers for research tasks (statistical, spreadsheet, graphics, database, and use of the internet) is an essential part of the research training.

The program offers four broad areas of specialization: market research and consumer behavior (area adviser, Michael Wood, (212) 772-5581, mwood@hunter.cuny.edu); media research and analysis (area adviser, Claus Mueller, (212) 772-5647, cmueller@hunter.cuny.edu); research and policy analysis in the public and nonprofit sector (area adviser, Janet Poppendieck, (212) 772-5583, jpoppend@hunter.cuny.edu) and research in international development (area adviser, Marnia Lazreg, (212) 772-5570, mlazreg@hunter.cuny.edu). Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of specialization other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship. By carrying out a research project during the internship outside the university setting, students gain firsthand experience in the conduct of applied research and familiarity with practical problems in their field of interest. Frequently, agencies and companies providing internships appoint former interns to full-time positions after graduation. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc; Lou
Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

**Admission Requirements**

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

**Degree Requirements**

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. **Core Courses**
   a. Statistics I (GSR 708), Statistics II (GSR 709), Research Methods I (GSR 710), Research Methods II (GSR 711)
   b. Contemporary Sociological Theory (GSR 702)
   c. Workshop in Using Information Technology for Research (GSR 716)
   d. Seminar in Applied and Evaluation Research (GSR 717)

2. **Electives**
   Fifteen credits are taken in courses according to the student’s interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. **Research Internship (GSR 718)**, Applied Research Seminar (GSR 719). Degree candidates must work as research interns in public or private organizations for a minimum of three (full-time) or six (part-time) months. A 9-credit sequence based on the internship includes 6 credits for completion of the internship, and 3 credits for a research report analyzing results and based on the research carried out during the internship.

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

**Research Facilities and Affiliations**

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

**Course Sequence**

Full-time study, 2 years

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>GSR 708 Statistics</td>
</tr>
<tr>
<td></td>
<td>GSR 710 Research Methods I</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>GSR 702 Contemporary Sociological Theory</td>
</tr>
<tr>
<td></td>
<td>GSR 709 Statistics II</td>
</tr>
<tr>
<td></td>
<td>GSR 711 Research Methods II</td>
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<tr>
<td></td>
<td>GSR Elective</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>GSR 716 Workshop in Using Informational Technology for Research*</td>
</tr>
<tr>
<td></td>
<td>GSR 718 Research Internship . . . . . 6 cr</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>GSR 717 Seminar in Applied and Evaluation Research*</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
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<td>GSR Elective</td>
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</tbody>
</table>

* These courses may be offered in either the fall or spring semesters.

**PART-TIME STUDY, 3 1/2 YEARS**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>GSR 708 Statistics</td>
</tr>
<tr>
<td></td>
<td>GSR 710 Research Methods I</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>GSR 709 Statistics II</td>
</tr>
<tr>
<td></td>
<td>GSR 711 Research Methods II</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td>GSR 716 Workshop in Using Informational Technology for Research</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td>GSR 702 Contemporary Sociological Theory</td>
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<tr>
<td></td>
<td>GSR 717 Seminar in Applied and Evaluation Research</td>
</tr>
<tr>
<td><strong>Fifth Semester</strong></td>
<td>GSR 718 Research Internship (6 credits)</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
</tr>
<tr>
<td><strong>Sixth Semester</strong></td>
<td>GSR 719 Applied Research Seminar</td>
</tr>
<tr>
<td></td>
<td>GSR Elective</td>
</tr>
<tr>
<td><strong>Seventh Semester</strong></td>
<td>GSR Elective</td>
</tr>
</tbody>
</table>

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.
COURSE LISTINGS

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

Students must consult the program advisers before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

CORE

GSR 702 Contemporary Sociological Theory
Methodological philosophies and findings of major sociological theorists.

GSR 708 Statistics I
Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.
prereq: SOC 241 or equiv
fall only

GSR 709 Statistics II
Topics covered include analysis of variance, multiple regression and other multivariate techniques.
prereq: GSR 708 with grade of B or better
spring only

GSR 710 Research Methods I
Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.
prereq: SOC 241 or equiv or perm instr
fall only

GSR 711 Research Methods II
Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.
prereq: GSR 710 or perm instr
spring only

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

GSR 717 Seminar in Applied and Evaluation Research
Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.
prereq: GSR 709, GSR 710 and GSR 711

GSR 718 Research Internship
Completion by matriculated student of a research internship under faculty supervision in an approved private- or public-sector research agency. Internship lasts a minimum of three months (full-time) or six months (part-time). Execution of a research project applying advanced research methods.
6 cr

GSR 719 Applied Research Seminar
The execution of oral and written reports, typically using research done during the internship, to demonstrate the student's data analysis skills and ability to write a report appropriate for the student's areas of specialization.

AREAS OF SPECIALIZATION

MARKETING RESEARCH AND CONSUMER BEHAVIOR

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

GSR 723 Nonprofit and Social Marketing
Application of marketing and marketing research to non-business organizations.

MEDIA RESEARCH AND ANALYSIS

GSR 731 Television Programming and Audiences
Socioeconomic analysis of television programming and the various audiences served, including the cable universe; review of relevant theoretical approaches, research methods and audience data, patterns of television consumption.

GSR 732 Motion Pictures
Analysis of contemporary American motion picture industry with special emphasis on independent production; social structure of production, product analysis, audience appeal and marketing; review of relevant theoretical approaches and current research.

GSR 733 The New Electronic Media and Information Markets
Investigation of new media and information technologies and the markets they create (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

Students can take graduate courses in the Department of Film and Media Studies provided they

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

GSR 761 Development Theories and Practices
History of the evolution of theories of development and analysis of their application to post-colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

GSR 762 Rethinking Development in the Global Era
Critical analysis of the shift from the old development discourse to a new one centered on "postdevelopment" 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.

GSR 763 International Development Practicum
Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

RESEARCH AND POLICY ANALYSIS/NONPROFIT SECTOR

GSR 741 Social Policy
Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

GSR 742 Public Policy Analysis
Theories, concepts, and methods in public-policy analysis applied to select policy areas such as social service, criminal justice, and education.

GSR 746 Organizational Dynamics
Organizational design, processes and analysis in the business, public, and nonprofit sectors.

With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as URBG 748 (Management Control of Nonprofit Organizations) and URBG 762 (Health Regulation).

RESEARCH AND TRAINING IN INTERNATIONAL DEVELOPMENT

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

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History of the evolution of theories of development and analysis of their application to post-colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

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GSR 763 International Development Practicum
Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

RESEARCH AND EVALUATION

GSR 752 Focus Group Research
Theory and application of focus group research. Methodological procedures, conceptualization of research problem, organization of group, listening and probing techniques, analysis of verbal and nonverbal data, report writing.

GSR 767 Interpersonal Process in Organizations
Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

Special Topics Seminars and Independent Research

GSR 790 Special Topics Seminar
The program offers experimental special-topics seminars. Check with program office for more information.
The Department of Theatre offers degrees in Theatre at the BA, MA, MFA, and PhD levels. The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; production and performance studies; and playwriting. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis. Individual counseling is an integral part of the program. Through meetings with the graduate adviser, a program of study that meets each student’s needs is developed.

The Hunter Playwrights Project offers playwriting students the opportunity to see their work performed in staged readings or in productions with professional actors and directors. Other worthwhile scripts by advanced playwriting students may be transferred from nonmatriculated to matriculated status. The John Golden Fund provides awards for promising writers. Students concentrating in dramaturgy and directing may work in internship programs at professional theatre companies.

Requirements for Admission

General admission requirements to the graduate program in the arts and sciences are observed. An undergraduate theatre major is not needed for admission to the MA program in theatre. Students enter with a wide variety of academic backgrounds.

Requirements for the Degree

Courses Each candidate must complete an approved program of study of at least 30 credits, including THC 702, 751, 752, 790, and the master’s essay, to be written as part of THC 799. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

Examination The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

Master’s Essay The candidate for the degree must present a master’s essay of about 50 pages approved by the department and supervised by two appropriate members of the faculty. The essay is to be written in conjunction with THC 799. With special permission of the Graduate Committee, advanced students in playwriting may submit, in lieu of the master’s essay, a completed full-length play together with an introductory essay.

DOCTOR OF PHILOSOPHY

The City University of New York offers a PhD program in theatre. See the Bulletin of the Graduate Center for a description of the PhD program and the complete list of courses. Students take their courses where they are offered, in any of the branches of CUNY and at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016. All Hunter’s Theatre MA program courses are accepted toward the CUNY PhD.
COURSE LISTINGS

Each course 30 hrs, including conferences, 3 cr, unless otherwise noted.

THC 701 Theatre Research and Bibliography
Introduction to theatre research, bibliography, and critical methodology.

THEATRE HISTORY, THEORY, AND CRITICISM

THC 702 History of Theatrical Theory and Criticism
Study of major theorists and critics, including Aristotle, Hegel, Brecht, and Artaud.

THC 703 Development of Dramatic Structure I
Analysis of dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.

THC 704 Development of Dramatic Structure II
Analysis of dramatic structure in representative major plays of 18th- to 20th-century playwrights.

THC 705 Theatre in Society
Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

THC 710 Studies in Dramatic Genre
Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama. May be repeated for credit.

THC 711 Theatre Criticism
Analysis of practical modern criticism.

THC 712 History of Theatre I
Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

THC 713 History of Theatre II
Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

THC 714 History of American Theatre
Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

THC 715 Asian Performance
Study of traditional performance genres in India, China, Japan and Southeast Asia.

THC 716 Studies in Theatre History and Production
Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance. May be repeated for credit.

DRAMATURGY

THC 761 Dramaturgy Research and Case Studies
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

THC 762 History of Directing
Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists. 45 hrs, 3 cr

THC 763 Dramaturgy Workshop
Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturg pairs.

THC 764 Translation Workshop
Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

THC 765 Dramaturgy Practicum
Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member. May be repeated twice for credit.

STUDIES IN PRODUCTION AND PERFORMANCE

THC 730 Harold Clurman Seminar in Theatre
A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

THC 731 Contemporary Styles of Production
Theories in style and method of dramatic production.

THC 732 Visual Elements of Theatre I
Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

THC 733 Visual Elements of Theatre II
Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

THC 735 Theories and Styles of Acting
Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

THC 736 Advanced Directing and Rehearsal
Study of problems in play direction, with practice in presentation of scenes and plays.

THC 737 Special Problems in Directing
Interrelation of director and playwright through project work on original scripts.

PLAYWRITING

THC 790 Play Analysis
Study of structural elements of play essential to playwright and director.

THC 791 Playwriting
Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

THC 792 Playwriting II
Writing and criticism of original material with emphasis on full-length form.

THC 793 Film Writing
Study of problems of writing for film. Students are required to prepare original scripts for class critique.

THC 794 Seminar in Playwriting and Directing
Designed for playwrights at work on new scripts and for directors desirous of staging original material. May be repeated for credit.

THC 795 Independent Research and Special Topics
Directed program of reading, research, or creative preparation under supervision of graduate faculty member.

THC 796 Thesis
Individual research under supervision, leading to master's essay or equivalent.

THESIS

THC 797 Master's Essay
Individual research under supervision, leading to master's essay or equivalent.

INDEPENDENT RESEARCH AND SPECIAL TOPICS

THC 720 Independent Research
Directed program of reading, research, or creative preparation under supervision of graduate faculty member.

THC 725 Special Topics
Studies in specialized areas of theatre. May be repeated for credit.

THC 798 Thesis
Individual research under supervision, leading to master's essay or equivalent.

Courses offered only upon sufficient student demand:

THC 776 Creative Dramatics
THC 777 Theatre for Youth
THC 778 Sociodrama
THC 779 Participation Theatre for Child Audiences
THC 780 Drama for Therapeutic Uses
FACULTY

Thomas Angotti, Professor; PhD, Rutgers University; Community Planning and Development, Environment, International

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

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

Lynn E. McCormick, Associate Professor; PhD, MIT; Community and Economy Development, Employment Policy and Workforce Development, Policy Analysis

Susan Turner Meiklejohn, Associate Professor; PhD, Michigan; Planning for Multiethnic Neighborhoods, Planning History and Theory, Housing, Urban Design

William J. Milczarski, AICP, Associate Professor; PhD, Michigan; Director, Urban Planning Program; Transportation, Environmental Policy, Methodology

Stanley Moses, Professor and Department Chair; PhD, Syracuse; Education, Employment, Planning Theory

Laxmi Ramasubtamanian, Associate Professor; PhD, Wisconsin-Milwaukee; Architecture and Urban Planning; Urban Design, GIS, Participatory Planning and Community Development, South Asia

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

Joseph P. Viteritti, Blanche D. Blank Professor of Public Policy, PhD, City University of New York; Public Policy, Urban Governance, Education Policy

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

CENTER FOR COMMUNITY PLANNING & DEVELOPMENT

The Center for Community Planning & Development (CCPD) promotes knowledge, applied research, and innovative practice in community planning and development throughout the New York metropolitan region. It provides technical assistance and training through partnerships with community-based organizations, non-profit corporations, and local agencies. The CCPD is committed to democratic, inclusive, and participatory approaches to planning and development that foster sustainability and economic and social justice. The Center is a venue for community/university partnerships where community members, students, and academics learn and benefit from each other. Center projects have addressed affordable housing, community economic development, healthy communities, workforce development, immigration, environmental justice, and other issues of concern to communities in the New York region.

URBAN AFFAIRS/URBAN PLANNING FELLOWSHIPS AND GRANTS

The Department of Urban Affairs and Planning has a limited amount of financial aid. It includes the Donald G. Sullivan Scholarship, the Robert C. Weaver Scholarship, the James Felt Scholarship, the Hans Spiegel Scholarship, and the Marilyn and Herbert Hyman Scholarship, awarded to selected students pursuing a master’s degree in urban affairs or urban planning. For information write to: Chair, Department of Urban Affairs and Planning, Hunter College, 695 Park Avenue, New York, NY 10021.

MASTER OF URBAN PLANNING

The master of urban planning program has four integrated components: a core curriculum, an area of concentration, an internship, and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, share a general expertise in theory, methods, and urban structure, have a specialized knowledge of a policy planning area and have the skills and intellectual maturity to
operate in the professional arena. The 60-credit program is structured to provide students with the expertise essential to professional practice and to allow for maximum flexibility to accommodate individual interests. The core curriculum (27 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics. The program encourages students to undertake internships or independent research. Each student must take at least one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation. In addition, the department has several internal work opportunities generated by the faculty and the Center for Community Planning and Development. Faculty members routinely include in their research grant proposals funds to support graduate research assistants. In the past, these assistantships have included conducting interviews for a study of citizen participation, editorial assistance for an analysis of New York City demographic and economic trends, data collection for an affordable housing project, and field observations reviewing the social impact of specific public investments.

In organizing their programs, students work closely with faculty advisers. Prior to the first semester, students outline their proposed two-year curriculum plans. Reviewing the plans at the end of each term, students may make modifications according to their changing interests. This encourages students to define clear academic and professional objectives so as to plan orderly progress toward achievement of their degrees and entry into the field. The Hunter College graduate program in urban planning is accredited by the Planning Accreditation Board of the American Planning Association, the Association of Collegiate Schools of Planning, and the American Institute of Certified Planners. Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the two degrees in four years of full time study. Other joint degree programs may be pursued with the approval of the department.

Requirements for Admission to the Planning Program
The graduate program in urban planning draws its students from varied backgrounds. Traditionally, most come from the social sciences (economics, geography, sociology, political science, and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career. Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. These requirements include the submission of transcripts and two letters of recommendation, along with a completed application form obtained from the Office of Admissions. All applicants are encouraged to visit the department and meet with the program director and faculty.

Requirements for the Master of Urban Planning
The degree requires 60 credits of graduate study. Of these, 45 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 15 credits may be elected from other graduate programs.

Credits are distributed as follows:

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>27 cr</th>
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<tbody>
<tr>
<td>Area of Concentration</td>
<td>12 cr</td>
</tr>
<tr>
<td>Planning Studio</td>
<td>6 cr</td>
</tr>
<tr>
<td>URBG 775 Internship</td>
<td>3 cr</td>
</tr>
<tr>
<td>Unrestricted Electives</td>
<td>12 cr</td>
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</table>

The Core Curriculum
The core curriculum has four sections. Students must take required courses within each section and elect others as designated. Students may take up to 9 credits in the core per semester.

Theories and Process of Urban Planning        6 cr
URBP 705 Introduction to the Planning Process
URBP 701 History of Planned Urban Development

Urban Structures                        6 cr
URBP 719 Introduction to Land Use Planning

URBG 702 Structure of the Urban Region
Public Policy and Law                  9 cr
URBP 720 Law of Land Use Regulation I
URBP 706 Introduction to Policy Analysis
URBP 747 Planning in the Budget Process

Planning Methods and Information Management (normally 6 cr; 3 cr if URBG 710 is waived)
URBG 710 Urban Data Analysis (qualified students may apply for a waiver)
URBP 712 Planning Methods of Analysis and Forecasting

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

Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations might be international planning and development, budgeting and management, and advanced data analysis.

Representative Courses in the Areas of Concentration

**Housing and Real Estate**
URBG 727 Introduction to Housing
URBG 728 Housing and Community Development Seminar
URBG 730 Law of Housing and Urban Development
URBP 731 Neighborhood Planning Workshop
URBG 742 Economics of Real Estate Development

**Economic Development**
URBG 740 Planning for Economic Development
URBG 741 Employment Planning and Policies
URBG 746 Planning and Public Finance
URBG 751 Educational Planning and Policies

**Land Use and Design**
URBP 721 Law of Land Use Regulation II
URBP 722 Land Use Planning Workshop
URBP 723 Introduction to Urban Design
URBP 724 Urban Design Workshop
URBP 725 Infrastructure and Site Planning
URBP 726 Site Planning Workshop
**Transportation and Environment**

- URBP 732 Introduction to Transportation Planning
- URBP 733 Transportation Planning Methods and Models
- URBP 734 Environmental Planning
- URBP 735 Law of Environmental Planning

**Human Services**

- URBP 741 Employment Planning and Policies
- URBP 750 Social Planning and Policy
- URBP 751 Educational Planning and Policy
- URBP 753 Planning Services for New Types of Family Composition
- URBP 755 Planning for Community Development and Implementation
- URBP 756 Citizen Participation in Planning and Development
- URBP 760 Health Planning and Policy Issues
- URBP 762 Health Regulation
- URBP 791 Urban Development Workshop II

**General Practice**

- URBP 725 Infrastructure and Site Planning
- URBP 727 Introduction to Housing
- URBP 731 Neighborhood Planning Workshop
- URBP 732 Introduction to Transportation Planning
- URBP 755 Planning for Community Development and Implementation
- URBP 756 Citizen Participation in Planning and Development

**Planning Studio**

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by completion of URBP 737 (Planning Studio). Ordinarily students elect this course in their second year of study or after completion of at least 30 credits of course work.

**MASTER OF SCIENCE IN URBAN AFFAIRS**

The MS program in urban affairs is designed to educate students for effective advanced practice and professional leadership related to urban problems and communities. The 36-credit curriculum integrates theory, practice, research, and public service. The program prepares students to contribute to the solution of contemporary urban issues in a variety of management, development, policy-making and advocacy positions, and trains them for leadership in nonprofit, public and private organizations. The curriculum emphasizes the acquisition of interdisciplinary knowledge of the urban processes, examining issues with a multidisciplinary lens; developing knowledge that adds to the public policy debates and strategies for change; addressing conditions that undermine urban communities and constituencies; integrating techniques and strategies that address the social, economic and political conditions in urban communities; and developing solutions to problems confronting people, agencies, and the environment in which agencies function. It encourages creative, critical thinking about the social, economic and political changes that are important to the survival of cities. The program also affords students unique training before or after graduate study in related specializations or professional schools.

The graduate program in urban affairs is an experientially based curriculum designed to give students a sound foundation in theory, research, strategies, policy and practice in the study of urban affairs. Using a variety of instructional approaches, including case analysis, case vignetted and actual policy and management problems posed by nonprofit and public agencies, the program provides students with the settings and issues they are likely to face in their careers. Graduates of the program achieve an understanding of the urban environment and the interconnectedness of urban problems; they gain appreciation of the structure of the urban community and the people who live and work there, and skill in developing, managing and evaluating programs, in utilizing the results of policy analysis in decision making, and in designing strategies to address complex urban issues.

Recent economic, social and political changes as well as new and more complex regulatory requirements are increasing the demand for more highly trained leaders in the nonprofit sector. The curriculum offers the opportunity to focus on the nonprofit sector, its role in the economy and its role as a key player and employer in the national arena, particularly in New York City.

This 36-credit program, leading to an MS in urban affairs, can be completed by a full-time student in two semesters and a summer term, or on a part-time basis. While students can tailor their program to meet the needs of their careers, there are core courses that must be taken. To fulfill the requirements of the degree the student structures a program comprising three components: a required core of 18 credits; a 9-credit area of concentration, and 9 credits of electives. Students in the MS program can take up to 9 credits in the public administration MPA at John Jay College, while MPA students from John Jay may take up to 12 credits in urban affairs at Hunter towards their John Jay degree. Consult the department adviser for further information.

The urban affairs program is designed to train mid-career returning students and older practicing professionals and agency administrators as well as recent college graduates. This advanced training in urban affairs offers students the opportunity to pursue careers in neighborhood development; nonprofit, public and private management; policy positions; economic development; housing; and human service delivery systems. Graduates of the program hold positions as government managers; policy analysts for municipalities; executive directors of local economic development corporations, Business Improvement Districts, social service, family and youth agencies, arts organizations, nonprofit organizations; bank officials; community organizers; advocates; elected officials; university professors; program planners; fundraisers; consultants; and police officers, among many others. Urban Affairs offers a limited number of Saturday classes which run for six or eight weeks each semester.

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

Applicants must meet Hunter’s general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic experience may, after consultation with the graduate adviser, request admission with special conditions.

**Requirements for the Master of Science in Urban Affairs Program**

The core curriculum of 18 credits provides a common body of knowledge, values and skills, and provides students with opportunities to apply their developing knowledge. Within this core are the Urban Development Workshops (9 credits), where students get the opportunity to work with nonprofit or public agencies. This hands-on experience immerses students in actual issues that they will confront in some manner after graduation. The workshops give students experience in problem identification, design of strategies and interventions, proposal writing and philanthropy. The required internship and
The internship gives students the opportunity to apply their knowledge as consultants to an agency.

1. The degree requires 36 credits of graduate study.

2. The following CORE courses (18 credits) are required for all degree candidates:
   - URBG 702 Structure of the Urban Region
   - URBG 775 Internship
   - URBG 790 Urban Development Workshop I (6 credits)
   - URBG 791 Urban Development Workshop II
   - URBG 792 Urban Affairs Seminar

   The area of concentration is chosen in consultation with the graduate adviser. The areas of specialization are urban policy, neighborhood development, and non-profit sector. Electives (9 credits) may be taken from the range of courses offered in the department. Electives may also be taken in any part of the university.

3. Each student and his or her academic adviser will establish an elective field of concentration for a minimum of 9 credits. Such courses are not limited to the Department of Urban Affairs and Planning or even the School of Arts and Sciences. Where feasible, and with special permission, students will be able to arrange course work at other colleges.

4. Each student will be required to submit and obtain approval for two formal reports in writing in connection with two of the required courses (URBG 792 and URBG 775). This is in lieu of a master’s thesis. These reports will be used to evaluate the student’s competence in urban problem solving and in articulating career objectives.

Areas of Concentration

At present, there are four options for establishing an area of concentration: a) urban policy, b) neighborhood development, c) non-profit sector and d) a negotiated area of concentration tied to individual career objectives. Choices from among the following recommended courses may be made, but substitutions are permitted with the approval of the adviser:

Urban Policy
   - URBG 703 Demographic Issues in Planning and Development
   - URBG 706 Introduction to Policy Analysis
   - URBG 710 Urban Data Analysis
   - URBG 714 Computer Applications in Planning and Urban Affairs
   - URBG 741 Employment Planning and Policies
   - URBG 743 Economic Planning and Policy

Non-Profit Sector
   - URBG 707 Graphical Communication for Urban Planners
   - URBG 740 Planning for Economic Development
   - URBG 748 Management Control of Nonprofit Organizations
   - URBG 749 Strategic Planning for Nonprofit Organizations
   - URBG 750 Social Planning and Policy
   - URBG 755 Planning for Community Development and Implementation
   - URBG 756 Citizen Participation in Planning and Development

Each semester, the Urban Affairs Program offers a number of courses relevant to what is happening in the field. Where appropriate, these courses can be used to meet requirements for the concentration. The program is also undergoing a review, and it is suggested that the department web site be viewed for updates on requirements.

With the advice and approval of the adviser, a student may select courses focused on individual career objectives. This choice should include at least one methodology and one policy course in the area of interest. Independent study courses are available under the guidance of a faculty member. Students may enroll with the approval of the adviser in one independent study course.

COURSE LISTINGS

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

URBG 700 Theories of Planning
Examination of the evolution of planning theory in relationship to set of roles available to contemporary urban planner.

URBG 701 History of Planned Urban Development
Study of conscious efforts to guide city development from ancient civilizations to the present. Emphasis on the relationship between public and private planning activities.

URBG 702 Structure of the Urban Region
Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

URBG 703 Demographic Issues in Planning and Development
Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

URBG 704 Comparative International Planning
Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

URBG 705 Introduction to the Planning Process
Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy.

URBG 706 Introduction to Policy Analysis
Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

URBG 707 Graphical Communication for Urban Planners
Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

URBG 710 Urban Data Analysis
Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

URBG 711 Planning Information
Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.

URBG 712 Methods of Planning Analysis
Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.
URBP 713 Planning Methods for Optimization and Decision-making
Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

URBP 714 Computer Applications in Planning and Urban Affairs
Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and mainframe computers.

URBP 719 Introduction to Land Use Planning
Examination of theories of American land use patterns. Evaluation of land use problems with consideration of economic, social, legal and political constraints confronting urban planners.

URBP 720 Law of Land Use Regulation I
Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps and expansion of legal techniques for controlling urban growth.

URBP 721 Law of Land Use Regulation II
Focus on inclusionary and exclusionary zoning; growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control.

prereq: URBP 720

URBP 722 Land Use Planning Workshop
Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 719 or permission of the instructor

URBP 723 Introduction to Urban Design
Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

URBP 724 Urban Design Workshop
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

URBP 725 Infrastructure and Site Planning
Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

URBP 726 Site Planning Workshop
Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, “cluster” residential developments, and low-density commercial or institutional growth.

URBP 727 Introduction to Housing
Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

URBG 728 Housing and Community Development Seminar
Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

prereq: URBP 727 or permission of the adviser

URBG 729 International Human Settlements
Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

URBG 730 Law of Housing and Urban Development
Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws and rent controls.

URBG 731 Neighborhood Planning Workshop
Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBP 727 or permission of the instructor

URBG 732 Introduction to Transportation Planning
Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

URBG 733 Transportation Planning Methods and Models
Review of variety of transportation planning tools including highway capacity calculations, transportation impact studies, models of trip generation, trip distribution, modal split and network assignments. Presentation of related microcomputer software.

prereq: permission of the instructor

URBG 734 Environmental Planning
Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

URBG 735 Law of Environmental Planning
Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

URBG 736 Energy Planning and Policy Seminar
Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use and related areas.

URBG 737 Planning Studio
Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

90 hours including conferences, 6 cr
URBG 740 Planning for Economic Development
Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.
Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 741 Employment Planning and Policies
Examination of structural changes in American economy and the implications for public policy and planning.

URBG 742 Economics of Real Estate Development
Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation and investment analysis as affected by public sector regulation and taxation.

URBG 743 Economic Planning and Policy
Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intraregional location of economic activity.

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

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

URBG 749 Strategic Planning for Nonprofit Organizations
Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

URBG 750 Social Planning and Policy
Examination of major social problems facing urban planners. Review of social planning theories and methods.

URBG 751 Educational Planning and Policies
Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

URBG 755 Planning for Community Development and Implementation
Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

URBG 756 Citizen Participation in Planning and Development
Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

URBG 762 Health Regulation
Study of health regulation issues and their impact on health service programs and populations they serve. Focus on regulation of hospitals, health care facilities, professional licensing and quality assurance.

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

URBG 777 permission of the adviser

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

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

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

URBP 787 Selected Topics in Urban Planning and Urban Affairs
Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy.

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

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

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

The following courses will be offered in 2006-2009 only if student demand is sufficient:

URBG 715 Urban Data Analysis Workshop
URBP 716 Advanced Computer Applications for Urban Planning
URBG 739 Regional Planning
URBP 746 Planning and Public Finance
URBG 752 Planning for Public Safety
URBP 753 Planning Services for New Types of Family Composition
URBP 760 Health Planning and Policy issues
URBG 762 Health Regulation
URBP 765 Health Planning Workshop
GRADUATE PROGRAMS IN THE SCHOOL OF Education

Dean, David Steiner; 1000 West Building; (212) 772-4622
Associate Dean, Carla Asher; 1000 West Building; (212) 772-4621

Educational Services Coordinator for Recruitment and Admissions, Andrew King; 1000 West Building; (212) 772-4688
Educational Services Coordinator for Current Students, Christina Kim; 1000 West Building; (212) 772-4629
Director of Clinical Experiences, Virginia Russell; 1000 West Building; (212) 772-4667
Associate Director of Clinical Experiences, Timothy Walsh; 1000 West Building; (212) 772-4038
Director of Teacher Placement, Sally-Anne Milgrim; 926 West Building; (212) 772-4662
Coordinator of Childhood Education, Audrey Berman-Tannen; 1000 West Building; (212) 772-4638

Departmental Chairs
Curriculum and Teaching, Anne Ediger; 1023 West Building; (212) 772-4686
Educational Foundations and Counseling Programs, Sherryl Browne Graves; 1016 West Building; (212) 772-4710
Special Education, Katherine Garnett; 910 West Building; (212) 772-470

Website: www.hunter.cuny.edu/education

FACULTY

Curriculum and Teaching
Sema Brainin, Associate Professor; EdD, Columbia; Cognitive Functioning, Curriculum
Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts
*David Carlson, Assistant Professor; EdD, Teachers College, Columbia; English Education
Jenny Castillo, Assistant Professor; EdD, Teachers College, Columbia; English Language Education
Yvonne De Gaetano, Associate Professor; EdD, Columbia; Philosophy, Social Sciences
*Stephen DeMeo, Associate Professor; EdD, Teachers College, Columbia; Secondary School Education
*Sara Dubow, Assistant Professor; PhD, Rutgers; History
Anne M. Ediger, Professor and Chair; PhD, UCLA; Applied Linguistics
Terrie Epstein, Associate Professor; EdD, Harvard; Education
Francis Gardella, Associate Professor; EdD, Rutgers; Mathematics Education

George Gonzalez, Associate Professor; PhD, Yeshiva; Developmental Psychology, Reading and Language Arts, Bilingual/Special Education
Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction
Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education
Deborah Ann Jensen, Assistant Professor; PhD, Fordham; Language, Literacy and Learning
Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching
Joon Sun Lee, Assistant Professor; PhD, Teachers College, Columbia; Educational Psychology
Mary Lefkarites, Associate Professor; PhD, NYU; Human Sexuality, Women's Health Studies
Elizabeth Matthews, Assistant Professor; PhD, Graduate Center, CUNY; Psychology
Bede McCormack, Assistant Professor; PhD, Univ. of Durham, UK; English Language: Linguistics
Carmen Mercedo, Professor; PhD, Fordham; Reading and Language Arts
Sally-Anne Milgrim, Professor; PhD, NYU; English and English Education

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education
Barbara Ottaviani, Assistant Professor; EdD, Columbia; Instructional Technology
Maria Palandra, Associate Professor; PhD, Hofstra; Educational Research
Angela Parrino, Associate Professor; PhD, NYU; Applied Linguistics
Janet Patti, Professor; EdD, Northern Arizona; Education
Anthony Picciano, Professor; PhD, Fordham; Educational Administration, Technology
Migdalia Romero, Professor; PhD, NYU; Linguistics, Bilingual
Laurence Splitter, Professor; D. Phil., Univ. of Oxford; Philosophy
L. Christina Taharally, Associate Professor; EdD, Massachusetts (Amherst); Early Childhood Education
Virginia Tong, Assistant Professor; PhD, NYU; Bilingual Education
Jenny Tuten, Assistant Professor; PhD, Fordham; Language and Literacy Education

* Joint Appointment with the School of Arts and Sciences
Educational Foundations and Counseling Programs

Sarah Bonner, Assistant Professor; PhD, Univ. of Arizona; Educational Psychology
Andréa Brown, Assistant Professor; PhD, Seton Hall; Marriage and Family
Tamara Buckley, Assistant Professor; PhD, Teachers College, Columbia; Counseling Psychology
Elizabeth Cardoso, Associate Professor; PhD, University of Wisconsin-Madison; Psychology
Peggy Pei-I Chen, Assistant Professor; PhD, CUNY; Educational Psychology
Julie Chronister, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology
Henry L. Evans, Lecturer: MFA, Columbia; Writing
Sherryl Browne Graves, Professor and Chair; PhD, Harvard; Clinical Psychology, Public Practice
Priscilla Hambrick-Dixon, Associate Professor; PhD, Michigan; Education, Psychology
Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology
Mario A. Kelly, Associate Professor; EdD, Rochester; Developmental/Educational Psychology
Kimberly Kinsler, Associate Professor; PhD, CUNY; Educational Psychology
Mary Kopala, Professor; PhD, Penn State; Counseling Psychology
Gess LeBlanc, Associate Professor; PhD, CUNY; Developmental Psychology
John O’Neill, Professor; PhD, Syracuse; Rehabilitation Research
Ruth Rose, Lecturer: MA, Southern Illinois; Linguistics/EFL
David Steiner, Professor and Dean; PhD, Harvard; Political Science
Jeanne Weiler Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Special Education
Shirley Cohen, Professor; PhD, Columbia; Families of Students with Disabilities, Autism
David Connor, Associate Professor; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities
Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences
Katherine Garnett, Professor and Chair; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities
Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities
Grace Lappin, Assistant Professor; PhD, Teachers College, Columbia; Health and Behavioral Studies
Dona Matthews, Associate Professor; PhD, Univ. of Toronto; Gifted Education

Thomas C. McIntyre, Professor; PhD, Connecticut; Emotional and Behavior Disorders
Rosanne K. Silberman, Professor; EdD, Columbia; Visual Impairment, Severe/Multiple Disabilities
Diane C. Taranto-Horan, Assistant Professor; BS, MS Wagner, PhD, St John’s; Learning Disabilities, Clinical Psychology
Ellen Trief, Associate Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

*Joint Appointment with the School of Arts and Sciences

TEACHER EDUCATION PROGRAMS

Graduate programs in education are designed to equip teachers with the knowledge and skills they will need to have a major and positive impact on the learning of their future students. Our programs integrate current research findings, offer exposure to best practices through coursework and field experiences, incorporate instruction in the analysis and timely use of assessment data, and include the use of case studies to ensure proper modeling of real world teacher challenges. The graduate education and counseling programs offer opportunities for greater mastery of academic disciplines, development of professional theory and practice, study of problems confronting the professional in the field, and the building of competence for research. All programs are registered with the New York State Education Department and most lead to New York State certification.

Each graduate program includes three components: coursework (including fieldwork); student teaching, practicum or internship; and a culminating activity. Criteria for continued matriculation include both the maintenance of academic standards and the demonstration of professional standards of performance in fieldwork settings.

Time Considerations

Candidates for a master’s degree in the School of Education must complete the program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by permission of their adviser and with the approval of the Office of Educational Services for serious illness, maternity, or military leave. In such cases the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit may be required to take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted.

Part-time students are permitted to take up to nine credits a semester; however, exceptions are possible with permission of the program coordinator and chairperson when resources permit. Opportunities for graduate study are available during the summer. Some programs may offer daytime courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 PM or 7:10 PM to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

The graduate programs prepare professional educators for a variety of roles in schools and other educational settings. A commitment to public urban education is evidenced in classroom activities, laboratory experiences, and field placements that reflect the ethnic and cultural richness and diversity of New York City.

Hunter College Elementary School and Hunter College High School serve children from nursery school through the 12th grade, and have an international reputation for the exploration of programs for gifted children. Their facilities are also available for observation, demonstration and research.

Research and Training in Teacher Education

A variety of programs in research and training in teacher education have attracted substantial support from federal, state and private sources. Projects currently in process include training in bilingual education, improvement of the teaching of secondary mathematics and science, educational technology, and preparation of rehabilitation counselors and teachers for children with disabilities. These projects afford graduate students an opportunity for advanced training or development of research skills.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Many of our programs have also received national recognition status from their respective specialized professional associations.

The Office of Educational Services

1000 West Building
(212) 772-4624

The Office of Educational Services (O.E.S.) provides support services to students enrolled in classes offered by the three teacher education departments of the School of Education. The primary areas of services provided include: advisement; assistance with registration; placements for fieldwork and student teaching; graduation audit; New York State
certification; job placement; and various other student services such as course permits, transfers of credit, course waivers or exemptions, and leaves of absence.

The O.E.S. maintains regular office hours throughout the year and is open from 10-6 PM. Monday through Thursday and 9-5 PM. on Fridays, whenever the college is open.

Hours may vary during registration periods, during the summer months, and when classes are not in session. Office hours are posted outside 1000 West Building.

**ADMISSION**

Graduate admissions to the School of Education are coordinated by Mr. Andrew King, Coordinator of Educational Services for Admissions and Recruitment, 1000 West Building, (212) 772-4688, edadmissions@hunter.cuny.edu.

Applications for admission may be obtained from the College Welcome Center, Room 100 North Building or on-line at the website of the Office of Admissions http://admissions.hunter.cuny.edu/ Check the admissions website for due dates. Students who have taken postsecondary coursework outside the USA have an earlier due date to submit applications. See the International Student portion of the admissions website http://studentservices.hunter.cuny.edu/international.htm.

**Minimum Admission Requirements**

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

Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 575 on the paper-administered test or 233 on the computer administered test or 68 (less speaking component) on the TOEFL IBT. They must score at least 4.5 on the Test of Written English (TWE) or 22 on the IBT Writing Section; and 45 on the Test of Spoken English (TSE) or 23 on the IBT Speaking section.

Admission to programs is competitive; the number of qualified applicants may exceed the number of students who can be admitted.

**Matriculation with Conditions**

A student who is otherwise qualified for a particular program but who has not completed the course prerequisites to matriculation may be admitted to matriculation with conditions, provided deficiencies do not exceed 12 credits.

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

**Nonmatriculated Status**

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

Students who have been admitted as nonmatriculants should reapply for admission at the beginning of the semester in which they take the ninth nonmatriculant credit. In the second admission review, the grades of the courses taken at Hunter as a nonmatriculant will be reviewed as evidence of academic capability for admission. Any course taken as a nonmatriculant for which a student receives a grade of C will not count toward the degree unless a special waiver is granted by the dean. Grades of “Incomplete” must be changed to letter grades before an applicant is considered for matriculation. To be considered for matriculation, the student must have an overall GPA of 3.0 and no grade lower than a B in education courses.

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

**Changing Programs**

Students who have been matriculated for one master’s degree in the School of Education must formally apply through the Office of Admissions if they wish to change programs. Students wishing to change from one track in their program to another must complete a change of major form, available in 1000 West Building.

**Readmission**

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

**DEGREE REQUIREMENTS**

Master’s program requirements vary according to students’ qualifications and the requirements of the specific program. Students must achieve a GPA of at least 3.0 in both graduate courses and undergraduate courses needed to satisfy admission conditions. Students should not expect to complete the master’s degree requirements by attending full-time, although this may be possible in some cases.

Candidates should consult their program coordinator or adviser about the comprehensive examination or culminating project at least one year in advance of the expected date of graduation.

All graduate students are expected to demonstrate competence in the use of technology. A screening process is in place for some programs; check with your program coordinator. All students are assigned a college e-mail address to which important announcements and materials are often sent. In addition, some courses in some programs are taught wholly or in part on-line.
Course Equivalency

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

Transfer Credit

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

Students must apply to the Office of Admissions to transfer graduate courses taken at other colleges prior to matriculation. Applications for transfer credit should be documented with official transcripts and syllabi or catalog course descriptions if syllabi are not available, and then be reviewed, approved by department chairpersons and sent to the Admissions Office.

The following limitations apply:

• No more than a total of 12 credits will be allowed for courses completed at other colleges, for courses taken on permit, or for Hunter College courses taken prior to matriculation.

• Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.

• Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.

• Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered “Permit” credit. Students planning to take courses “on permit” at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 West Building; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 West Building.

Progress Standards

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

All matriculated students in programs that lead to New York State Certification and who do not have prior NYS teacher certification must submit their scores on the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examination (NYSTCE) within completion of 12 credits of study. NYSTCE booklets are available in the Office of Educational Services, 1000 West. Any student who fails the LAST and obtains a score below 220 on the subtest of “Written Analysis and Expression” may be required to enroll in a reading/writing course before being permitted to register for any additional courses.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examinations. The pass rate on the LAST for 2004-2005 was 100%; the pass rate on the ATS-W (Assessment of Teaching Skills-Written) for 2004-2005 was also 100%.

Student Teaching, Field Experiences and Practica

All master’s programs require field experiences, student teaching and/or practica. These master’s degrees may not be granted without completion of these field requirements. Students must apply in the fall semester if they have completed prerequisite courses and expect to student teach in the spring, and in the spring semester if they wish to student teach in the fall. In some programs student teaching is offered only once a year. Consultation with a program adviser is necessary in developing a program plan. All field placements are designated by Hunter College in New York City public schools and require a negative TB test.

GRADUATION

All potential graduates must apply for graduation within the first two weeks of the semester in which they plan to graduate. A graduation audit form may be obtained in the Office of the Registrar. Completed graduation audits must be returned to Room 1000 West Building.

NEW YORK STATE CERTIFICATION

The graduate education programs described below (unless otherwise indicated) have been approved by the New York State Education Department to lead to initial and professional certification for teaching in New York State. To be recommended for certification the student must complete the approved program of study, and file an on-line application for certification. Instructions for applying for certification are available in the Office of Educational Services and on the School of Education website.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the State. For an initial certificate, the State of New York requires the applicant to pass three examinations: the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the appropriate Content Specialty Test (CST) for their certificate. The ATS-W is offered at the elementary and secondary levels; students should check with the Office of Educational Services or an adviser if they are unsure about which version to take.

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. Students with questions about certification should contact the Office of Educational Services at tcert@hunter.cuny.edu.

TEACHER PLACEMENT

926 West Building
(212) 772-4662

The Office of Teacher Placement provides professional teacher placement services for:

1. Matriculated graduate students currently enrolled in a master’s degree program at Hunter who have completed at least 12 graduate education credits.

2. Graduates who have completed a Hunter College teacher education program leading to state certification.

A fee is charged for this service, which includes assistance with improving skills in resume writing, job searching and interviewing.

This office assists students with information related to the NYSTCE (New York State Teacher Certification Examination) requirements for New York State certification. Preparation workshops are provided several times a year.
Hunter College offers qualified candidates a sixth year program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program leads to a professional certificate granted by Hunter College. Students who complete the program by fulfilling exit requirements also qualify for New York State certification as a school building leader and school district leader. Leadership experiences of 25-35 hours, which provide field applications of course knowledge, skills and dispositions, are required in each course in the program. Students may choose to seek only the school building leader certification (30 credits). Students also have the option of completing only the school district leader certification (30 credits). Students may fulfill the program's exit requirements for both the school building leader and school district leader certification upon the completion of 36 credits. (See course of study below). The New York State Education Department anticipates that an examination will also be required for certification.

All students must meet with a faculty member for advisement prior to registration each semester. The program requires a minimum of six semesters of part-time study and includes summer sessions during June and July. All courses must be completed in five years.

**MINIMUM REQUIREMENTS FOR ADMISSION**

1. Completion of an approved master's degree with a minimum average of B (3.0).
2. Regular certification or licensing as a teacher and/or pupil personnel service provider within grades N-12 is required.
3. A minimum of three years of approved teaching and/or school service within grades N/12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists).
4. Submission of two letters of support from the candidate’s immediate site supervisor.
5. Promise of success in educational supervision and administration as determined by the completion of a comprehensive interview process that includes both oral and written activities.

**EXIT REQUIREMENTS**

The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.

### Administration and Supervision Courses of Study

<table>
<thead>
<tr>
<th>School Building Leader/School District Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits: 36</td>
</tr>
<tr>
<td>Course No.</td>
</tr>
<tr>
<td>ADSUP 700</td>
</tr>
<tr>
<td>ADSUP 701*</td>
</tr>
<tr>
<td>ADSUP 702**</td>
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<tr>
<td>ADSUP 703</td>
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<tr>
<td>ADSUP 705</td>
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<tr>
<td>ADSUP 708*</td>
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<td>ADSUP 709</td>
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<td>ADSUP 711</td>
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<tr>
<td>ADSUP 712</td>
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<tr>
<td>ADSUP 714</td>
</tr>
<tr>
<td>ADSUP 720*</td>
</tr>
<tr>
<td>ADSUP 722*</td>
</tr>
</tbody>
</table>

*Students who wish to obtain only the School Building Leadership Certificate, and not the School District Leadership Certificate, should take ADSUP 706 - School-Based Experience Seminar in Administration and Supervision (3 credits) instead of ADSUP 708. They are not required to take ADSUP 701 or ADSUP 722.

**Students who wish to obtain only the School District Leadership Certificate, and not the School Building Leadership Certificate, should take ADSUP 707 - District Based Experience Seminar in Administration and Supervision (3 credits) instead of ADSUP 708. They are not required to take ADSUP 702 or ADSUP 720.
Graduate programs in adolescent education at Hunter College prepare prospective teachers to serve as highly effective educators in urban middle and high schools. Through rigorous course work, fieldwork and student teaching experiences in New York City schools, students learn how to provide an academically rigorous education to students of diverse backgrounds, abilities and interests.

Content Knowledge
Courses in the academic discipline offered by the School of Arts & Sciences will deepen teacher candidates’ subject knowledge. They will learn how to use knowledge of their subject to design and implement classroom instruction that reflects State and professional standards.

Professional Knowledge
Teacher candidates will learn the theory and practice of effective pedagogy in their subject area. They will gain a grounding in the history, philosophy, psychology and sociology of education that will inform their teaching. They will study research-based theories and methods of teaching their subject to students with special needs, including special education students and English language learners.

Skills
Teacher candidates will learn to design lessons and units of work for students, and to adapt their instruction to students’ prior knowledge and level of skill. They will gain expertise in analyzing and using assessments of student achievement to guide and inform their instruction. They will master the use of technology as a tool for teaching their subject. They will learn to manage their classrooms to provide effective instruction for all students. They will practice ways to assess and reflect on their teaching practice in order to strengthen their work with students and grow as professionals.

Creating Community
Teacher candidates will learn to create humane and ethical learning communities in their classrooms and schools in which all students receive the support they need to achieve academically. They will learn to communicate effectively with parents, families, community members and other members of the school faculty and staff in order to provide this support.

THE TEACHER EDUCATION PROGRAM IN BIOLOGY

Education Adviser Stephen Demo;
(212) 772-4776; 908 West Building;
sdemo@hunter.cuny.edu

Biology Department Adviser Patricia Rockwell;
(212) 650-3234; 821 North Building;
rockwell@genectr.hunter.cuny.edu

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

Admission Criteria
A. Matriculation Requirements for Teacher Education Program in Biology
1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences that reflects State and professional standards.
4. Students with one grade of IN (Incomplete) in the first 12 credits are restricted from continuing in the program.
5. Students with two or more INs take an official leave of absence.

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

C. Admission to Nonmatriculant Status
Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit. Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescent education course offerings (SEDC or SEDF).

D. Change in Status From Nonmatriculant to Matriculant
Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under “Progress Standards.”

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

Progress Standards
A. 12-Credit Progress Standards for Matriculated Students
1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.
5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy-course or workshop series approved by an adviser before being permitted to register for any courses.
Please Note: Non-matriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria:
Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will assess the quality of the culminating experiences (portfolio and reflective presentation).

See the Biology Department section of the catalog for information about the culminating project in biology.

Graduate Adolescent Education Course Sequence: Biology

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
</table>
| EDUCATION COURSES
| SEDF 703   | Social Foundations of Adolescent Education      | 3       |                         |                        |
| SEDF 704   | Adolescent Development, Grades 7-12             | 2       |                         |                        |
| SEDF 705   | Educational Psychology: Applications to          | 2       |                         |                        |
|            | Adolescent Education (30 hrs + 36 hrs fieldwork)|         |                        |                        |
| SEDF 706   | Assessment of Teaching and Learning in          | 2       |                         |                        |
|            | Adolescent Education (30 hrs + Lab)             |         |                        |                        |
| SEDC 710   | Building the Foundations of Literacy in          | 3       |                         |                        |
|            | Adolescent Education (45 hrs)                   |         |                        |                        |
| SEDC 713   | Methods 1: Advanced Study of Secondary          | 3       |                         |                        |
|            | Learning Environments for Teaching Mathematics  |         |                        |                        |
|            | and Science (45 hrs)                            |         |                        |                        |
| SEDC 720   | Adolescent Health and Safety (15 hrs)           | 1       | SEDF 704                |                        |
| SEDC 724   | Methods 2: Intensive Study of Teaching Diverse  | 2       | SEDC 713                | SEDC 710               |
|            | Learners in Science, Grades 7-12                |         |                        |                        |
|            | (30 hrs + 36 hrs fieldwork)                     |         |                        |                        |

Take Either

| SEDC 754.01| Student Teaching in Biology, Grades 7-12        | 5       | SEDC 724                | SEDF 706               |
|            | (60 days student teaching + 30 hr seminars,    |         |                        |                        |
|            | workshops and conferences)                     |         |                        |                        |

Or One of the Following

| SEDC 764.11| Student Teaching in Biology in Grades 7-9       | 3       | SEDC 724                | SEDF 706               |
|            | (30 hrs + 30 days and conferences)             |         |                        |                        |
| SEDC 774.11| Practicum in Biology, Grades 7-9               | 2       | SEDC 724                | SEDF 706               |
|            | (30 hrs + conferences)                        |         |                        |                        |

Plus One of the Following

| SEDC 764.21| Student Teaching in Biology in Grades 10-12     | 3       | SEDC 724                | SEDF 706               |
|            | (30 hrs + 30 days and conferences)             |         |                        |                        |
| SEDC 774.21| Practicum in Biology, Grades 10-12             | 2       | SEDC 724                | SEDF 706               |
|            | (30 hrs + conferences)                        |         |                        |                        |

BIOLOGICAL SCIENCES COURSES

Core requirements

| BIOL 610.55| Laboratory Workshop in Biology Education       | 4       | Grad course in bio.     |
|            |                                                |         | or perm. of instructor  |
| BIOL 630   | Science and Society                            | 3       | BIOL 610.55             |
|            |                                                |         | or perm of instructor   |
| BIOL 660   | Challenging Concepts in Biological Sciences    | 4       | BIOL 610.55             |
|            |                                                |         | BIOL 630                |

Category A: for students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

| BIOL 700  | Genetics                                       | 4       | Und. genetics           |
|           |                                                |         | & molecular biology     |
| BIOL 710.13| Molecular Biology                              | 5       | Organic chem. – 1 yr    |
| BIOL 714.01| Cell Biology                                   | 4       | Org. chem.              |
|           |                                                |         | or biochem undergrad    |
| BIOL 750.03| Developmental Biology                          | 4       |                         |

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

| BIOL 600 | Molecular Biology                              | 3       |                         |
| BIOL 602.10 | Molecular Genetics                           | 3       |                         |

CULMINATING EXPERIENCES

Culminating Project in Biology: Students will be expected to either prepare a research proposal or to conduct a research project while enrolled in BIOL 660, which serves as the capstone course in biology.

Professional teaching portfolio

Biological sciences department

School of Education
THE TEACHER EDUCATION PROGRAM IN CHEMISTRY

Education Adviser Stephen Demeo;
(212) 772-4776; sdmelo@hunter.cuny.edu

Chemistry Department Adviser Pamela Mills;
(212) 772-5331; pam.mills@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Program in Chemistry
1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 29 credits in science and mathematics to include one year of chemistry, one year of introductory physics with laboratory, and one semester of calculus.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

Graduate Adolescent Education Course Sequence: Chemistry (37-39 credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title Description</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
<td>2</td>
<td>SEDF 705</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
<td>SEDF 702</td>
<td>SEDF 704</td>
</tr>
<tr>
<td>SEDC 713</td>
<td>Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)</td>
<td>3</td>
<td>SEDF 702</td>
<td>SEDF 704</td>
</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 724</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 713</td>
<td>SEDC 710</td>
</tr>
</tbody>
</table>

Take Either

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 754.02</td>
<td>Student Teaching in Chemistry, Grades 7-12</td>
<td>5</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
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</table>

Or One of the Following

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 764.12</td>
<td>Student Teaching in Chemistry, Grades 7-9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDC 774.12</td>
<td>Practicum in Chemistry, Grades 7-9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
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</table>

Plus One of the Following

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
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<tbody>
<tr>
<td>SEDC 764.22</td>
<td>Student Teaching in Chemistry, Grades 10-12 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDF 774.22</td>
<td>Practicum in Chemistry, Grade 10-12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
</tbody>
</table>

CHEMISTRY COURSES (minimum of 15 cr)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<tr>
<td>CHEM 655</td>
<td>Demonstrations, Models and Technology</td>
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<tr>
<td>CHEM 630</td>
<td>Science and Society</td>
<td>3</td>
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<tr>
<td>CHEM 660</td>
<td>Challenging Concepts in Chemistry</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two electives must be chosen from 600- to 700-level chemistry courses in chemistry or biochemistry (5 cr. at least)

CHEM 650   | Biophysical Chemistry | 4       |        |       |

CULMINATING EXPERIENCES

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

Professional teaching portfolio: School of Education

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

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

See the chemistry department section of the catalog for information about the culminating experience in chemistry. (p. 37).
C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit. Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescent education course offerings (SED or SEDF).

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the geography department section of the catalog (p. 52) for additional information on admission and the course of study in earth science.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SED or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) may be required to take the following course as their elective:

   - PGEOG 701.64 Introducing Earth Science at the Museum of Natural History

   Students lacking a significant background in geology or earth science
   may be required to take the following course as their elective:

   - PGEOG 701.63 Earth Science Today

   - GTECH 710 Mapping Science

   - PGEOG 630 Science and Society

   - PGEOG 660 Challenging Concepts in Earth Science

   One elective chosen from 600- or 700-level courses with a PGEOG or GTECH prefix

   Students lacking a significant background in geology or earth science
   may be required to take the following course as their elective:

   - PGEOG 701.64 Introducing Earth Science at the Museum of Natural History

CULMINATING EXPERIENCES

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

School of Education

Graduate Adolescent Education Course Sequence: Earth Science

(38-40 credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education</td>
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</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education</td>
<td>2</td>
<td>SEDF 705</td>
<td></td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science</td>
<td>3</td>
<td>SEDF 703</td>
<td></td>
</tr>
<tr>
<td>SEDF 713</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 724</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12</td>
<td>2</td>
<td>SEDC 713</td>
<td></td>
</tr>
</tbody>
</table>

Take Either

| SEDC 754.04 | Student Teaching in Earth Science, Grades 7-12 (60 days student teaching + 30 hr seminars, workshops and conferences) | 5 |
| SEDC 764.14 | Student Teaching in Earth Science in Grades 7-9 (30 hrs + 30 days and conferences) | 3 |
| SEDC 774.14 | Practicum in Earth Science, Grades 7-9 (30 hrs + conferences) | 2 |

Or One of the Following

| SEDC 764.24 | Student Teaching in Earth Science in Grades 10-12 (30 hrs + 30 days and conferences) | 3 |
| SEDC 774.24 | Practicum in Earth Science, Grades 10-12 (30 hrs + conferences) | 2 |

Plus One of the Following

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

One elective chosen from 600- or 700-level courses with a PGEOG or GTECH prefix

Students lacking a significant background in geology or earth science
may be required to take the following course as their elective:

PGEOG 701.64 Introducing Earth Science at the Museum of Natural History

3
must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

**B. Student Teaching Benchmarks**

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

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

**Exit Criteria: Culminating Experiences**

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

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

See the geography department section of the catalog for information about the culminating project in earth science.

**THE TEACHER EDUCATION PROGRAM IN ENGLISH**

**Education Adviser David Carlson;**
(212) 772-4691; 922 West Building; dcarlson@hunter.cuny.edu

**English Department Adviser Sarah Chinn;**
(212) 772-5178; 1203 West Building; sarah.chinn@hunter.cuny.edu

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

**Admission Criteria**

**A. Matriculation Requirements for Teacher Education Program in English**

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.

2. A minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).

3. A general education core in the liberal arts and sciences to include the following (in addition to English major): 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.

6. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper).

**B. Admission with Conditions**

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level.

These courses will not count toward the minimum number of credits required for the degree.

**C. Admission to Nonmatriculant Status**

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

**D. Change in Status from Nonmatriculant to Matriculant**

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

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

**Progress Standards**

**A. 12-Credit Progress Standards for Matriculated Students**

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an
adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

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

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

### Graduate Adolescent Education Course Sequence: English

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Pre/Coreq</th>
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</thead>
<tbody>
<tr>
<td><strong>EDUCATION COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
<td>2</td>
<td>SEDF 705</td>
<td></td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDC 711</td>
<td>Advanced Study of Young Adult Literature in Our Diverse Society (45 hrs)</td>
<td>3</td>
<td>SEDF 703</td>
<td></td>
</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 721</td>
<td>Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 710</td>
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<tr>
<td><strong>Take Either</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDC 751</td>
<td>Student Teaching in English, Grades 7–12 (60 days student teaching +30 hr seminar, + workshops and conferences)</td>
<td>5</td>
<td>SEDC 721</td>
<td>SEDF 706</td>
</tr>
<tr>
<td><strong>Or One of the Following</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>SEDC 761.10</td>
<td>Student Teaching in English in Grades 7–9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 721</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDC 771.10</td>
<td>Practicum in English, Grades 7–9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 721</td>
<td>SEDF 706</td>
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<tr>
<td><strong>Plus One of the Following</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SEDC 761.20</td>
<td>Student Teaching in English in Grades 10–12 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 721</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDC 771.20</td>
<td>Practicum in English, Grades 10–12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 721</td>
<td>SEDF 706</td>
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<tr>
<td><strong>ENGLISH DEPARTMENT COURSES</strong></td>
<td>(see English Department, p. 46 for course descriptions)</td>
<td></td>
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<tr>
<td>Literature</td>
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<tr>
<td>ENGL 607</td>
<td>Linguistics – the structure of modern English</td>
<td>3</td>
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<tr>
<td>ENGL 615</td>
<td>Rhetoric and Composition</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoken Language</td>
<td>3 credits in spoken communication, e.g., THC 776 (Creative Dramatics), THC 777 (Theatre for Youth), THC 778 (Sociodrama); an equivalent undergraduate course may be used to fulfill this requirement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CULMINATING EXPERIENCES

- Comprehensive examination in English
- English department
- Professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program.
- School of Education
**THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (FRENCH)**

Education Adviser Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser (French) Marlene Barsoum; (212) 772-3511; 1320 West Building; mbarsoum@hunter.cuny.edu

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

**Admission Criteria**

**A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (French)**

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 or better and a grade point average of 3.0 in French major.

2. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Two professional references to be included with the application for matriculation.

4. An essay to be completed as part of the application for matriculation.

5. An interview conducted in French/English with Romance Languages department adviser and education sequence adviser.

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### Graduate Adolescent Education Course Sequence: Languages Other Than English (French)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 703.01</td>
<td>Student Teaching in French, Grades 7-12 (60 days, 30 hrs seminar plus workshops and conferences)</td>
<td>5</td>
<td>SEDC 722</td>
<td>SEDC 706</td>
</tr>
<tr>
<td>SEDC 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDC 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDC 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
<td>2</td>
<td>SEDC 705</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDC 712</td>
<td>Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)</td>
<td>3</td>
<td>SEDC 703</td>
<td>SEDC 704</td>
</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDC 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 722</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other Than English (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 712</td>
<td>SEDC 710</td>
</tr>
</tbody>
</table>

**Take Either**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 762.11</td>
<td>Student Teaching in French in Grades 7-9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 722</td>
<td>SEDC 706</td>
</tr>
<tr>
<td>SEDC 772.11</td>
<td>Practicum in French, Grades 7-9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 722</td>
<td>SEDC 706</td>
</tr>
</tbody>
</table>

**Plus One of the Following:**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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</thead>
<tbody>
<tr>
<td>SEDC 762.21</td>
<td>Student Teaching in French in Grades 10-12 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 722</td>
<td>SEDC 706</td>
</tr>
<tr>
<td>SEDC 772.21</td>
<td>Practicum in French, Grades 10-12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 722</td>
<td>SEDC 706</td>
</tr>
</tbody>
</table>

### ROMANCE LANGUAGE (FRENCH) COURSES

Graduate level French and Francophone literature 21
See Romance Languages department, p. 78

### CULMINATING EXPERIENCES

- Comprehensive examination in French
- Romance Languages department
- Professional teaching portfolio
- School of Education

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**B. Admission with Conditions**

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

**C. Admission to Nonmatriculant Status**

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit. Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescent education course offerings (SEDC or SEDF).

**D. Change in Status from Nonmatriculant to Matriculant**

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

**E. See the Romance Languages department section of the catalog for additional information on admission and the course of study in Languages Other Than English (French).**

### Progress Standards

**A. 12-Credit Progress Standards for Matriculated Students**

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

**Note:** It is recommended that students with two or more INs take an official leave of absence.

5. All students who take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations...
and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

Any student who receives a grade of B-, C+ or C in a fieldwork or student teaching course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F may not reenroll and will not be allowed to continue in the program.

Exit Criteria:

Culminating Experiences

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

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

See the Romance Languages department section of the catalog for information about the comprehensive examination in French.

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (ITALIAN)

Education Adviser Jenny Castillo;
(212) 772-4614; 905 West Building; jmcasili@hunter.cuny.edu

Romance Languages Department Adviser (Italian) Maria Paynter; (212) 772-5090;
1312 West Building; mpaynter@hunter.cuny.edu
and/or

Paolo Fasoli; (212) 772-5129;
1307 West Building; pfasoli@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Programs in Languages Other Than English (Italian)

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better and a grade point average in Italian major of 3.0.

2. A general education core in the liberal arts and sciences to include the following (in addition to an Italian major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Two professional references to be included with the application for matriculation.

4. An essay to be completed as part of the application for matriculation.

5. An interview conducted in Italian/English with the Italian adviser and the education sequence adviser.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the Romance Languages department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Italian).

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.
Graduate Adolescent Education Course Sequence: Languages Other Than English (Italian)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
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<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
<td>2</td>
<td>SEDF 705</td>
<td>SEDC 710</td>
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<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
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<tr>
<td>SEDC 712</td>
<td>Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)</td>
<td>3</td>
<td>SEDF 703</td>
<td>SEDF 704</td>
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<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
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<tr>
<td>SEDC 722</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 712</td>
<td>SEDC 710</td>
</tr>
</tbody>
</table>

Take Either:

- **SED 752.02** Student Teaching in Italian, Grades 7-12 (60 days, 30 hrs seminar plus workshops and conferences) 5 SEDC 722 SEDF 706

Or One of the Following:

- **SED 762.12** Student Teaching in Italian in Grades 7-9 (30 hrs + 30 days and conferences) 3 SEDC 722 SEDF 706
- **SED 772.12** Practicum in Italian, Grades 7-9 (30 hrs + conferences) 2 SEDC 722

Plus One of the Following:

- **SED 762.22** Student Teaching in Italian in Grades 10-12 (30 hrs + 30 days and conferences) 3 SEDC 722 SEDF 706
- **SED 772.22** Practicum in Italian, Grades 10-12 (30 hrs + conferences) 2 SEDC 722 SEDF 706

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 772.12</td>
<td>Practicum in Italian, Grades 7-9 (30 hrs + conferences)</td>
<td>2</td>
</tr>
<tr>
<td>SEDC 772.22</td>
<td>Practicum in Italian, Grades 10-12 (30 hrs + conferences)</td>
<td>2</td>
</tr>
</tbody>
</table>

**ROMANCE LANGUAGE (ITALIAN) COURSES**

Graduate level

- Italian literature 21

See Romance Languages department, p. 78

**CULMINATING EXPERIENCES**

- Comprehensive examination in Italian
- Professional teaching portfolio
- School of Education

**B. Student Teaching Benchmarks**

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

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

**Exit Criteria:**

**Culminating Experiences**

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

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

See the Romance Languages department section of the catalog for information about the comprehensive examination in Italian.

**THE TEACHER EDUCATION PROGRAM IN LATIN (GRADES 7–12)**

Education Adviser Carla Asher;
(212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Classical and Oriental Studies Department Adviser Ronnie Ancona; (212) 772-4960; 1402 West Building; rancona@hunter.cuny.edu

This program is offered with the Classical and Oriental Studies Department. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

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

**Admission Criteria**

**A. Matriculation Requirements for Teacher Education Program in Latin**

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. Students with 18 credits in Latin may be admitted provisionally if they are certified to teach a language other than Latin.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.
6. A personal interview.

**B. Admission with Conditions**

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

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status from Nonmatriculant to Matriculant

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

E. See the Classics section of this catalog for additional information on admission and the course of study in Latin.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or the Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Graduate Adolescent Education Course Sequence: Latin*

(For students without initial or provisional certification in Latin)

52-54 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<tbody>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 701</td>
<td>Literature of the Early Republic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 702</td>
<td>Literature of the Late Republic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 703</td>
<td>Literature of the Early Empire</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 704</td>
<td>Literature of the Late Empire</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 705</td>
<td>Caesar</td>
<td>3</td>
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<td>LAT 706</td>
<td>Cicero</td>
<td>3</td>
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<td>LAT 707</td>
<td>Vergil</td>
<td>3</td>
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</tr>
<tr>
<td>LAT 708</td>
<td>Supervised Reading</td>
<td>3</td>
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<tr>
<td>LAT 709</td>
<td>Latin Composition (required)</td>
<td>3</td>
<td></td>
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<tr>
<td>SEDF 704</td>
<td>Adolescence Education (45 hrs)</td>
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<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>LAT 707</td>
<td>Classical Literature in Translation I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 708</td>
<td>Classical Literature in Translation II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 709</td>
<td>Greek and Latin Roots of English (required)</td>
<td>3</td>
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</tr>
</tbody>
</table>

* Students may be exempted from up to 6 credits based on prior equivalent course work.
B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

At the completion of all course work, candidates are required to take comprehensive examinations in Latin translation, Latin grammar, and classical culture. See the Classics section of this catalog for further information about these examinations.

Students will also develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Classics section of the catalog for additional information about admission, the course of study in Latin, and the comprehensive examinations in Latin.

THE TEACHER EDUCATION PROGRAM IN MATHEMATICS GRADES 7–12

Education Adviser Frank Gardella
(212) 772-4676; 1101 West Building; fgardell@hunter.cuny.edu

Mathematics and Statistics Department Advising: For contact information, check online at http://math.hunter.cuny.edu

Two program sequences are available for the preparation of teachers of mathematics in grades 7-12, each of them designed for a different group of students.

Track I is a 37- to 39-credit MA program designed for individuals who completed an undergraduate major in mathematics but have little or no background in teacher education. Track II is a 34.5- to 38-credit MA program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in grades 7-12. A BA/MA program of at least 141 credits is also offered; this program is described in the undergraduate catalog.

Admission Criteria

A. Matriculation Requirements

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.

2. At least 18 credits in mathematics approved by the graduate mathematics adviser, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.

3. A grade point average of at least 2.7 in mathematics courses.

4. New York State initial or provisional teacher certification in an area other than mathematics and assignment as a teacher of mathematics in grades 7-12.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the Mathematics Department section of the catalog for additional information on the course of study in mathematics.
Progress Standards
A. 12-Credit Progress Standards for Matriculated Students
1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

5. All students in Track I should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or Test #5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks
All field experiences and student teaching will take place in New York City schools.

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

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

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

Graduate Adolescent Education Course Sequence: Mathematics Track I
37-39 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preq</th>
<th>Coreq</th>
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<tbody>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education</td>
<td>2</td>
<td>SEDF 704</td>
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</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education</td>
<td>2</td>
<td>SEDF 705</td>
<td>SEDC 710</td>
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<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education</td>
<td>3</td>
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<tr>
<td>SEDC 713</td>
<td>Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)</td>
<td>3</td>
<td>SEDF 704</td>
<td>SEDF 703</td>
</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
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<td>SEDF 704</td>
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</tr>
<tr>
<td>SEDC 723</td>
<td>Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 713</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDC 753</td>
<td>Student Teaching in Mathematics, Grades 7–12 (60 days student teaching + 30 hr seminars, workshops and conferences)</td>
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<td>SEDC 723</td>
<td>SEDF 706</td>
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<tr>
<td>SEDC 763.10</td>
<td>Student Teaching in Mathematics in Grades 7–9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDC 773.10</td>
<td>Practicum in Mathematics, Grades 7–9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
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</table>

Or One of the Following

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<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preq</th>
<th>Coreq</th>
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<td>Student Teaching in Mathematics in Grades 10–12 (30 hrs + 30 days and conferences)</td>
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<td>SEDC 723</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDF 773.20</td>
<td>Practicum in Mathematics, Grade 10-12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
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Mathematics and Statistics Department Courses for Track I

<table>
<thead>
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<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preq</th>
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<tbody>
<tr>
<td>MATH 620</td>
<td>Sequential Mathematics from an Advanced Standpoint I</td>
<td>3</td>
<td>course in ordinary differential equations</td>
<td></td>
</tr>
<tr>
<td>MATH 630</td>
<td>Sequential Mathematics from an Advanced Standpoint II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 640*</td>
<td>Topics in Calculus</td>
<td>3</td>
<td>MATH 630</td>
<td></td>
</tr>
<tr>
<td>MATH 661*</td>
<td>History of Mathematics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 614*</td>
<td>Data Analysis Using Statistical Software</td>
<td>3</td>
<td>STAT 213 or both MATH 125 and STAT 113 with C or better in each course</td>
<td></td>
</tr>
</tbody>
</table>

Culminating Experiences

Comprehensive examination in two parts:
- Mathematics and pedagogy
- Professional teaching portfolio

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department, page 62.

See the Mathematics Department section of the catalog for information about the comprehensive examination in mathematics.
THE TEACHER EDUCATION PROGRAM IN MUSIC

Education Adviser Carla Asher;
(212) 772-4621; 1000 West Building;
carla.asher@hunter.cuny.edu

Music Department Adviser Victor Bobetsky;
(212) 650-3574; 400A North Building;
victor.bobetsky@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Program in Music

Applicants must be admitted by both the School of Education and the Music Department.

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.

2. A major in music (with a minimum of 24 credits) or the equivalent. See Music department section of the catalog for additional requirements.

3. A general education core in the liberal arts and sciences to include the following (in addition to music): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.

6. An audition and interview.

B. Admission with Conditions

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

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Graduate Adolescent Education Course Sequence: Mathematics Track II

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<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
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<tbody>
<tr>
<td>SEDC 713</td>
<td>Methods 1: Advanced Study of Secondary and Science (45 hrs)</td>
<td>3</td>
<td>SEDF 704</td>
<td>SEDF 703</td>
</tr>
<tr>
<td>SEDC 723</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 713</td>
<td>SEDC 710</td>
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One of the Following:

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<th>Course No.</th>
<th>Title</th>
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<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDC 763.10</td>
<td>Student Teaching in Mathematics in Grades 7-9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
</tr>
<tr>
<td>SEDC 773.10</td>
<td>Practicum in Mathematics, Grades 7-9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
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Plus of the Following:

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<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
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<tbody>
<tr>
<td>SEDC 763.20</td>
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<tr>
<td>SEDF 773.20</td>
<td>Practicum in Mathematics, Grade 10-12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 723</td>
<td>SEDF 706</td>
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MATHEMATICS AND STATISTICS DEPARTMENT COURSES FOR TRACK II

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 620</td>
<td>Sequential Mathematics from an Advanced Standpoint I</td>
<td>3</td>
<td>course in ordinary differential equations</td>
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<td></td>
</tr>
<tr>
<td>MATH 640*</td>
<td>Topics in Calculus</td>
<td>3</td>
<td>MATH 630</td>
</tr>
<tr>
<td>MATH 621*</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
<td>course in linear algebra</td>
</tr>
<tr>
<td>MATH 623*</td>
<td>Theory of Numbers</td>
<td>3</td>
<td>course in linear algebra</td>
</tr>
<tr>
<td>MATH 661*</td>
<td>History of Mathematics</td>
<td>3</td>
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<td>STAT 614*</td>
<td>Data Analysis Using Statistical Software</td>
<td>3</td>
<td>STAT 213 or both MATH 125 and STAT 113 with C or better in each course</td>
</tr>
</tbody>
</table>

ELECTIVES

Courses in math and statistics or such areas
as computer science, with approval of graduate mathematics adviser
4 1/2 – 6

CULMINATING EXPERIENCES

Comprehensive examination in two parts:
Mathematics and pedagogy
Professional teaching portfolio
Mathematics and statistics department
School of Education

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department, page 62.
C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status from Nonmatriculant to Matriculant

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

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

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts Examinations and submit their scores to the Office of Educational Services before registering for any courses. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

B. Change in Status from Matriculant to Nonmatriculant

Students applying for nonmatriculant status must be matriculated they must meet the standards for the 12-credit benchmarks listed below under “Progress Standards.”

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status from Nonmatriculant to Matriculant

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

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

### Graduate Education Course Sequence Pre-K-12: Music**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
<td>2</td>
<td>SEDF 705</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
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</tr>
<tr>
<td>MUSED 677</td>
<td>Methods of Teaching Instrumental Music in Grades pre-K–12 (45 hrs plus 18 hours of fieldwork)</td>
<td>2</td>
<td>SEDF 703</td>
<td>SEDF 704</td>
</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
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<tr>
<td>MUSED 678</td>
<td>Methods of Teaching Vocal and General Music in Grades pre-K–12 (45 hrs plus 18 hours of fieldwork)</td>
<td>2</td>
<td>MUSED 677</td>
<td>SEDC 710</td>
</tr>
<tr>
<td>SEDC 756</td>
<td>Student Teaching in Music, Pre-K-12 (60 days, 30 hours of seminar plus workshops and conferences)</td>
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<td>MUSED 678</td>
<td>SEDF 706</td>
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<tr>
<td><strong>MUSIC DEPARTMENT COURSES</strong></td>
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<tr>
<td>MUS 619*</td>
<td>Vocal Pedagogy</td>
<td>1</td>
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<tr>
<td>MUS 641*</td>
<td>Strings</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>MUS 643*</td>
<td>Woodwinds</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>MUS 645*</td>
<td>Brass</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>MUS 724</td>
<td>Advanced Study in Musical Theory 1</td>
<td>3</td>
<td>4 sem und. mus. theory courses</td>
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<tr>
<td>MUS 725</td>
<td>Advanced Study in Musical Theory 2</td>
<td>3</td>
<td>MUS 724 or perm. instr.</td>
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<tr>
<td><strong>Take Either:</strong></td>
<td></td>
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<tr>
<td>MUS 753</td>
<td>Transcription and Analysis in Ethnomusicology</td>
<td>3</td>
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<tr>
<td>MUS 761</td>
<td>Advanced Studies in Music History 1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 752</td>
<td>Advanced Studies in Music History 2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 779</td>
<td>World Music Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music electives</td>
<td>Courses chosen in consultation with graduate adviser. The TEP project (MUS 791) may be used to fulfill 1 cr of electives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CULMINATING EXPERIENCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEP Project</td>
<td>A project involving research. Students may receive one credit of independent study (MUS 791) toward the MA degree (see music department, p. 67)</td>
<td>1</td>
<td>Music department</td>
<td></td>
</tr>
<tr>
<td>Professional teaching portfolio</td>
<td>School of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students who have studied these subjects on the undergraduate level may be exempted from these requirements.

** Please note that students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.
adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will assess the quality of the culminating experiences (portfolio and reflective presentation).

See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Music Department section of the catalog for information about the TEP project in music.

THE TEACHER EDUCATION PROGRAM IN PHYSICS

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Physics and Astronomy Department Adviser Rodney Varley; (212) 772-5252; 1216 North Building; rvarley@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Program in Physics

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.

2. A major in physics.

3. A general education core in the liberal arts and sciences subject as well as in teacher education, in order to continue in the program.

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the physics and astronomy department section of the catalog for additional information on admission and the course of study in physics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDF or SEDC course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.
**B. Student Teaching Benchmarks**

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

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

**Exit Criteria: Culminating Experiences**

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

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

See the physics and astronomy department section of the catalog for information about the culminating project in Physics.

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**Graduate Adolescent Education Course Sequence: Physics**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION COURSES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12</td>
<td>2</td>
<td>SEDF 705</td>
<td></td>
</tr>
<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to</td>
<td>2</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in</td>
<td>2</td>
<td>SEDF 705</td>
<td></td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in</td>
<td>3</td>
<td>SEDC 710</td>
<td></td>
</tr>
<tr>
<td>SEDC 713</td>
<td>Methods 1: Advanced Study of secondary</td>
<td>3</td>
<td>SEDF 704</td>
<td></td>
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<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
<td></td>
</tr>
<tr>
<td>SEDC 724</td>
<td>Methods 2: Intensive Study of Teaching</td>
<td>2</td>
<td>SEDC 713</td>
<td>SEDF 705</td>
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<tr>
<td></td>
<td>Diverse Learners in Science, Grades 7-12</td>
<td></td>
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<tr>
<td></td>
<td>(30 hrs + 36 hrs fieldwork)</td>
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<tr>
<td>SEDC 754.03</td>
<td>Student Teaching in Physics, Grades 7-12</td>
<td>5</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
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<tr>
<td></td>
<td>(60 days student teaching + 30 hr seminars,</td>
<td></td>
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<tr>
<td></td>
<td>workshops and conferences)</td>
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<tr>
<td>SEDC 764.13</td>
<td>Student Teaching in Physics in Grades 7–9</td>
<td>3</td>
<td>SEDC 724</td>
<td>SEDF 706</td>
</tr>
<tr>
<td></td>
<td>(30 hrs + 30 days and conferences)</td>
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<td>SEDC 774.13</td>
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<td>SEDF 706</td>
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<td></td>
<td>(30 hrs + conferences)</td>
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<tr>
<td>SEDC 764.23</td>
<td>Student Teaching in Physics in Grades 10-12</td>
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<td></td>
<td>(30 hrs + 30 days and conferences)</td>
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<tr>
<td>SEDC 774.23</td>
<td>Practicum in Physics, Grade 10-12</td>
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<td>SEDC 724</td>
<td>SEDF 706</td>
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<tr>
<td></td>
<td>(30 hrs + conferences)</td>
<td></td>
<td></td>
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<tr>
<td>PHYS 630</td>
<td>Science and Society</td>
<td>3</td>
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<td>PHYS 660</td>
<td>Challenging Concepts in Physics</td>
<td>4</td>
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<td>PHYS 605</td>
<td>Mathematical Physics</td>
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<td>PHYS 615</td>
<td>Electromagnetic Theory</td>
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<td>PHYS 625</td>
<td>Introduction to Quantum Mechanics</td>
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<td>PHYS 645</td>
<td>Solid State Physics</td>
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<td>PHYS 685</td>
<td>Numerical Methods 1</td>
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**PLUS THREE ELECTIVES (9 cr) CHOSEN FROM:**

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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PHYS 600</td>
<td>Challenging Concepts in Physics</td>
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</table>

**CULMINATING EXPERIENCES**

- Students will prepare a research proposal or conduct a research project while enrolled in PHYS 660, the capstone course in physics
- Professional teaching portfolio

*Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.*
THE TEACHER EDUCATION PROGRAM IN SOCIAL STUDIES

Education Adviser Terrie Epstein; (212) 772-4675; 1108 West Building; tepstein@hunter.cuny.edu

History Department Adviser Barbara Welter; (212) 772-5487; 1506 West Building; bwelter@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Program in Social Studies

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.

2. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history with a GPA of 3.0, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

Graduate Adolescent Education Sequence: Social Studies

40-42 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<td>EDUCATION COURSES (22-24 cr)</td>
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</tr>
<tr>
<td>SEDF 703</td>
<td>Social Foundations of Adolescent Education (45 hrs)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>SEDF 704</td>
<td>Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td></td>
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<tr>
<td>SEDF 705</td>
<td>Educational Psychology: Applications to Adolescent Education (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDF 704</td>
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</tr>
<tr>
<td>SEDF 706</td>
<td>Assessment of Teaching and Learning in Adolescent Education (30 hrs + Lab)</td>
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<td>SEDF 705</td>
<td></td>
</tr>
<tr>
<td>SEDC 710</td>
<td>Building the Foundations of Literacy in Adolescent Education (45 hrs)</td>
<td>3</td>
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<tr>
<td>SEDC 715</td>
<td>Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7-12 (45 hrs)</td>
<td>3</td>
<td>SEDF 703</td>
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</tr>
<tr>
<td>SEDC 720</td>
<td>Adolescent Health and Safety (15 hrs)</td>
<td>1</td>
<td>SEDF 704</td>
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<tr>
<td>SEDC 725</td>
<td>Methods 2: Intensive Study of Teaching Diverse Learners in Social Studies (30 hrs + 36 hrs fieldwork)</td>
<td>2</td>
<td>SEDC 715</td>
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Take Either

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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</thead>
<tbody>
<tr>
<td>SEDC 755</td>
<td>Student Teaching in Social Studies, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)</td>
<td>5</td>
<td>SEDC 725</td>
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Or One of the Following:

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<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<tbody>
<tr>
<td>SEDC 765.10</td>
<td>Student Teaching in Social Studies in Grades 7–9 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 725</td>
<td></td>
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<tr>
<td>SEDC 775.10</td>
<td>Practicum in Social Studies, Grades 7-9 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 725</td>
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Plus One of the Following:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<tbody>
<tr>
<td>SEDC 765.20</td>
<td>Student Teaching in Social Studies in Grades 10–12 (30 hrs + 30 days and conferences)</td>
<td>3</td>
<td>SEDC 725</td>
<td></td>
</tr>
<tr>
<td>SEDC 775.20</td>
<td>Practicum in Social Studies, Grades 10-12 (30 hrs + conferences)</td>
<td>2</td>
<td>SEDC 725</td>
<td></td>
</tr>
</tbody>
</table>

HISTORY AND GEOGRAPHY COURSES (18 cr)

History 15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq</th>
<th>Coreq</th>
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<tr>
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<td>Geographic Thought and Theory</td>
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<td>GEOG 705</td>
<td>Cultural and Social Geography</td>
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<td>GEOG 706</td>
<td>Latin Americanist Geography</td>
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<tr>
<td>GEOG 709</td>
<td>Geography of Selected World Regions</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>GEOG 712</td>
<td>Sustainable Development in Developing Countries</td>
<td>3</td>
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<tr>
<td>GEOG 741</td>
<td>Population Geography</td>
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<tr>
<td>GEOG 742</td>
<td>International Migration and Ethnicity</td>
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Plus:

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<tr>
<td>GEOG 701</td>
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<td>International Migration and Ethnicity</td>
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</tr>
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</table>

CULMINATING EXPERIENCES

Comprehensive examination in history History department

Professional teaching portfolio School of Education
C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.

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

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the history department section of the catalog for additional information on admission and the course of study in social studies.

Progress Standards
A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

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

A History Comprehensive Exam for T.E.P. candidates is required for graduation. See the history department section of the catalog for information about the comprehensive examination in history.

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (SPANISH)

Education Advisor Jenny Castillo;
(212) 772-4614; 905 West Building;
jcastil@hunter.cuny.edu

Romance Languages Department Adviser (Spanish) Magdalena Perkowska;
(212) 772-5132; 1319 West Building;
mp Perkowska@hunter.cuny.edu

and/or James Pellicer; (212) 772-5125;
1333 West Building; jpellice@hunter.cuny.edu

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

Admission Criteria

A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (Spanish)

1. A bachelor’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better, and a grade point average in Spanish major of 3.0.

2. A general education core in the liberal arts and sciences to include the following (in addition to a Spanish major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Two professional references to be included with the application for matriculation.

4. An essay to be completed as part of the application for matriculation.

5. An interview conducted in Spanish/English with Romance Languages department adviser and education sequence adviser.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

Applicants for matriculation who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit.
Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescent education course offerings (SEDC or SEDF).

D. Change in Status from Nonmatriculant to Matriculant

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

E. See the Romance Languages department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Spanish).

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #4 Communications Skills (Reading Comprehension) and/or 5 Written Analysis and Expression (Essay) must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

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

See the Romance Languages department section of the catalog for information about the comprehensive examination in Spanish.
This is a five-course 14 credit free-standing program of study for two groups of students. The first group consists of teachers, supervisors or administrators who already have a master's degree and either permanent or professional teaching certification. The second group consists of individuals with a bachelor's degree who hold a teaching position in a bilingual setting and have a provisional, temporary, initial or internship certificate. The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction.

**ADMISSION STANDARDS FOR STUDENTS WITH A MASTER'S DEGREE**

1. A master's degree from an accredited institution acceptable to Hunter College with an overall GPA of at least 3.5.

2. Permanent or provisional certification in any of the areas below, as indicated in the State regulations:
   - Early childhood education (birth-grade 2)
   - Childhood education (grade 1-grade 6)
   - Common Branches PreK-grade 6
   - Middle childhood education
   - Adolescent education
   - Special subjects
   - Literacy education
   - Students with disabilities in early childhood, childhood, middle childhood, or adolescent education or special education K-12
   - Teachers of students who are blind or visually impaired, deaf or hard of hearing, speech and language impaired

3. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.

4. A recommendation from a supervisor.

5. A grade of at least B in the field experience course **BILED 711.50**.

**EXIT STANDARDS:**

1. An overall GPA of 3.0

2. A recommendation from a supervisor.

**ADMISSION REQUIREMENTS FOR STUDENTS WITH A BACHELOR'S DEGREE:**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall GPA of 2.8 or better.

2. A teaching position in a bilingual setting.

3. One of the following certificates:
   - Internship Certificate
   - NYS Provisional Certificate
   - NYS Initial Certificate
   - Transitional B Certificate

4. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.

**ADVANCED CERTIFICATE IN BILINGUAL EXTENSION (SPANISH-ENGLISH)**

**Total credits 14**

Consists of all courses listed below

- **BILED 701** Foundations of Bilingual Education 3 cr
- **BILED 779** Multicultural Education 3 cr
- **BILED 771** Psychology of Language Learning and Teaching 2 cr
- **BILED 711** Bilingual Literacy 2 cr
- **BILED 711.50** Fieldwork in Bilingual Literacy 1 cr
- **BILED 778** Instruction through the Native Language 3 cr
M.S. ED. in Childhood Education with a Bilingual Extension (Spanish/English)

The number of credits required to complete the master's degree in childhood education with a bilingual extension is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 46 credits. Master's candidates may be exempted from up to 12 required credits by providing transcripts and course syllabi as evidence that the content is equivalent and a grade of at least B has been attained. In such cases, the minimum number of credits for the degree is 34.

This program is for students who do not have New York State initial or provisional teacher certification. The purpose of this program is to prepare individuals to become effective bilingual teachers. The focus of the program is to develop high levels of teaching competencies in the participants based on using two languages as mediums of instruction.

Admissions Standards

A. Matriculation Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general core in the liberal arts and sciences of at least 27 credits, distributed as follows: 12 credits in math, science and technology (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in U.S. history or U.S. geography); and 3 credits in the arts.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.

M.S. ED. IN CHILDHOOD EDUCATION WITH A BILINGUAL EXTENSION (SPANISH/ENGLISH)

MSEd in Childhood Education With a Bilingual Extension: Course of Study

46 credits

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs/Coreqs</th>
<th>Field Experience</th>
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<td>CEDF 709</td>
<td>Child Development</td>
<td>3</td>
<td>None</td>
<td>5 hours</td>
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<tr>
<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
<td>None</td>
<td>5 hours</td>
</tr>
<tr>
<td>CEDCF 700.50</td>
<td>Art and Science of Effective Teaching</td>
<td>3</td>
<td>None</td>
<td>5 hours</td>
</tr>
<tr>
<td>CEDC 704</td>
<td>Teaching Developmental Reading</td>
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<td>None</td>
<td>10 hours</td>
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<tr>
<td>BILED 779</td>
<td>Multicultural Education</td>
<td>3</td>
<td>CEDF 709, BILED 701</td>
<td>5 hours</td>
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<tr>
<td>CEDC 729.50</td>
<td>Fieldwork in General Education for Bilingual Educators</td>
<td>1</td>
<td>CEDF 709, BILED 701, CEDC 704</td>
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<tr>
<td>CEDF 708</td>
<td>Social, Historical, Philosophical Foundations of Education</td>
<td>2</td>
<td>None</td>
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<tr>
<td>BILED 711</td>
<td>Bilingual Literacy</td>
<td>2</td>
<td>BILED 711, coreq: BILED 711.50</td>
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<td>BILED 711.50</td>
<td>Fieldwork in Bilingual Literacy</td>
<td>1</td>
<td>CEDF 709, CEDC 704</td>
<td>75 hours</td>
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<td>CEDC 722.50</td>
<td>Social Studies Curriculum and Instruction: Integrating Literature, the Arts and Technology</td>
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<td>CEDF 709, CEDCF 700.50</td>
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<td>CEDC 705</td>
<td>Mathematics, Curriculum and Methods</td>
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<tr>
<td>CEDC 703</td>
<td>Teaching Science in the Elementary School</td>
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<tr>
<td>HED 714</td>
<td>Health Education for the Classroom Teacher</td>
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<td>CEDF 709, CEDCF 700.50</td>
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<tr>
<td>BILED 717</td>
<td>Language Assessment for ELLS</td>
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<td>EDCF 700, BILED 771</td>
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<td>BILED 778</td>
<td>Instruction Through the Native Language</td>
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<td>BILED 701, CEDF 709</td>
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<tr>
<td>BILED 780</td>
<td>Bilingual Research Seminar [Culminating Experience]</td>
<td>2</td>
<td>39 credits or permission of program coordinator</td>
<td>20 days grades 1-3</td>
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TAKE EITHER

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<thead>
<tr>
<th>Course/No.</th>
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<th>Preqs/Coreqs</th>
<th>Field Experience</th>
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<tr>
<td>BILED 782</td>
<td>Supervised Student Teaching in Grades 1-3 and 4-6</td>
<td>4</td>
<td>39 credits or permission of program coordinator</td>
<td>20 days grades 1-3</td>
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OR ONE OF THE FOLLOWING

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<td>BILED 785</td>
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<td>BILED 783</td>
<td>Practicum in Grades 1-3</td>
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<td>Classroom Supervision grades 1-3</td>
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PLUS ONE OF THE FOLLOWING:

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<td>BILED 786</td>
<td>Student Teaching in Grades 4-6</td>
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<td>39 credits or permission of program coordinator</td>
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<td>BILED 784</td>
<td>Practicum in Grades 4-6</td>
<td>2</td>
<td>39 credits or permission of program coordinator</td>
<td>Classroom Supervision Grades 4-6</td>
</tr>
</tbody>
</table>

Total Credits: 46 credits
Total Field Work Hours: 180
5. An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

B. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more IN’s take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of coursework. Any student who does poorly on the sub-test of Written Analysis and Expression (essay) must enroll in a writing course or workshop series approved by an advisor before being permitted to register for any additional courses.

6. Student must receive a grade of at least B in fieldwork (BILED 711.50). Any student who receives a grade B-, C+ or C must apply to the chairperson of the department for permission to reregister and redo the course, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Please Note: Non-matriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

C. Nonmatriculant Status Requirements

Applicants for matriculation who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master’s degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

D. Change in Status from Nonmatriculated to Matriculated Status

Students must re-apply for matriculation during the semester in which they complete 12 credits of course work. In order to be matriculated they must meet the 12-credit progress standards for matriculated students.

Exit Standards

1. An overall GPA of 3.0.

2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum, which may be repeated only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN (Incomplete) and must fulfill the remaining mandated days.

3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.
M.S. ED. IN EARLY CHILDHOOD EDUCATION BIRTH THROUGH GRADE 2, WITH A BILINGUAL EXTENSION

There are three master's degree programs in Early Childhood Education with a Bilingual Extension. Program 1 is for students without prior NYS certification. Program 2 is for students with initial certification in childhood education or with provisional certification in elementary education (Pre-K-grade 6), special education, or TESOL. Program 3 is for students who have initial certification in early childhood education.

Admissions Standards

Program 1
1. A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.

2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.

3. A general core in the liberal arts and sciences of at least 27 credits, distributed as follows: 12 credits in math, science and technology (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in U. S. history or U.S. geography); and 3 credits in the arts.

4. Completion of a satisfactory on-site writing sample in English and in Spanish as part of the application process.

5. Demonstration of satisfactory oral English and Spanish through an interview conducted with at least two professors.

Program 2
1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.

2. NYS initial/provisional teacher certification in early childhood education.

3. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.

4. An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

Program 3
1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.

2. NYS initial teacher certification in early childhood education.

3. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.

4. An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

MSEd in Early Childhood Education Birth through Grade 2, with a Bilingual Extension: Course of Study

Program 1: 40-52 credits*

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Pre/Coreqs</th>
<th>Field Experience</th>
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<tbody>
<tr>
<td>ECF 700</td>
<td>Child Development: Birth to Age Eight</td>
<td>3</td>
<td>None</td>
<td>15 hours</td>
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<tr>
<td>EDF 701</td>
<td>Social and Historical Contexts of Early Childhood Education</td>
<td>3</td>
<td>None</td>
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<tr>
<td>ECF 702</td>
<td>Assessment in Early Childhood Education: Birth through Grade 2</td>
<td>3</td>
<td>ECF 700</td>
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<tr>
<td>ECC 703</td>
<td>Early Childhood Curriculum: Birth through Grade 2</td>
<td>3</td>
<td>ECF 700</td>
<td>20 hours</td>
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<tr>
<td>ECC 705</td>
<td>Language and Literacy: Birth through Kindergarten</td>
<td>3</td>
<td>ECF 700</td>
<td></td>
</tr>
<tr>
<td>ECC 706</td>
<td>Language and Literacy: K through Grade 2</td>
<td>3</td>
<td>pre- or coreq: ECC 705</td>
<td></td>
</tr>
<tr>
<td>ECC 708</td>
<td>Children with Special Needs: Birth through Grade 2</td>
<td>3</td>
<td>ECC 703; pre- or coreq: ECF 702</td>
<td>15 hours</td>
</tr>
<tr>
<td>ECC 709</td>
<td>Mathematical and Scientific Thinking in Early Childhood</td>
<td>3</td>
<td>ECC 703</td>
<td></td>
</tr>
<tr>
<td>ECC 712</td>
<td>Pre-Student Teaching Field Placements in Early Childhood</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECC 713</td>
<td>The Expressive Arts in Early Childhood</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECC 714</td>
<td>Health, Safety and Nutrition in Early Childhood</td>
<td>3</td>
<td>pre- or coreq: ECF 700</td>
<td></td>
</tr>
<tr>
<td>ECC 715</td>
<td>Educational Technology in Early Childhood</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
<td></td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 711</td>
<td>Bilingual Literacy</td>
<td>2</td>
<td>BILED 711, coreq: BILED 711.50</td>
<td></td>
</tr>
<tr>
<td>BILED 711.50</td>
<td>Fieldwork in Bilingual Literacy</td>
<td>1</td>
<td>coreq: BILED 711</td>
<td>75 hours</td>
</tr>
<tr>
<td>BILED 771</td>
<td>Psychology of Language Learning and Teaching</td>
<td>2</td>
<td>ECF 700, BILED 701, EDC 704</td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 778</td>
<td>Instruction Through the Native Language</td>
<td>3</td>
<td>BILED 701, ECF 700</td>
<td>10 hours</td>
</tr>
<tr>
<td>BILED 779</td>
<td>Multicultural Education</td>
<td>3</td>
<td>ECF 700, BILED 701</td>
<td>5 hours</td>
</tr>
<tr>
<td>ECC 720</td>
<td>Integrative Seminar in Early Childhood Education</td>
<td>3</td>
<td>See listing of courses</td>
<td></td>
</tr>
</tbody>
</table>

**TAKE EITHER**

ECC 716.50 Student Teaching Experiences in Early Childhood Settings for Students in the Bilingual Extension: 40 Days 3 See listing of courses 20 days pre-k, K 20 days 1-2

OR

ECC 717.50 Supervised Practicum in Early Childhood in a Bilingual Setting 1 See listing of courses

PLUS

ECC 718.50 Early Childhood Student Teaching in a Bilingual Setting: 20 Days 2 See listing of courses 20 days student teaching

Total Credits: 52

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.
### Nonmatriculant Admission Standards

#### Program 1
Applicants for matriculation who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

#### Program 2
1. Applicants for matriculation with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for NYS Teacher certification in childhood education, special education, or TESOL.
2. Applicants for matriculation with an undergraduate degree whose GPA is 2.5-2.79 and who have NYS initial/provisional certification in childhood education, early childhood education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

### Program 3
1. Applicants for matriculation with early childhood education certification from another state who meet the GPA requirement and have and have applied (or will apply) for NYS Teacher certification in early childhood education.
2. Applicants for matriculation with an undergraduate degree whose GPA is 2.5-2.79 and who have NYS initial certification in early childhood education will be considered for nonmatriculant status when resources permit.

### Change in Status from Nonmatriculated to Matriculated Programs 1, 2, and 3
Students who are accepted as nonmatriculants must re-apply for matriculation during the semester in which they complete 12 credits of coursework. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under “Progress Standards”

### 12- Credit Progress Standards for Matriculated Students
1. Student must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those two or more IN's will not be allowed to register for any courses. It is recommended that students with two or more IN's take an official leave of absence.
5. All Program 1 students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of coursework. Any student who does poorly on the sub-test of Written Analysis and Expression (essay) must enroll in a writing course or

---

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs/Coreqs</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECF 700</td>
<td>Child Development: Birth to Age Eight</td>
<td>3</td>
<td>None</td>
<td>15 hours</td>
</tr>
<tr>
<td>EDF 701</td>
<td>Social and Historical Contexts of Early Childhood Education</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ECF 702</td>
<td>Assessment in Early Childhood Education: Birth through Grade 2</td>
<td>3</td>
<td>ECF 700</td>
<td></td>
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<tr>
<td>ECC 703</td>
<td>Early Childhood Curriculum: Birth through Grade 2</td>
<td>3</td>
<td>ECC 700</td>
<td>20 hours</td>
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<tr>
<td>ECC 704</td>
<td>Language and Literacy: Birth through Grade 2</td>
<td>3</td>
<td>ECC 703</td>
<td></td>
</tr>
<tr>
<td>ECC 708</td>
<td>Children with Special Needs: Birth through Grade 2</td>
<td>3</td>
<td>ECC 703; pre- or coreq: ECF 702</td>
<td>15 hours</td>
</tr>
<tr>
<td>ECC 709</td>
<td>Mathematical and Scientific Thinking in Early Childhood</td>
<td>3</td>
<td>ECC 703</td>
<td></td>
</tr>
<tr>
<td>ECC 713</td>
<td>The Expressive Arts in Early Childhood</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECC 715</td>
<td>Educational Technology in Early Childhood</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
<td>None</td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 711</td>
<td>Bilingual Literacy</td>
<td>2</td>
<td>BILED 711</td>
<td></td>
</tr>
<tr>
<td>BILED 711.50</td>
<td>Fieldwork in Bilingual Literacy</td>
<td>1</td>
<td>BILED 711.50</td>
<td>75 hours</td>
</tr>
<tr>
<td>BILED 771</td>
<td>Psychology of Language Learning and Teaching</td>
<td>2</td>
<td>ECF 700, BILED 701, EDC 704</td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 778</td>
<td>Instruction Through the Native Language</td>
<td>3</td>
<td>BILED 701, ECF 700</td>
<td>10 hours</td>
</tr>
<tr>
<td>BILED 779</td>
<td>Multicultural Education</td>
<td>3</td>
<td>ECF 700, BILED 701</td>
<td>5 hours</td>
</tr>
<tr>
<td>ECC 720</td>
<td>Integrative Seminar in Early Childhood Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TAKE EITHER**

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs/Coreqs</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 716.50</td>
<td>Student Teaching Experiences in Early Childhood Settings for Students in the Bilingual Extension: 40 Days</td>
<td>3</td>
<td>See listing of courses</td>
<td>20 days pre-k, K</td>
</tr>
<tr>
<td>OR</td>
<td>ECC 717.50</td>
<td></td>
<td>See listing of courses</td>
<td>20 days 1-2</td>
</tr>
</tbody>
</table>

**PLUS**

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs/Coreqs</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 718.50</td>
<td>Early Childhood Student Teaching in a Bilingual Setting: 20 Days</td>
<td>2</td>
<td>See listing of courses</td>
<td>20 days student teaching</td>
</tr>
</tbody>
</table>

Total Credits: **45**

---

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.
workshop series approved by an adviser before being permitted to register for any additional courses.

6. Student must receive a grade of at least B in fieldwork (BILED 711.50). Any student who receives a grade B-, C+ or C must apply to the chairperson of the department for permission to reregister for and redo the experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Please Note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

Exit Standards for Programs 1, 2, and 3
A. An overall GPA of 3.0

B. A grade of B or better in Student Teaching and/or Practicum. Any student who obtains a grade of F in Student Teaching and/or Practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for Student Teaching and/or Practicum, which may be repeated only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.

C. Completion of ECC 720 (Integrative Seminar in Early Childhood Education) with a grade of B or better.

COURSES OF STUDY
IN EARLY CHILDHOOD BILINGUAL EDUCATION

Program 1
The number of credits required to complete Program 1 of the master's degree in Early Childhood Education with a Bilingual Extension is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 52 credits. Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum. Thus, the total number of credits in Program 1 will be 40-52.

Program 2
The number of credits required to complete Program 2 of the master's degree in Early Childhood Education with a Bilingual Extension is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 45 credits. Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum. Thus, the total number of credits in Program 2 will be 33-45.

Program 3
The number of credits required to complete Program 3 of the master's degree in Early Childhood Education with a Bilingual Extension is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 36 credits. Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum. Thus, the total number of credits in Program 3 will be 30-36.

MSEd in Early Childhood Education Birth through Grade 2, with a Bilingual Extension: Course of Study
Program 3: 30-36 credits*

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 703</td>
<td>Early Childhood Curriculum: Birth through Grade 2</td>
<td>3</td>
<td>20 hours</td>
</tr>
<tr>
<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 711</td>
<td>Bilingual Literacy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BILED 711.50</td>
<td>Fieldwork in Bilingual Literacy</td>
<td>1</td>
<td>75 hours</td>
</tr>
<tr>
<td>BILED 771</td>
<td>Psychology of Language Learning and Teaching</td>
<td>2</td>
<td>5 hours</td>
</tr>
<tr>
<td>BILED 778</td>
<td>Instruction Through the Native Language</td>
<td>3</td>
<td>10 hours</td>
</tr>
<tr>
<td>BILED 779</td>
<td>Multicultural Education</td>
<td>3</td>
<td>5 hours</td>
</tr>
<tr>
<td>ECC 720</td>
<td>Integrative Seminar in Early Childhood Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 716.50</td>
<td>Student Teaching Experiences in Early Childhood</td>
<td>3</td>
<td>20 days pre-k, K settings for Students in the Bilingual Extension: 40 Days</td>
</tr>
<tr>
<td>OR</td>
<td>Supervised Practicum in Early Childhood in a Bilingual Setting</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELEC 715.50</td>
<td>Early Childhood Student Teaching in a Bilingual Setting</td>
<td>2</td>
<td>20 days student teaching</td>
</tr>
</tbody>
</table>

PLUS 7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education:

- ECF 702: Assessment in Early Childhood Education: Birth through Grade 2 | 3 |
- EEC 704: Language and Literacy: Birth through Grade 2 | 3 |
- EEC 708: Children with Special Needs: Birth through Grade 2 | 3 |
- EEC 709: Mathematical and Scientific Thinking in Early Childhood | 3 |
- EEC 713: The Expressive Arts in Early Childhood | 3 |
- EEC 715: Educational Technology in Early Childhood | 1 |

Total Credits: 30-36 **

* Master's candidates who have completed some pedagogical courses may be exempted from up to 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.
## Childhood Education Course of Study

This program includes four types of courses: Initial Core; Literacy Core; Extended Core; and Culminating Core. Teacher candidates should complete the courses in the Initial Core before starting the Literacy Core. Matriculated students may take courses from the Extended Core at any time as long as they meet the individual course prerequisite requirements. The Culminating Core is completed during the last semester or last two semesters of the program.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INITIAL CORE:</strong></td>
<td></td>
<td></td>
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<tr>
<td>CEDC 715</td>
<td>Diversity in the American School</td>
<td>3</td>
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</tr>
<tr>
<td>CEDC 709</td>
<td>Child Development</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td>CEDC 705</td>
<td>Mathematics Curriculum and Methods</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td>CEDC 704</td>
<td>Teaching Developmental Reading</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td><strong>LITERACY CORE:</strong></td>
<td></td>
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<tr>
<td>CEDC 730</td>
<td>Perspectives on Literacy Across the Content Areas</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CEDC 722</td>
<td>Social Studies Curriculum and Instruction:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating Literature, the Arts, and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 715</td>
<td>Fieldwork: Reading and Social Studies</td>
<td>1</td>
<td>75 hrs</td>
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<tr>
<td><strong>EXTENDED CORE:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CEDF 710</td>
<td>Educational Psychology</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td>CEDC 700</td>
<td>The Art of Effective Teaching</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td>CEDC 703</td>
<td>Teaching Science in the Elementary School</td>
<td>3</td>
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<tr>
<td>HED 714</td>
<td>Health Education for the Classroom Teacher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 707</td>
<td>The Arts: An Interdisciplinary Learning Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDF 716</td>
<td>Assessment of Teaching and Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 706</td>
<td>Social, Historical, Philosophical Foundations of Education:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The American School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CULMINATING CORE</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CEDF 792</td>
<td>Integrative Seminar: Research in Childhood Education</td>
<td>3</td>
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<tr>
<td><strong>Choose either:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 724</td>
<td>Student Teaching in Grades 1-3 and 4-6</td>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>30 hrs. in seminar -plus 54-56 days of student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Or one of the following:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 725</td>
<td>Student Teaching in Grades 1-3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 hrs. of seminar and 25 days of student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 727</td>
<td>Practicum in Grades 1-3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 hrs. of seminar plus supervision and conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plus either:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 726</td>
<td>Student Teaching in Grades 4-6</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>30 hrs. of seminar and 25 days of student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Or</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 728</td>
<td>Practicum in Grades 4-6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 hrs. of seminar and 25 days of student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td></td>
<td>45-47</td>
</tr>
</tbody>
</table>

### Admission Requirements

#### A. Matriculated Status

1. An undergraduate degree with a grade point average of at least 2.8.

2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits plus a liberal arts core to include the following: 6 credits in English, including one course in English composition in which a grade of at least B was obtained; 6 credits in history and/or geography with at least one course in U.S. history or U.S. geography; 6 credits in a language other than English (3 credits of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 3 credits in the arts; and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

3. Completion of a satisfactory writing sample as part of the application process.

Note: Meeting these minimum admission requirements does not guarantee admission, which by necessity is subject to availability of resources.

#### B. Conditions of Admission

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

#### C. Admission to Nonmatriculant Status

Applicants for matriculation for matriculation with grade point averages between 2.5 and 2.79 may be considered for nonmatriculant status if resources permit.

#### D. Change from Nonmatriculant to Matriculant Status

Students must re-apply for matriculation during the semester in which they complete 12 credits of course work. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed under "Progress Standards."
Childhood Education: Sample Part-Time Course Sequence
(for students not exempted from any courses)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs/Coreqs</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDF 715</td>
<td>Diversity in the American School</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDF 709</td>
<td>Child Development</td>
<td>3</td>
<td></td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester One credits</strong></td>
<td><strong>6</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER TWO:**

| CEDC 705   | Mathematics Curriculum and Methods                                   | 3       | CEDF 709     | 10 hrs.          |
| CEDC 704   | Teaching Developmental Reading                                       | 3       | CEDF 709     | 10 hrs.          |
|            | **Total Semester Two credits**                                       | **6**   |              |                  |

**SEMESTER THREE:**

| CEDF 710   | Educational Psychology                                              | 3       |              | 5 hrs            |
| CEDC 700   | The Art of Effective Teaching                                       | 3       |              | 5 hrs            |
|            | **Total Semester Three credits**                                     | **6**   |              |                  |

**SEMESTER FOUR:**

| CEDC 730   | Perspectives on Literacy Across the Content Areas                    | 2       | prreq: CEDF 709 and CEDC 704; coreq: CEDC 722 and CEDF 715 |
| CEDC 722   | Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology | 2       | prreq: CEDF 709; coreq: CEDC 715, CEDC 730 |
| CEDC 715   | Fieldwork: Reading and Social Studies                                | 1       | prreq: CEDF 709; coreq: CEDC 722, CEDC 730 | 75 hrs          |
|            | **Total Semester Four credits**                                      | **5**   |              |                  |

**SEMESTER FIVE:**

| CEDC 703   | Teaching Science in the Elementary School                            | 3       | CEDF 709     |                  |
| CEDF 716   | Assessment of Teaching and Learning                                  | 3       | CEDF 709     |                  |
|            | **Total Semester Five credits**                                      | **6**   |              |                  |

**SEMESTER SIX:**

| CEDF 706   | Social, Historical, Philosophical Foundations of Education: The American School | 3       | CEDF 709     |
| CEDC 707   | The Arts: An Interdisciplinary Learning Experience                   | 3       | CEDF 709     |
| HED 714*   | Health Education for the Classroom Teacher                           | 3       | CEDF 709     |
|            | **Total Semester Six credits**                                       | **9**   |              |                  |

**SEMESTER SEVEN:**

| CEDF 792   | Integrative Seminar: Research in Childhood Education                 | 3       | Completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser |
| CEDC 724   | Student Teaching in Grades 1-3 and 4-6                               | 5       | Completion of 37 credits of course work or permission of the childhood education adviser |
|            | 30 hrs. of seminar plus 54-56 days of student teaching               |         |                |
|            | **Choose either:**                                                    |         |                |
| CEDC 725   | Student Teaching in Grades 1-3                                       | 3       | Completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser |
|            | 30 hrs. of seminar and 25 days of student teaching                   |         |                |
| CEDC 727   | Practicum in Grades 1-3                                             | 2       | Completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser |
|            | 30 hrs. of seminar plus supervision and conferences                 |         |                |
|            | **Total Semester Seven credits**                                     | **5 or 6 or 8** |                |

**Plus either**

**SEMESTER EIGHT:** (only for students who did not take CEDC 724)

| CEDC 726   | Student Teaching in Grades 4-6                                       | 3       | Completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser (limited to students who have completed CEDC 727) |
|            | 30 hrs. of seminar and 25 days of student teaching                  |         |                |
| CEDC 728   | Practicum in Grades 4-6                                            | 2       | Completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser |
|            | 30 hrs. of seminar and 25 days of student teaching                  |         |                |
|            | **Total Semester Eight credits**                                    | **2 or 3** |                |

**TOTAL PROGRAM CREDITS:**

45-47

*May be taken any semester prior to student teaching

**NOTE:** Full-time students may combine semesters but should not expect to complete this program in less than two years.
12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below “B” in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade of “F” in any course in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the test of Written Analysis and Expression must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any additional courses.

6. Students must receive a grade of at least B in fieldwork (CEDC 715). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to reregister for and redo that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Please Note: Non-matriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

Exit Standards

1. An overall GPA of at least 3.0.

2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum, which may be repeated only once. Students must complete all required days for student teaching. Those who do not complete the minimum required days will receive a grade of Incomplete in that course, preventing them from graduating that semester.

3. Completion of Integrative Seminar with a grade of B or better.

This is a 33-credit program that prepares students with initial/provisional certification in Childhood education to become better qualified in the teaching of mathematics and science in the elementary grades. The program leads to permanent or professional certification in childhood education.

ADMISSIONS STANDARDS

Matriculation

1) Undergraduate degree with a GPA of at least 2.8.

2) New York State initial or provisional teacher certification in early childhood education, childhood education, elementary education, or special education.

3) Completion of a satisfactory writing sample as part of the application process.

4) Submission of a letter of recommendation from a supervisor to be included in the application.

5) Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)

6) Applicants with provisional certification must provide evidence of course work in assessment, educational technology, and specific aspects of health education, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement will be admitted with conditions and must complete (additional) course work in these areas. (See item 4 in next section) Applicants certified before February 2004 must also show evidence that they have taken workshops in Violence and Child Abuse Prevention, as mandated by New York State.
Nonmatriculant Status Requirements

1) Applicants for matriculation who have completed an approved New York State teacher education program in early childhood, childhood, elementary or special education, and who have passed all required New York State certification tests but have not yet received their initial teaching certificate, will be admitted as nonmatriculants, as resources permit.

2) Applicants for matriculation who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary or special education may be considered for nonmatriculant status.

3) Applicants for matriculation who are certified (in early childhood, childhood, elementary or special education) in states other than New York who meet all other admission criteria may be accepted into the program on a nonmatriculant basis and can take up to 12 credits while seeking reciprocal certification in New York State.

4) Applicants for matriculation who do not meet the criteria of foundational course work in assessment and/or educational technology will be considered for nonmatriculated status until they either obtain a passing grade in EDC 714 (Advanced Educational Technology for Elementary School Teachers) and/or EDF 716 (Assessment Teaching and Learning) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the department chair(s).

Change in Status From Nonmatriculated to Matriculated

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

Childhood Education Mathematics/Science Specialization Course of Study

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Prereq/Coreq</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDC 716</td>
<td>Educational Technology in Mathematics and Science Teaching and Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 738</td>
<td>The English Language: Theories and Pedagogical Implications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 740</td>
<td>Contemporary Mathematics in the Elementary School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 742</td>
<td>Workshop/Seminar in Elementary Mathematics/Science Curriculum</td>
<td>3</td>
<td>CEDC 743</td>
</tr>
<tr>
<td>CEDC 743</td>
<td>Research Seminar in Mathematics/Science Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 744</td>
<td>Development of Mathematical/Scientific Concepts in Children All program All program courses</td>
<td>3</td>
<td>CEDC 742 and CEDC 743</td>
</tr>
<tr>
<td>CEDC 776</td>
<td>Planet Earth: Life Science, Environmental and Earth Science</td>
<td>3</td>
<td></td>
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<tr>
<td>CEDC 777</td>
<td>Physical Science for Elementary Teachers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDF 716</td>
<td>Assessment of Teaching and Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CEDC 717*</td>
<td>Independent Study in Curriculum and Teaching (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEDC 718*</td>
<td>Independent Study in Curriculum and Teaching (2)</td>
<td></td>
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</tr>
<tr>
<td>CEDC 719*</td>
<td>Independent Study in Curriculum and Teaching (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 709.57</td>
<td>Regional Geography of the New York Metropolitan Area</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 700</td>
<td>Issues and Practices in Educating Persons with Disabilities</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 33

Note: Students who have already completed an introductory special education course may enroll in SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).

* Independent study may be taken in lieu of a required course with permission of the program coordinator.

COURSE WAIVERS

1) Master’s candidates may transfer in and/or waive up to three required courses in the master’s in mathematics and science education by providing evidence of prior equivalent coursework.

2) An elective course must be substituted for a waived course with adviser’s approval.

3) Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which pre-requisites have been met may be substituted for waived courses with the permission of the program coordinator.

2) Students with more than one course grade below “B” in the first 12 credits will not be allowed to continue in the program.

3) A student who receives a grade of “F” in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4) Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

Please Note: Non-matriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

12-CREDIT PROGRESS STANDARD FOR MATRICULATED STUDENTS

1) Students must maintain an overall GPA of 3.0 or better.

EXIT STANDARDS

1) Overall GPA of 3.0 or better.

2) A grade of B- or better in EDC 743, in which a culminating research project is completed.
Hunter College offers two specialized graduate-level counseling programs to qualified students. Enrollment by nonmatriculated students must be approved by the program coordinator.

The School Counselor Program primarily prepares graduates for careers in a variety of school settings, including elementary schools, junior high schools, senior high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals, and a wide variety of community-based organizations.

The Rehabilitation Counseling Program prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs.

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

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their coursework. Students may take additional courses and work toward becoming eligible for both certifications.

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

Central to all counseling approaches is the belief that people can develop, assume responsibility, achieve autonomy, and engage in problem-solving. Effective counseling requires that counselors understand and accept clients, develop rapport, and establish collaborative working relationships. To achieve these ends, counselors need a background in the psychology of human development, counseling theories, and cultural similarities and differences, as well as skills in individual and group counseling, mastery of assessment techniques, and knowledge of current issues and research.

1. Minimum undergraduate grade point average of 2.7; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Interviews with faculty members, alumni, or currently enrolled students. Central purposes of these interviews include assessing counselor potential, applicability of work and life experience, and candidate expectations about both the programs and the field.
5. Recommendations from appropriate professional or academic references to aid in determining potential for work as a professional counselor.

Meeting these minimum requirements does not guarantee acceptance to the program. Admission to the program is highly competitive, and each applicant’s grade point average, counselor potential, and applicability of work and life experience are carefully considered.

In some instances, a small number of students who demonstrate exceptional potential and experience, but have an undergraduate GPA of less than 2.7, may be recommended for provisional admission as nonmatriculated students.
Requirements for Maintenance of Matriculation and Graduation

1. Students must maintain a 3.0 GPA to remain in the program and must complete a minimum of 51 credits of course work to graduate.

2. Students must demonstrate counseling knowledge and skills as defined by the faculty and community agency supervisors.

3. Active participation in small group seminars and community and professional activities is required.

4. A student receiving a grade of C or below in any of the following courses cannot continue in the programs: COCO 701 (Counseling Skills), COCO 706 (Group Counseling), COCO 718 (Practicum), COCO 719 (Individual Supervision) and COCO 725 and 726 (Internship).

5. The faculty may require that a student gain additional experience in counseling skills and competencies before permission is granted to complete the program.

6. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

THE CURRICULUM

The curriculum at Hunter includes basic core courses for the two counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

Counseling Programs Sequence of Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COCO 701</td>
<td>Counseling Skills and Interviewing Techniques</td>
</tr>
<tr>
<td>COCO 702</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td>COCO 703</td>
<td>Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education</td>
</tr>
<tr>
<td>COCO 706</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>COCO 707</td>
<td>Multicultural Aspects of Counseling</td>
</tr>
<tr>
<td>COCO 708</td>
<td>Measurement and Appraisal</td>
</tr>
<tr>
<td>COCO 709</td>
<td>Research Methods</td>
</tr>
<tr>
<td>COCO 711</td>
<td>Supervision and Administration</td>
</tr>
<tr>
<td>COCO 712</td>
<td>Career Counseling, Assessment and Placement</td>
</tr>
<tr>
<td>COCO 718</td>
<td>Practicum in Counseling</td>
</tr>
<tr>
<td>COCO 725</td>
<td>Internship in Counseling I</td>
</tr>
<tr>
<td>COCO 726</td>
<td>Internship in Counseling II</td>
</tr>
<tr>
<td>COCO 700</td>
<td>Life Stage Development</td>
</tr>
<tr>
<td>COCO 715</td>
<td>Family Systems and Counseling Issues</td>
</tr>
<tr>
<td>COUNS 717</td>
<td>Foundations of School Counseling</td>
</tr>
<tr>
<td>COUNS 720</td>
<td>Culminating Seminar in School Counseling</td>
</tr>
</tbody>
</table>

Total 51 credits

REHABILITATION COUNSELING

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COCO 701</td>
<td>Counseling Skills and Interviewing Techniques</td>
</tr>
<tr>
<td>COCO 702</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td>COCO 703</td>
<td>Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education</td>
</tr>
<tr>
<td>COCO 706</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>COCO 707</td>
<td>Multicultural Aspects of Counseling</td>
</tr>
<tr>
<td>COCO 708</td>
<td>Measurement and Appraisal</td>
</tr>
<tr>
<td>COCO 709</td>
<td>Research Methods</td>
</tr>
<tr>
<td>COCO 711</td>
<td>Supervision and Administration</td>
</tr>
<tr>
<td>COCO 712</td>
<td>Career Counseling, Assessment and Placement</td>
</tr>
<tr>
<td>COCO 718</td>
<td>Practicum in Counseling</td>
</tr>
<tr>
<td>COCO 719</td>
<td>Individual Supervision</td>
</tr>
<tr>
<td>COCO 725</td>
<td>Internship in Counseling I</td>
</tr>
<tr>
<td>COCO 726</td>
<td>Internship in Counseling II</td>
</tr>
</tbody>
</table>

Electives (select two of the four courses)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COCO 710</td>
<td>Chemical Dependency</td>
</tr>
<tr>
<td>COCO 723</td>
<td>Transition from School to Adult Life for Students with Disabilities</td>
</tr>
<tr>
<td>COCO 735</td>
<td>Seminar in Chemical Dependency</td>
</tr>
<tr>
<td>COCO 715</td>
<td>Family Systems and Counseling Issues</td>
</tr>
<tr>
<td>COUNR 716</td>
<td>Resources and Foundations of Rehabilitation</td>
</tr>
<tr>
<td>COUNR 720</td>
<td>Medical Aspects of Disability</td>
</tr>
</tbody>
</table>

Total 54 credits

Bilingual (Spanish/English) Extension In Pupil Personnel Services

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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILED 701</td>
<td>Principles and Practices in Bilingual Education</td>
</tr>
<tr>
<td>BILED 779</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td>COCO 707</td>
<td>Multicultural Aspects of Counseling</td>
</tr>
<tr>
<td>COCO 718</td>
<td>Practicum in Counseling (100 hrs.)</td>
</tr>
</tbody>
</table>

Total 57 credits
There are two programs within this early childhood education master’s degree program. Program 1 is for students without prior teaching certification. Program 2 is for students with initial/provisional certification in childhood education, elementary education pre-K-6, special education, or TESOL. The early childhood programs are not for applicants who already have initial certification in early childhood education (ECE). Students who seek a master’s degree and who already have ECE initial certification may want to consider the early childhood special education program or some other certification area at the graduate level. The programs in early childhood education have been recognized by the National Association for the Education of Young Children.

**PROGRAM 1**

**Admission Standards**

**A. Matriculation Requirements**

1. A cumulative undergraduate grade point average (GPA) of 2.8 from an accredited bachelor’s degree program or a master’s degree with a GPA of 3.5 or better.

2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.

3. A general education core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology (a course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which at least one course must be in U.S. history or U.S. geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); and 3 credits in the arts.

4. Completion of a satisfactory writing sample as part of the application process.

**B. Nonmatriculant Status Requirements**

Applicants for matriculation with an undergraduate GPA of 2.5-2.79 may be considered for nonmatriculant status if resources permit. A grade of at least B on a college-level composition course and an on-site writing sample will be required, unless the applicant provides evidence of a passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination.

**12-Credit Progress Standards for Matriculated Students**

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work.

Any student who does not receive a passing score on the LAST and who does poorly on the test of Written Analysis and Expression must enroll in a college-directed literacy course or workshop series approved by an adviser before being permitted to register for any additional courses.

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**Early Childhood Course of Study — Program 1:**

36-42 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECF 700</td>
<td>Child Development: Birth to Age Eight</td>
<td>3</td>
<td>15 hrs fieldwork</td>
</tr>
<tr>
<td>ECF 701</td>
<td>Social and Historical Contexts of Early Childhood Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECF 702</td>
<td>Assessment in Early Childhood Education: Birth through Grade 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECF 703</td>
<td>Early Childhood Curriculum: Birth through Grade 2</td>
<td>3</td>
<td>20 hrs fieldwork</td>
</tr>
<tr>
<td>ECF 705</td>
<td>Language and Literacy: Birth through Kindergarten</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECF 706</td>
<td>Language and Literacy: K through Grade 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECF 707</td>
<td>Language and Literacy: English Language Learners</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECF 708</td>
<td>Children with Special Needs: Birth through Grade 2</td>
<td>3</td>
<td>15 hrs fieldwork</td>
</tr>
<tr>
<td>ECF 710</td>
<td>Early Childhood Mathematics: Birth through Grade 2</td>
<td>3</td>
<td></td>
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<tr>
<td>ECF 711</td>
<td>Science in Early Childhood: Birth through Grade 2</td>
<td>3</td>
<td></td>
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<tr>
<td>ECF 712</td>
<td>Pre-Student Teaching Field Placements in Early Childhood</td>
<td>1</td>
<td>50 hrs fieldwork</td>
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<tr>
<td>ECF 713</td>
<td>The Expressive Arts in Early Childhood</td>
<td>3</td>
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<tr>
<td>ECF 714</td>
<td>Health, Safety and Nutrition in Early Childhood</td>
<td>3</td>
<td></td>
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<tr>
<td>ECF 715</td>
<td>Educational Technology in Early Childhood</td>
<td>1</td>
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</table>

**TAKE EITHER**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 716</td>
<td>Student Teaching Experiences in Early Childhood: 40 Days</td>
<td>3</td>
</tr>
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</table>

**OR**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 717</td>
<td>Supervised Practicum in Early Childhood</td>
<td>1</td>
</tr>
</tbody>
</table>

**PLUS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 718</td>
<td>Early Childhood Student Teaching: 20 Days</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 720</td>
<td>Integrative Seminar in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits:** 36-42

*ECF refers to courses in the foundations of education; ECC refers to courses in curriculum.

Please note: Students who qualify for waivers may take ECC 719.51, 719.52, 719.53 (Special Topics in Early Childhood Education), 1, 2 and 3 credits or a course in another program with permission of the Early Childhood Program coordinator. Students may be exempted from up to 6 credits based on evidence of prior equivalent course work.*
6. Students must receive a grade of at least B in fieldwork (ECC 712). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to reregister for and redo that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Please Note: Non-matriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

Change in Status from Non-matriculant to Matriculant
Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12 credit benchmarks listed above under “Progress Standards for Matriculated Students.”

Exit Standards
1. Overall GPA of at least 3.0.
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of ECC 720 (Integrative Seminar in Early Childhood Education).

PROGRAM 2: 30-35 credits

Admission Standards
A. Matriculation Requirements
1. Undergraduate degree with GPA of 2.8 or master’s degree with GPA of 3.5 or better.
2. New York State initial/provisional teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.

B. Nonmatriculant Status Requirements
1. Applicants with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for New York State teacher certification in childhood education, special education, or TESOL.
2. Applicants for matriculation with an undergraduate degree whose GPA is 2.5-2.79 and who have New York State initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

Change in Status from Non-matriculant to Matriculant
Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12 credit benchmarks listed below under “Progress Standards for Matriculated Students.”

Exit Standards
1. Overall GPA of at least 3.0
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this course. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of ECC 720 (Integrative Seminar in Early Childhood Education).

Early Childhood Course of Study — Program 2:
30-35 credits

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 700</td>
<td>Child Development: Birth to Age Eight</td>
<td>3</td>
<td>15 hrs fieldwork</td>
</tr>
<tr>
<td>ECC 701</td>
<td>Social and Historical Contexts of Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 702</td>
<td>Assessment in Early Childhood Education: Birth through Grade 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 703</td>
<td>Early Childhood Curriculum: Birth through Grade 2</td>
<td>3</td>
<td>20 hrs fieldwork</td>
</tr>
<tr>
<td>ECC 704</td>
<td>Language and Literacy: Birth through Grade 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 707</td>
<td>Language and Literacy: English Language Learners</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ECC 708</td>
<td>Children with Special Needs: Birth through Grade 2</td>
<td>3</td>
<td>15 hrs fieldwork</td>
</tr>
<tr>
<td>ECC 709</td>
<td>Mathematical and Scientific Thinking in Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 713</td>
<td>The Expressive Arts in Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 714</td>
<td>Health, Safety and Nutrition in Early Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECC 715</td>
<td>Educational Technology in Early Childhood</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TAKE EITHER

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 716</td>
<td>Student Teaching Experiences in Early Childhood: 40 Days</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
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<tbody>
<tr>
<td>ECC 720</td>
<td>Integrative Seminar in Early Childhood Education</td>
<td>3</td>
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</table>

Total credits: 30-35

*ECF refers to courses in the foundations of education; ECC refers to courses in curriculum.

Please note: Students who qualify for waivers may take ECC 719.51, .52, .53 (Special Topics in Early Childhood Education), 1, 2 and 3 credits or a course in another program with permission of the Early Childhood Program coordinator. Students may be exempted from up to 5 credits based on prior equivalent course work.
This is a 31-37 credit program that prepares teachers with initial/provisional certification to meet New York State requirements for permanent certification as a teacher of literacy birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA)

ADMISSIONS STANDARDS

Matriculation Requirements
1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial or provisional teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
4. Completion of a satisfactory on-site writing sample after the application is reviewed.
5. Completion of a satisfactory interview.
6. Applicants with provisional certification obtained prior to February 2, 2004 (when the new New York State teacher education regulations went into effect), must provide evidence of course work in assessment, training in school violence and child abuse prevention, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement may be required to complete (additional) course work in these areas. (See item 4 in next section.)

Nonmatriculant Status Requirements
1. Applicants for matriculation who have completed an approved New York State teacher education program in early childhood, childhood, elementary, TESOL or special education, and who have passed all required New York State certification tests but have not yet received their initial teaching certificate, may be admitted as nonmatriculants as resources permit.
2. Applicants for matriculation who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary, TESOL or special education may be considered for nonmatriculant status if resources permit.
3. Teachers certified (in early childhood, childhood, elementary, TESOL or special education) in states other than New York, who meet all other admission criteria, may be accepted into the program on a nonmatriculated basis as resources permit and can take up to 12 credits while seeking reciprocal certification in New York State.

4. Applicants who do not meet the criteria of foundational course work in assessment may be considered for nonmatriculated status as resources permit until they either obtain a passing grade in EDF 716 (Assessment of the Teaching-Learning Process) or demonstrate equivalent competence to Hunter College instructors of assessment selected by the relevant department chair(s).

Change in Status from Nonmatriculated to Matriculated
1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state must reapply for matriculation as soon as they can show proof of New York State certification.
2. Those applicants who are accepted as nonmatriculants for other reasons must re-apply for matriculation during the semester in which they complete 9-12 credits of literacy courses if they have obtained New York State initial teacher certification and have completed the foundational course work as described above. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

COURSE WAIVERS AND EXEMPTIONS
1. Master's candidates may transfer in and/or waive up to three required courses in the master's in literacy program by providing evidence of prior equivalent course work.
2. An elective course may be substituted for a waived course with advisor's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which pre-requisites have been met may be substituted for waived courses with the permission of the program coordinator.
4. Master's candidates who already have a masters degree in Early Childhood Education, Special Education, Childhood Education and/or TESOL may be exempted from up to two courses in the masters in literacy program by providing their advisor or the program coordinator with evidence of prior equivalent coursework and a grade not less than a B+.
PROGRESS STANDARDS

When 12 (foundational transition point), 18-20 (pre-clinical transition point) and 27-30 credits have been earned in the master's in literacy program, the following progress standards will be evaluated:

1. Master's candidates must maintain a GPA of a minimum of 3.0 on all courses taken in the literacy master's program.
2. Master's candidates with any course grades below B- in literacy courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.
5. An "achieved the standard" rating, or better, on the professional teaching portfolio during presentation to the Masters in Literacy Portfolio Review Committee.
6. Literacy masters candidates who do not "achieve the standard" must revise their portfolios with the guidance of their advisors and "achieve" the standard during the subsequent semester's Literacy Portfolio Review Committee meeting.
7. Literacy masters candidates who do not "achieve the standard" by the end of the second presentation will not be allowed to register for any further courses until the standards have been met.

EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDLIT 740, in which a culminating project is completed.
3. 31-37 Credits in the masters in literacy program.
4. An adequate rating, or better, in the practicum (EDLIT 742) as reflected in a grade of B or better.
5. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Masters in Literacy Portfolio Review Committee.

Literacy Education: Course of Study

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Preqs</th>
<th>Coreqs</th>
<th>Field Experience /Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC 704.FW</td>
<td>Language and Literacy in Early Childhood Education: Birth through 2nd grade</td>
<td>3</td>
<td>None</td>
<td>EDLIT 739.01</td>
<td>5 hours in an early literacy setting</td>
</tr>
<tr>
<td>EDLIT 732</td>
<td>Children's Literature</td>
<td>3</td>
<td>None</td>
<td></td>
<td>5 hours in a classroom-based dramatic demonstration</td>
</tr>
<tr>
<td>EDLIT 733</td>
<td>Theories and Process of Teaching Writing: Pre-K through Grade 6</td>
<td>3</td>
<td>None</td>
<td></td>
<td>15 hours observing and analyzing writing development</td>
</tr>
<tr>
<td>EDLIT 735</td>
<td>Instructional Approaches to Literacy: K through Grade 6</td>
<td>3</td>
<td>None</td>
<td>EDLIT 739.03</td>
<td>15 hours in the field adapting instruction, materials, and/or curricula for enrichment, ESL or special needs learners</td>
</tr>
<tr>
<td>EDLIT 730</td>
<td>Language, Literacy and Learning in School Contexts: Grades 1 through 6</td>
<td>3</td>
<td>pre/coreqs: ECC 704.FW, EDLIT 735</td>
<td></td>
<td>15 hours in the field analyzing language use of ESL learners</td>
</tr>
<tr>
<td>EDLIT 731</td>
<td>Literacy Assessment: Grade 2 through Grade 6</td>
<td>3</td>
<td>pre/coreqs: ECC 704.FW, EDLIT 735</td>
<td></td>
<td>15 hrs in the field assessing diverse learners</td>
</tr>
<tr>
<td>EDLIT 734</td>
<td>Literacies within the Disciplines: Grade 2 through Grade 6</td>
<td>3</td>
<td>pre/coreqs: ECC 704.FW, EDLIT 735, EDLIT 739.02</td>
<td></td>
<td>10 hours in a classroom focused on older learners (grades 3 to 6) and content area literacy</td>
</tr>
<tr>
<td>EDLIT 736</td>
<td>Diagnosis of Reading Difficulties</td>
<td>3</td>
<td>EDLIT 731</td>
<td></td>
<td>15 hours of diagnosis, under supervision, of students with reading difficulties</td>
</tr>
<tr>
<td>EDLIT 737</td>
<td>Practicum in Remedial Reading</td>
<td>3</td>
<td>EDLIT 736</td>
<td></td>
<td>20 hours of supervised remedial sessions with individual students on-site at Hunter College</td>
</tr>
<tr>
<td>EDLIT 738</td>
<td>Literacy Programs: Organization and Resources</td>
<td>3</td>
<td>EDLIT 731</td>
<td></td>
<td>15 hours of survey for the enhancement of literacy programs</td>
</tr>
<tr>
<td>EDLIT 739.01</td>
<td>Delays in Early Language Literacy Development in Young Children with Special Needs</td>
<td>1</td>
<td>None</td>
<td>ECC 704.FW</td>
<td>5 hours of observation in an inclusive early childhood setting or a program with a special needs focus</td>
</tr>
<tr>
<td>EDLIT 739.02</td>
<td>Special Needs Issues in Literacies within the Curriculum</td>
<td>1</td>
<td>EDLIT 739.01</td>
<td>EDLIT 734</td>
<td>None</td>
</tr>
<tr>
<td>EDLIT 739.03</td>
<td>Adaptations and Modifications in Approaches to Literacy for Students with Special Needs</td>
<td>1</td>
<td>EDLIT 739.01</td>
<td>EDLIT 735</td>
<td>None</td>
</tr>
<tr>
<td>EDLIT 740</td>
<td>Leadership in Literacy</td>
<td>3</td>
<td>A minimum of 27 credits in the master's in literacy program</td>
<td>None</td>
<td>50-hour college-supervised practicum divided into two 25-hour placements: one at early childhood level (birth to grade 2) and one at the childhood level (grades 3 to 6)</td>
</tr>
<tr>
<td>EDLIT 742</td>
<td>Practicum in Literacy</td>
<td>1</td>
<td>15 to 18 credit hours in the literacy master's program</td>
<td>None</td>
<td>50-hour college-supervised practicum divided into two 25-hour placements: one at early childhood level (birth to grade 2) and one at the childhood level (grades 3 to 6)</td>
</tr>
</tbody>
</table>

Total credits: 37

with 185 hours in the field of which 150 hours of field experience/practicum is in the schools and 35 hours is at Hunter College
SPECIAL EDUCATION

Department Office: (212) 772-4700
Secretary Jean Leung: 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu
Chairperson Kate Garnett: 910 West Building; (212) 772-4700; kgarnett@hunter.cuny.edu
Advisers:
Learning Disabilities
Tim Lackaye; 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu
David Connor; 917 West Building; (212) 772-4746; dconnor@hunter.cuny.edu
Behavior Disorders
Tom McIntyre; 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu
Severe/Multiple Disabilities (including Deafblindness)
Rosanne K. Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu
Early Childhood Special Education
Diane Taranto; 911 West Building; (212) 772-5667; dtaranto@hunter.cuny.edu
Shirley Cohen; 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
Grace Lappin; 942 West Building; (212) 772-4745; glappin@hunter.cuny.edu
Deaf and Hard-of-Hearing
Elaine Gale; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu
Blind and Visually Impaired
Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu
Gifted Education
Dona Matthews; 913 West Building; (212) 772-4703; dmatt@hunter.cuny.edu

Hunter’s graduate program in special education prepares teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes, resource rooms, pre-schools, early intervention programs and supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities at Hunter College have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter’s specializations for the master’s degree in special education leads to New York State teacher certification. Hunter’s specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education: early childhood education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

The early childhood master’s degree programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood education program, which encompasses grades 1-6.

The graduate program in special education also offers a number of advanced certificates, annotations and extensions: an advanced certificate in severe disabilities: autism; and an annotation in severe/multiple disabilities with a focus on autism; an advanced certificate in orientation and mobility for students holding a master’s degree in blind and visually impaired or rehabilitation teaching; an advanced certificate in blind and visually impaired for students holding a master’s degree in special education; and an extension in gifted education for students who hold New York State teacher certification.

Students who enter the programs with no previous certification and subsequently complete the master’s degree will meet the education requirements for New York State initial certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial/provisional certification in childhood grades 1-6 or elementary education Pre-K-6, and subsequently complete the master’s degree, will meet the education requirements for New York State professional/permanent certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood or elementary certification enter the Program 2 track.

Similarly, students who enter the early childhood special education program with initial/provisional certification in childhood Birth-Grade 2 or elementary education Pre-K-6, and subsequently complete the master’s degree, will meet the education requirements for New York State professional/permanent certification in early childhood/elementary education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities to be applied across a range of education settings; specializations provide in-depth preparation for working with students.

<table>
<thead>
<tr>
<th>MASTERS DEGREE COURSES OF STUDY IN SPECIAL EDUCATION</th>
<th>Program 1</th>
<th>Program 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Special Education: Learning Disabilities</td>
<td>42-56 cr</td>
<td>35-37 cr</td>
</tr>
<tr>
<td>Childhood Special Education: Behavior Disorders</td>
<td>43-55 cr</td>
<td>36 cr</td>
</tr>
<tr>
<td>Childhood Special Education: Multiple/Severe Disabilities (including Deafblindness)</td>
<td>44-56 cr</td>
<td>37 cr</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>40-54 cr</td>
<td>36 cr</td>
</tr>
<tr>
<td>Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities</td>
<td>46-60 cr</td>
<td>42 cr</td>
</tr>
<tr>
<td>Deaf and Hard-of-Hearing</td>
<td>40-58 cr</td>
<td>33-39 cr</td>
</tr>
<tr>
<td>Blind and Visually Impaired</td>
<td>48-60 cr</td>
<td>41 cr</td>
</tr>
<tr>
<td>Blind and Visually Impaired with Orientation and Mobility Sequence</td>
<td>63-75 cr</td>
<td>55-56 cr</td>
</tr>
<tr>
<td>Visual Impairment: Rehabilitation Teaching Specialization</td>
<td>40 cr</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment: Rehabilitation Teaching Specialization with Orientation and Mobility Sequence</td>
<td>55 cr</td>
<td></td>
</tr>
</tbody>
</table>
within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter’s programs is their linking of theory to effective instruction.

Masters Degree

Admission Standards for Program 1 in Childhood Special Education (Learning Disabilities, Behavior Disorders, or Severe/Multiple Disabilities), Deaf and Hard-of-Hearing, and Blind and Visually Impaired and for Program 1A in Early Childhood Special Education

A. Matriculation Requirements

1. Undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better
   or
   graduate degree from an approved college with a GPA of 3.5 or better
   plus

2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits and a general education core in liberal arts and sciences to include a minimum of 6 credits in English (including a course in English composition with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement).

B. Conditions of Admission

Applicants who do not meet all of the liberal arts and science prerequisite requirements may be admitted with up to 12 credits of “conditions” that they must take at either the undergraduate or graduate level. Although required, these additional “conditioned” courses do not count in the calculation of minimum credits towards the master’s degree.

C. Consideration for Nonmatriculant Status

Applicants for matriculation with an undergraduate degree from an approved college whose GPA falls between 2.5–2.79 may be considered for nonmatriculant status. Students may not take more than 12 credits as nonmatriculants (at least 9 of these must be in special education).

D. Change in Status from Nonmatriculated to Matriculated

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

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### Childhood Special Education: Learning Disabilities*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 700</td>
<td>Issues and Practices in the Education of Students with Disabilities</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td>SPED 701</td>
<td>Assessment of Students with Disabilities</td>
<td>3</td>
<td>15 hrs</td>
</tr>
<tr>
<td>SPED 702</td>
<td>Classroom Management in Special Education and Inclusive Settings</td>
<td>3</td>
<td>20 hrs</td>
</tr>
<tr>
<td>SPED 703</td>
<td>Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders</td>
<td>3</td>
<td>10 hrs</td>
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<tr>
<td>SPED 704</td>
<td>Issues in Teaching English-Language Learners with Special Education Needs</td>
<td>1</td>
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</tr>
<tr>
<td>SPED 705</td>
<td>Use of Instructional Technology in Special Education</td>
<td>1</td>
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<tr>
<td>SPED 706</td>
<td>Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td>SPED 707</td>
<td>Research Seminar: Issues in Special Education</td>
<td>3</td>
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</tr>
</tbody>
</table>

### LEARNING DISABILITIES SPECIALIZATION (15-17 cr)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
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<tbody>
<tr>
<td>SPED 780</td>
<td>The Study of Learning Disabilities</td>
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<tr>
<td>SPED 781</td>
<td>Reading and Writing for Students with Learning Disabilities: Methods 1</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td>SPED 782</td>
<td>Supervised Clinical Teaching of Students with Learning Disabilities: Part 1</td>
<td>2</td>
<td>20 hrs</td>
</tr>
<tr>
<td>SPED 783</td>
<td>Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2</td>
<td>3</td>
<td></td>
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<tr>
<td>SPED 784</td>
<td>Supervised Clinical Teaching of Students with Learning Disabilities: Part 2</td>
<td>2</td>
<td>20 hrs</td>
</tr>
<tr>
<td>SPED 785</td>
<td>Student Teaching: Learning Disabilities, Grades 1-3 or 4-6</td>
<td>4</td>
<td>(30 hrs seminar, plus conferences, plus 40 days of student teaching)</td>
</tr>
</tbody>
</table>

**Or**

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
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<tbody>
<tr>
<td>SPED 785.50</td>
<td>Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6</td>
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<td>(30 hrs seminar, plus conferences)</td>
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</table>

**Or both of the following**

<table>
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<th>Credits</th>
<th>Field Exp.</th>
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<tbody>
<tr>
<td>SPED 785.51</td>
<td>Student Teaching: Learning Disabilities, Grades 1-3 or 4-6</td>
<td>2</td>
<td>(30 hrs seminar, plus conferences, plus 20 days of student teaching)</td>
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<tr>
<td>SPED 785.52</td>
<td>Student Teaching: Learning Disabilities, Grades 1-3 or 4-6</td>
<td>2</td>
<td>(30 hrs seminar, plus conferences, plus 20 days of student teaching)</td>
</tr>
</tbody>
</table>
Admissions Standards for Program 1B in Early Childhood Special Education

1. Any New York State teacher certificate other than early childhood education and
2. an undergraduate BA or BS from an approved college with a GPA of 2.8 or better or
   a graduate degree from an approved college with a GPA of 3.5 or better.

Admissions Standards for Program 2

(For applicants to the childhood special education, blind and visually impaired and deaf and hard-of-hearing programs who hold childhood, or PreK-grade 6 New York State teacher certification, and applicants applying to the early childhood special education programs who hold early childhood New York State Certification)

A. Matriculation Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or
   A graduate degree from an approved college with a GPA of 3.5 or better plus

2. New York State initial/provisional teacher certification in childhood education grades 1-6, or elementary education PreK-grade 6.

Childhood or PreK-grade 6 certification is required for programs in childhood special education: learning disabilities; childhood special education: behavior disorders; deaf and hard-of-hearing; and blind and visually impaired education programs. Early childhood or PreK-grade 6 certification is required for the programs in early childhood special education.

Those holding provisional certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.

B. Consideration for Nonmatriculant Status

Applicants for matriculation with an undergraduate degree from an approved college whose GPA falls between 2.5 and 2.79 and who have the appropriate New York State initial/provisional teacher certification may be considered for nonmatriculant status as resources permit.

C. Change in Status from Nonmatriculated to Matriculated

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

Admissions Standards for Rehabilitation Teaching

A. Matriculation Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or
   a graduate degree from an approved college with a GPA of 3.5 or better
12-CREDIT PROGRESS STANDARDS FOR MATRICULATED STUDENTS IN ALL MASTER’S DEGREE PROGRAMS (Programs 1 and 2)

A. Students must maintain an overall GPA of 3.0 in order to continue in the program.

B. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

C. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.

D. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. It is recommended that students with two or more INs take an official leave of absence while they are completing their IN courses.

E. For Program 1 students only: All students should take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

Other Progress Standards

A. Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729, ECC 712; SPED 776 or SPED 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. A student with two or more INs is prohibited from registering for any course. It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

C. In order to enroll in student teaching or supervised practicum, all students must:

   - Have an overall GPA of at least 3.0
   - Have no outstanding INs.

   Students in childhood special education, deaf and hard-of-hearing, or blind and visually impaired must also:

   - Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50
   - Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50).

   Students in early childhood special education must complete SPED 776 or 767.
EXIT STANDARDS FOR ALL MASTER’S DEGREE PROGRAMS

A. Grade Point Average
Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

B. Written Language
Students must demonstrate consistently satisfactory written English in all course work.

C. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

1. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. No grade less than B is acceptable for these teaching skill courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

2. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

D. Culminating Activity
Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

1. a comprehensive research-based oral presentation on a current special education issue
   and either

2. an original written research proposal
   or

3. a written proposal for competitive grant funding.
**Additional Course Requirements for Program 1:**

**Childhood Special Education (Learning Disabilities, Behavior Disorders, or Severe/Multiple Disabilities) and in Deaf and Hard-of-Hearing, Blind and Visually Impaired, or Blind and Visually Impaired with Orientation and Mobility Sequence**

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from **CEDC 729** (Fieldwork in Childhood Education for Special Educators (1 credit)).

**CEDF 706.50** ........................................... 3 cr  
Social Historical, Philosophical Foundations of Education: The American School

**CEDF 709** ............................................ 3 cr  
Child Development, including 3 hours of fieldwork

**CEDC 722.50** ........................................... 2 cr  
Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

**CEDC 703.50** ........................................... 3 cr  
Teaching Science in the Elementary School

**CEDC 704.50** ........................................... 3 cr  
Teaching Developmental Reading, including 10 hours of fieldwork

**CEDC 705.50** ........................................... 3 cr  
Mathematics Curriculum and Methods

**CEDC 729** .............................................. 1 cr  
Fieldwork in Childhood Education for Special Educators, including 50 hours of fieldwork plus 15 hours of seminar

**HED 715** .............................................. 1 cr  
Health Education for Special Educators

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**Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities**

42 cr  
*See page 140 for additional course requirements for Program 1 master’s degree*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 700</td>
<td>Issues and Practices in the Education of Students with Disabilities</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>SPED 706.50</strong></td>
<td>Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td>SPED 790</td>
<td>Foundations and Educational Implications of Severe/Multiple Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 791</strong></td>
<td>Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities</td>
<td>3</td>
<td>15 hrs</td>
</tr>
<tr>
<td>SPED 792</td>
<td>Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness</td>
<td>3</td>
<td>15 hrs</td>
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<tr>
<td><strong>SPED 793</strong></td>
<td>Total Communication for Learners with Severe/Multiple Disabilities</td>
<td>2</td>
<td>10 hrs</td>
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<tr>
<td>SPED 746</td>
<td>Educational Implications of Learners who are Deafblind</td>
<td>3</td>
<td>10 hrs</td>
</tr>
<tr>
<td><strong>SPED 770</strong></td>
<td>Curriculum Models and Methods in Early Intervention and Early Childhood Special Education</td>
<td>3</td>
<td>5 hrs</td>
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<tr>
<td><strong>SPED 771</strong></td>
<td>Autistic Spectrum Disorders: Characteristics Implications for Intervention, and Educational Strategies</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>SPED 772</strong></td>
<td>Behavioral Theory and Its Applications to Young Children with Special Needs</td>
<td>3</td>
<td>5 hrs</td>
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<tr>
<td><strong>SPED 773</strong></td>
<td>Developing Partnerships with Families for Their Child's Development and Learning</td>
<td>1</td>
<td>2.5 hrs</td>
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<tr>
<td><strong>SPED 774</strong></td>
<td>Reading and Writing for Students with Special Education Needs (Grades K-2)</td>
<td>3</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>SPED 775</strong></td>
<td>Mathematics for Students with Special Education Needs, Grades K-2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 707</strong></td>
<td>Research Seminar: Issues in Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 767</strong></td>
<td>Field Experience in Early Childhood Special Education with an Annotation in Severe Disabilities (includes 15 hr seminar)</td>
<td>1</td>
<td>30 hrs</td>
</tr>
</tbody>
</table>

**Either**

| **SPDE 777.50** | Student Teaching: Early Education with an Annotation in Severe Multiple Disabilities (30 hr Seminar plus 40 days) | 4       |            |

**Or**

| **SPDE 778.50** | Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities, 20 days (30 hr seminar plus 20 days) | 2       |            |

**Plus**

| **SPDE 779.50** | Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities (30 hr seminar plus conferences) | 2       |            |
Additional Course Requirements for Program 1: Early Childhood Special Education and Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

Program 1A is for students who do not have any teaching certificate. Students must take between 11-18 credits of early childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

- ECF 700 Child Development 3 cr
- ECC 703 Early Childhood Curriculum Birth through Grade 2
- ECC 706 Language and Literacy: K through Grade 2
- ECC 707 Language and Literacy: English Language Learners
- ECC 709 Mathematical and Scientific Thinking in Early Childhood
- ECC 712 Pre-Student Teaching Field Placements in Early Childhood
- ECC 713 The Expressive Arts in Early Childhood
- HED 715 Health Education for Special Educators

Program 1B is for students who have a teaching certificate in an age level or area other than early childhood education. Students in Program 1B who have teacher certification in childhood education or in elementary PreK-grade 6 will complete the 36-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of those courses based on an analysis of the applicant’s prior coursework).

- ECC 703 Early Childhood Curriculum Birth through Grade 2
- ECC 712 Pre-Student Teaching Field Placements in Early Childhood

Students whose prior certification is in an area other than childhood or elementary education (e.g., adolescent education, middle school education, music, dance, TESOL) may need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant’s prior coursework.
###-school of education

#### Special Education

**Visual Impairment: Rehabilitation Teaching**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
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<tbody>
<tr>
<td>SPED 700</td>
<td>Issues and Practices in the Education of Students with Disabilities</td>
<td>3</td>
<td>5 hrs</td>
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</table>

**VISUAL IMPAIRMENT: REHABILITATION TEACHING SPECIALIZATION (37 cr)**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 740</td>
<td>Medical Aspects and Educational Implications of Visual Impairments</td>
<td>3</td>
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<tr>
<td>SPED 741</td>
<td>Education and Rehabilitation of Individuals with Visual Impairments</td>
<td>3</td>
<td>15 hrs</td>
</tr>
<tr>
<td>SPED 742</td>
<td>Alternate Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities</td>
<td>3</td>
<td>15 hrs</td>
</tr>
<tr>
<td>SPED 743</td>
<td>Curriculum and Instructional Strategies for Learners with Visual Impairments</td>
<td>3</td>
<td>15 hrs</td>
</tr>
<tr>
<td>SPED 744</td>
<td>Braille Literacy and Communication Skills for Learners with Visual Impairments</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPED 745</td>
<td>Assistive Technology for Learners with Visual Impairments</td>
<td>3</td>
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</tr>
<tr>
<td>SPED 746</td>
<td>Mathematics Literacy and Nemeth Code for Learners with Visual Impairments</td>
<td>1</td>
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<tr>
<td>SPED 747</td>
<td>Educational Implications of Learners who are Deafblind</td>
<td>3</td>
<td>10 hrs</td>
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<tr>
<td>SPED 748</td>
<td>Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments</td>
<td>3</td>
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<tr>
<td>SPED 749</td>
<td>Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12 (30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels)</td>
<td>4</td>
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</table>

**OR one of the following:**

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<thead>
<tr>
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<th>Title</th>
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<tr>
<td>SPED 748.50</td>
<td>Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar, plus conferences, plus 20 days student teaching)</td>
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<tr>
<td>SPED 748.51</td>
<td>Student Teaching: Blindness and Visual Impairment, Grades 7-12 (30 hrs seminar, plus conferences, plus 20 days student teaching)</td>
<td>2</td>
</tr>
<tr>
<td>SPED 748.52</td>
<td>Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar, plus conferences)</td>
<td>2</td>
</tr>
<tr>
<td>SPED 748.53</td>
<td>Supervised Practicum: Blindness and Visual Impairment, Grades 7-12 (30 hrs seminar, plus conferences)</td>
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**Plus one of the following:**

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 748.54</td>
<td>(Pre-school-grade 6) Student Teaching (20 days)</td>
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<tr>
<td>SPED 748.55</td>
<td>(Grades 7-12) Student Teacher (20 days)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 748.56</td>
<td>(Pre-school-grade 6) Supervised Practicum (20 days)</td>
<td>1</td>
</tr>
<tr>
<td>SPED 748.57</td>
<td>(Grades 7-12) Supervised Practicum (20 days)</td>
<td>1</td>
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</table>

**OPTIONAL SEQUENCE IN ORIENTATION AND MOBILITY (15 cr)**

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 765</td>
<td>Intermediate Orientation and Mobility</td>
<td>3</td>
</tr>
<tr>
<td>SPED 766</td>
<td>Advanced Orientation and Mobility</td>
<td>3</td>
</tr>
<tr>
<td>SPED 767</td>
<td>Orientation and Mobility: Internship/Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SPED 749</td>
<td>Orientation and Mobility for Students with Visual and Additional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 768</td>
<td>Two-Week Intermediate Orientation and Mobility Lab/Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SPED 769</td>
<td>Two-Week Advanced Orientation and Mobility Lab/Seminar</td>
<td>2</td>
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</table>

**40 cr in total or 55 cr with optional sequence in O&M**

*The Rehabilitation Teaching program alone does not lead to New York State teacher certification.*
ADVANCED CERTIFICATE PROGRAM LEADING TO AN EXTENSION IN GIFTED EDUCATION

This is a 4-course 12-credit course of study for students who already have NYS teacher certification or who are in the process of completing such certification. It is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners, and to take leadership roles in the field. Achievement of specialized expertise in gifted education will be recognized by a post-master's degree certificate of competence. The NYSED gifted certificate extension will not be granted until candidates have a NYS teaching certificate and have passed the Gifted Content Specialty Test.

Admissions Standards
1. NYS teacher certification and at least 15 credits of graduate study in education for a specific school population, with at least one course in human development (including child or adolescent development)
2. A GPA of at least 3.5 in graduate courses in a graduate degree program
3. Onsite writing sample and interview
4. Two letters of recommendation from appropriate professional or academic sources.

Standards
1. No course grade below B.

Note In order to obtain the certificate extension, individuals must also pass the NYS Content Specialty Test in gifted education.

SPECIAL EDUCATION ADVANCED CERTIFICATES AND EXTENSIONS

| Advanced Certificate Program Leading To An Extension In Gifted Education |
|---|---|
| Total Credits | 12 |
| Consists of all courses listed below |
| Course No. | Title |
| SPED 753 | Understanding and Identifying Gifted Learners: Individual and Developmental Diversity (also listed as CEDF 753) |
| SPED 754 | Differentiating Curriculum for Gifted and Talented Learners (also listed as CEDC 754) |
| SPED 755 | Assessment and Instruction for Diversely Gifted Learners (also listed as CEDC 755) |
| SPED 756 | Professional Discourse and Leadership in Gifted Education (also listed as ADSUP 756, CEDC 756, CEDF 756) |

ADVANCED CERTIFICATE IN SEVERE DISABILITIES: AUTISM AND ANNOTATION IN SEVERE/MULTIPLE DISABILITIES WITH A FOCUS ON AUTISM

The advanced certificate is designed for teachers who already have a master's degree in special education or are in the process of completing that degree, or who already have either permanent or professional certification in special education.

The annotation is available to students in the early childhood special education or childhood special education programs at Hunter College.

The advanced certificate and the annotation are 12 credit course sequences. Students who have completed the Hunter College early childhood special education program will need only six additional credits for the Advanced Certificate or Annotation.

Admission Standards
Advanced Certificate:
1. A master's degree in special education or current matriculation in such a program, or permanent or professional certification in special education (PreK-12, early childhood special education, or childhood special education).
2. An undergraduate GPA of at least 2.8 or a master's degree GPA of at least 3.5.
3. A teaching position that includes children on the autism spectrum.

Advanced Certificate in Severe Disabilities: Autism and Annotation In Severe/Multiple Disabilities With A Focus On Autism

Total credits 12
Consists of all courses listed below

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEDE 771</td>
<td>Autism Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies</td>
</tr>
<tr>
<td>SPEDE 772</td>
<td>Behavioral Theory and Its Applications to Young Children with Special Needs</td>
</tr>
<tr>
<td>SPEDE 776.51</td>
<td>Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism</td>
</tr>
<tr>
<td>SPEDE 780</td>
<td>Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders</td>
</tr>
<tr>
<td>SPEDE 781</td>
<td>Incidental Teaching and Other Naturalistic Behavioral Strategies</td>
</tr>
<tr>
<td>SPEDE 782</td>
<td>Higher Functioning Children with Autism</td>
</tr>
<tr>
<td>SPEDE 783</td>
<td>Inclusion of Children with Autism Spectrum Disorders</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5 hours</td>
</tr>
<tr>
<td>3</td>
<td>5 hours</td>
</tr>
<tr>
<td>2</td>
<td>60 hours</td>
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<td>1</td>
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</table>
4. A strong recommendation from a teaching supervisor.

Annotation:
1. Completion of or current matriculation in the master's degree program in early childhood special education or special education at Hunter College.
2. A teaching position that includes children on the autism spectrum.
3. A strong recommendation from a teaching supervisor.

Exit Standard
A GPA of 3.0 with a grade of at least B in the field experience course, SPEDE 776.51. Consists of all courses listed below

---

### Advanced Certificate in Blind and Visually Impaired: Teacher of the Blind and Visually Impaired

**Total credits 19**

**Course of Study for Advanced Certificate: Teacher of the Blind and Visually Impaired**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Experience</th>
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</thead>
<tbody>
<tr>
<td>SPED 740</td>
<td>Medical Aspects and Educational Implications of Visual Impairments</td>
<td>3</td>
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</tr>
<tr>
<td>SPED 741</td>
<td>Education and Rehabilitation of Individuals with Visual Impairments</td>
<td>3</td>
<td>10 hours</td>
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<tr>
<td>SPED 742</td>
<td>Curriculum and Instructional Strategies for Learners with Visual Impairments (includes 15 hrs of field experience)</td>
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<td>15 hours</td>
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<tr>
<td>SPED 743</td>
<td>Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs of field experience)</td>
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<td>10 hours</td>
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<td>SPED 745</td>
<td>Mathematics Literacy and Nemeth Code for Learners with Visual Impairments</td>
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<tr>
<td>SPED 747</td>
<td>Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments</td>
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<tr>
<td>SPED 748.50</td>
<td>Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar plus conferences, plus 20 days student teaching)</td>
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<tr>
<td>SPED 748.51</td>
<td>Student Teaching: Blindness and Visual Impairment, Grades 7-12 (30 hrs seminar, plus conferences, plus 20 days student teaching)</td>
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<tr>
<td>SPED 748.52</td>
<td>Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar, plus conferences)</td>
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<tr>
<td>SPED 714.51</td>
<td>Topics/SPED: ITI Practicum in Visual Impairment</td>
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### Advanced Certificate in Blind and Visually Impaired: Teacher of the Blind and Visually Impaired

The 19-credit advanced certificate in teacher of the blind and visually impaired is designed to prepare special education teachers who have master's degrees and New York State Certification in childhood education to serve as teachers of the blind and visually impaired in educational programs for infants, toddlers, children and youths, including those with multiple disabilities. The focus is on the development of unique knowledge and skills through course work and practicum experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain New York State Certification as teacher of the blind and visually impaired.

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### Admissions Standards

1. Undergraduate BA or BS degree from an Accredited Institution, with a GPA 2.8 or better, plus teacher of special education teaching certificate. (AND) 
   - master’s degree from an approved college in special education and teacher of special education teaching certificate with a GPA of 3.5 or better, 
   - Evidence of acceptable writing skills, 
   - Three letters of recommendation, 
   - Evidence of work, volunteer, or personal experience with individuals with visual impairments, 
   - An interview with a special education faculty member.

### Progress/Exit Standards

**Progress Standards**

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. NOTE: It is recommended that students with two or more INs take an official leave of absence to complete their INs.

**Exit Standards**

1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.
The 18 credit advanced certificate in orientation and mobility is designed to prepare rehabilitation teachers who have master’s degrees and academy certification and/or teachers of the blind and visually impaired who have New York State certification to serve as orientation and mobility specialists in educational programs for infants, toddlers, children and youths, and adults who are blind and visually impaired including those with multiple disabilities. The focus is on the development of unique knowledge and skills through course work and internship experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain national certification from the academy for certification of vision rehabilitation and education professionals as orientation and mobility specialists.

Admissions Standards
1. Undergraduate BA or BS degree from an Accredited Institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.
OR
Master’s degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress/Exit Standards
Progress Standards
1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Exit Standards
1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.

Advanced Certificate in Blind and Visually Impaired: Orientation and Mobility

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<td>COUNR 730</td>
<td>Counseling with the Aged</td>
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<tr>
<td>SPED 749</td>
<td>Orientation and Mobility for Students with Visual Impairments and Additional Disabilities</td>
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<tr>
<td>SPED 765</td>
<td>Intermediate Orientation and Mobility</td>
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<td>SPED 766</td>
<td>Advanced Orientation and Mobility</td>
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<td>SPED 767</td>
<td>Orientation and Mobility: Internship/Seminar</td>
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<tr>
<td>SPED 768</td>
<td>Intermediate Orientation and Mobility: Lab &amp; Seminar</td>
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<tr>
<td>SPED 769</td>
<td>Advanced Orientation and Mobility: Lab &amp; Seminar</td>
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</table>
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Coordinator Virginia Tong: 1011 West Building; (212) 772-4687; virginia.tong@hunter.cuny.edu

The TESOL program is designed to educate people who wish to teach students for whom English is a second or foreign language – either children or adults. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by teachers of English to native speakers. This preparation is the focus of the MA program in TESOL.

The MA program in TESOL is interdisciplinary. It encompasses courses that provide students with a theoretical and practical background in general linguistics, phonetics, the structure of American English, second language acquisition, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations.

Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. Courses in the TESOL curriculum reflect three levels of hierarchy: introductory, intermediate and advanced. Because introductory courses are prerequisites for more advanced courses, students are to take courses in this sequence.

There are two programs leading to an MA in TESOL that also satisfy the requirements for New York State certification:

1. **PROGRAM 1**: Pre-K-12 Track (46-51) credits for students without prior certification and 2. **PROGRAM 2**: Pre-K-12 Track (35-40) credits for students with prior certification.

3. A third program is the ADULT TRACK (36 credits).

These tracks are not interchangeable, and students must specify one of them for their applications to be processed. More important, students in the ADULT PROGRAM do NOT qualify for New York State Pre-K-12 certification. There is no New York State certification for ESL teachers of adults.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

The minimum admission requirements for the three TESOL programs are listed below. Meeting these minimum requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant’s grade point average, type of college courses taken, written personal statement and interview, English language proficiency, foreign language credits, and quality of experience are all carefully considered for admission to the program. Only 6 course credits equivalent to courses in the MA in TESOL curriculum can be transferred from other accredited graduate programs.

Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking section.

In all three programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Students who are completing their course work have a choice of either (1) writing a master’s essay (EDESL 780) for three credits or (2) taking a three-hour comprehensive examination, which carries no credit and is graded on a pass/fail basis. Those who write a master’s essay are exempt from taking the comprehensive examination.

**PROGRAM 1**

**TESOL Pre-K-12 Program for Students without Prior Certification (46-51 credits)**

The Pre-K-12 Program 1 prepares students for New York State certification in TESOL, for which students apply through the college during the last semester in the program.

**Minimum Admission Requirements**

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor’s degree program or 3.5 from a master’s degree program; those applicants who have a GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non matriculated basis if space is available.

2. A liberal arts or sciences major of at least 30 credits.

3. A general education core in liberal arts and sciences to include:
   - 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language;
   - 9 credits in communication and English with at least one course in written analysis and expression and one course in English literature;
   - 12 credits in science, mathematics, and technology (a college course in calculus satisfies 6 credits of this requirement);
   - 6 credits in social studies (including at least one course in U.S. history or U.S. geography);
   - 3 credits in the arts.

4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

5. Submission of two letters of recommendation to be included in the graduate application.

6. A statement of purpose to be included in the graduate application.

7. Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the paper-administered test or 250 on the computer administered test; 5.0 on the Test of Written English (TWE); and 50 on the Test of Spoken English (TSE).
### COURSE OF STUDY: TESOL PROGRAM 1

<table>
<thead>
<tr>
<th>Course/No.</th>
<th>Title</th>
<th>Credits</th>
<th>Field Experience</th>
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<tr>
<td><strong>CORE REQUIREMENTS (33 cr)</strong></td>
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<tr>
<td>LING 701</td>
<td>Introduction to General Linguistics</td>
<td>3</td>
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<tr>
<td>EDESL 783.10</td>
<td>Methodology of Teaching English to Speakers of Other Languages</td>
<td>3</td>
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<tr>
<td>EDESL 705</td>
<td>Structure of English: A Pedagogical View</td>
<td>3</td>
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<tr>
<td>LING 773</td>
<td>Theory and Research of Second Language Acquisition</td>
<td>3</td>
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<td>ANTH 777</td>
<td>Language and Culture</td>
<td>3</td>
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<td>EDESL 787</td>
<td>TESOL for Children (Pre-K-12)</td>
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<td>EDESL 781</td>
<td>Curriculum and Materials in TESOL</td>
<td>3</td>
<td>25 hours</td>
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<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
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<td>EDESL 791</td>
<td>Language Assessment in TESOL</td>
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<td>EDESL 792</td>
<td>Second Language Literacy</td>
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<td>Technology in TESOL: Pre-K-12</td>
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<td>EDESL 794</td>
<td>Teaching ESL Students with Disabilities: Pre-K-12</td>
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<td>EDESL 795</td>
<td>Health Education for Teachers of ESL Students: Pre-K-12</td>
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<td><strong>ADDITIONAL REQUIRED COURSES FOR PROGRAM ONE ONLY</strong></td>
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<tr>
<td>CEDC 704</td>
<td>Teaching Developmental Reading</td>
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<td>CEDF 708</td>
<td>Social, Historical, Philosophical Foundations of Education: The American School</td>
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<tr>
<td>CEDF 709</td>
<td>Child Development</td>
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<td>CEDCF 700</td>
<td>Art and Science of Effective Teaching</td>
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<td><strong>Two of the Following:</strong></td>
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<tr>
<td>EDESL 785.10</td>
<td>Supervised Student Teaching: Pre-K-6 (30 days at an elementary school)</td>
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<tr>
<td>EDESL 785.20</td>
<td>Supervised Student Teaching: 7-12 (30 days at a secondary level)</td>
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<tr>
<td>EDESL 788.10</td>
<td>Supervised Practicum in the Elementary School: Pre-K-6 *</td>
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<tr>
<td>EDESL 788.20</td>
<td>Supervised Practicum in the Secondary School: Grades 7-12 *</td>
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<td>EDESL 780</td>
<td>Master's Essay</td>
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<td><strong>Total credits</strong></td>
<td><strong>46-51</strong></td>
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</tr>
</tbody>
</table>

Students may be exempted from up to six credits if they have taken equivalent coursework elsewhere.

* Practicum students are expected to be in the classroom during the entire semester of practicum. Students who complete the practicum by teaching at the elementary level must complete an additional practicum by teaching at the secondary level and vice versa. In some cases, this additional practicum may be completed in evening or summer ESL programs.

### Fieldwork Standard

1. Students must receive a grade of at least B in fieldwork (EDESL 783.10). Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to reregister for and redo that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

### Change in Status from Non-matriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the 12-credit progress standards listed under “Program Standards for Matriculated Students.”

**Note:** Applicants may be conditioned in a maximum of 12 credits of arts and sciences or foreign language, which may be fulfilled by either graduate or undergraduate courses but which do not count toward the master’s degree. All conditioned coursework must be completed within the first 3 semesters in the purpose.

### Requirements for the Degree

1. A minimum of 40 credits beyond the baccalaureate degree as outlined in the sequence of courses below, completed with an overall B average

2. A passing score on the comprehensive examination or successful completion of a master’s essay (EDESL 780).

3. Students must demonstrate satisfactory graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language to their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.

4. Students must maintain an overall B average in order to remain in good standing in the program.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on Test #5 Written Analysis and Expression (essay) must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

**12-Credit Progress Standards for Matriculated Students**

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.
PROGRAM 2
TESOL Pre-K-12 Program for Students with Prior Teacher Certification in Another Area (35-40 credits)

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another area. Students qualify for New York State certification in TESOL, in this case, an additional certification, which they apply for through the College during the last semester in the program.

Minimum Admission Requirements

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's program; students who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty for non matriculant acceptance if space is available.

2. 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in a Foreign Language.

3. Proof of New York State teacher certification in an area other than TESOL (specifically, early childhood, childhood, middle childhood, or adolescent education; special subjects; disability areas; or literacy). Applicants who present proof of passing scores on all required tests of the New York State Teacher Certification Examination in addition to completion of an approved New York State teacher education program will be considered for non matriculant admission as resources permit until they present proof of New York State certification. Then they may reapply for matriculant status.

4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

5. Submission of two letters of recommendation, to be included in the graduate application.

6. Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the paper-administered test or 250 on the computer administered test; 5.0 on the Test of Written English (TWE); and 50 on the Test of Spoken English (TSE).

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course including arts and sciences courses in the first 12 months will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 months are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Change in Status from Non-matriculant to Matriculant

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

Requirements for the Degree

1. A minimum of 29 credits beyond the baccalaureate degree as shown in the course sequence below, completed with an overall B average.

2. A passing score on the comprehensive examination or a master's essay (EDES 780).

3. Students must demonstrate satisfactory graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language to their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.

4. Students must maintain an overall B average in order to remain in good standing in the program.

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<tr>
<td><strong>Total Credits:</strong></td>
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</table>
TESOL ADULT PROGRAM (36 CREDITS)

The TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

Minimum Admission Requirements

1. A cumulative undergraduate GPA of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program; those applicants who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non-matriculated basis if space is available.

2. Twelve (12) credits of foreign-language study documented on the transcript or equivalent credits on a standardized proficiency test like the College Level Proficiency Program (CLEP) or the NYU Proficiency Test in a Foreign Language.

3. Submission of two letters of recommendation to be included in the graduate application.

4. Submission of statement of purpose to be included in the graduate applicant.

5. Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the paper-administered test or 250 on the computer administered test; 5.0 on the Test of Written English (TWE); and 50 on the Test of Spoken English (TSE).

6. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

Change in Status from Non-matriculant to Matriculant

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

Requirements for the Degree

1. A minimum of 30 credits beyond the baccalaureate degree as outlined in the sequence of courses in the program completed with an overall B average.

2. Comprehensive examination or a master’s essay (EDESL 780).

COURSE OF STUDY: TESOL ADULT PROGRAM

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<th>Course/No.</th>
<th>Title</th>
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<tr>
<td>LING 701</td>
<td>Introduction to General Linguistics</td>
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<tr>
<td>EDESL 783</td>
<td>Methodology of Teaching English to Speakers of Other Languages (including of field experience)</td>
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<td>25 hours</td>
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<td>EDESL 786</td>
<td>Phonetics of American English</td>
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<td>EDESL 705</td>
<td>Structure of English: A Pedagogical View</td>
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<td>LING 773</td>
<td>Theory and Research of Second Language Acquisition</td>
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<td>ANTH 777</td>
<td>Language and Culture</td>
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<td>EDESL 781</td>
<td>Curriculum and Materials in TESOL</td>
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<td>EDESL 782</td>
<td>TESOL in Adult Education</td>
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<td>EDESL 784</td>
<td>Fieldwork in TESOL with Adults (60 hours of teaching/seminar in the Community Outreach Program in English)</td>
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<td>EDESL 780</td>
<td>Master’s Essay</td>
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6-9 CREDITS OF ELECTIVES FROM:

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<td>EDESL 791</td>
<td>Language Assessment in TESOL</td>
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<td>EDESL 792</td>
<td>Second Language Literacy: Reading and Writing: Pre-K-12</td>
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<td>EDESL 790</td>
<td>Technology in TESOL: Adult</td>
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<td>ENGL 615</td>
<td>Rhetoric and Composition</td>
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<td>THC 788/786</td>
<td>Sociodrama/ Creative Dramatics</td>
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<td>CEDC 717/718/719</td>
<td>Independent Study 1, 2, or 3</td>
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Total Credits 36
COURSE LISTINGS

Each course 45 hours, 3 cr unless otherwise noted

ADSUP 700 Human Relations for Equity & Social Justice
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

ADSUP 701 Organization and Administration of Public School Systems
A systems approach using strategic planning for leading district/region organizations.
25 to 35 hrs of leadership experiences in field work

ADSUP 702 School Building Leadership
The collaborative nature of organizational management at the building level.
25 to 35 hrs of leadership experiences in field work

ADSUP 703 Supervision for the Improvement of Instruction
An examination of productive supervisory techniques which promote the improvement of instruction.
25 to 35 hrs of leadership experiences in field work

ADSUP 705 Research Seminar in Supervision and Administration
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

ADSUP 706 School-Based Field Experience Seminar in Administration and Supervision
An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.
200 hrs of leadership experiences in field work

ADSUP 707 District/Region Field Experience Seminar in Administration and Supervision
An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.
200 hrs of leadership experiences in field work

ADSUP 708 District/Region and School-Based Field Experience Seminar in Administration and Supervision
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 hrs of leadership experience in field work

ADSUP 709 Legal Issues in Education
An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law.
25 to 35 hrs of leadership experiences in field work

ADSUP 711 School Finance, Facilities & Operations
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 712 School Improvement through Technology and Data-Driven Decision-Making
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 714 Leadership, Change and School Reform
Leadership models and change processes as they relate to school reform.
25 to 35 hrs of leadership experiences in field work

ADSUP 720 Theory and Principles of Curriculum Design
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 722 Analysis of Problems and Issues in Contemporary Education
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

BILED 701 Foundations of Bilingual Education
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.
45 hrs plus 5 hrs of fieldwork, 3 cr

BILED 711 Bilingual Literacy
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.
pre: CEDF 709, BILED 701
30 hrs, 2 cr

BILED 711.50 Fieldwork in Bilingual Literacy
This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment.
Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to 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.
coreq: BILED 711
75 hrs, 1 cr

BILED 717 Language Assessment for English Language Learners
An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.
pre: BILED 711, CEDF 709, CEDC 704
30 hrs plus 5 hrs of fieldwork and lab, 2 cr

BILED 771 Psychology of Language Learning and Teaching
Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.
pre: CEDF 709, CEDC 704
45 hrs, 3 cr

BILED 777 Instruction Through the Native Language
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.
pre: CEDF 709, BILED 701
45 hrs plus 10 hrs of fieldwork, 3 cr

BILED 779 Multicultural Education
Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.
pre: CEDF 709, BILED 701
45 hrs plus 5 hrs of fieldwork, 3 cr

BILED 780 Bilingual Research Seminar
The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.
pre: 39 credits or permission of program coordinator
30 hrs plus lab, 2 cr
BILED 782 Supervised Student Teaching
Grades 1–3 & 4–6
Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days per week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.
prereq: completion of 39 cr of course work or permission of the program coordinator
40 days (20 in grades 1–3, 20 in grades 4–6) plus 15 hrs of seminar, 4 cr

BILED 783 Practicum in Grades 1–3
Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 784 or 786.
prereq: completion of 39 cr of course work or permission of the program coordinator
15 hrs of seminar plus conferences, 2 cr

BILED 784 Practicum in Grades 4–6
Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 783 or 785.
prereq: completion of 39 cr of course work or permission of the program coordinator
15 hrs of seminar plus conferences, 2 cr

BILED 785 Supervised Student Teaching in Grades 1–3
Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 784 or 786.
prereq: completion of 39 cr of course work or permission of the program coordinator
15 hrs of seminar plus conferences, 2 cr

BILED 786 Supervised Student Teaching in Grades 4–6
Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 783 or 785.
prereq: completion of 39 cr of course work or permission of the program coordinator
15 hrs of seminar plus conferences, 2 cr

CEDC 703 Teaching Science in the Elementary School
A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
pre or coreq: CEDF 709

CEDC 704 Teaching Developmental Reading
The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored.
pre or coreq: CEDF 709

CEDC 7105.50 Teaching Science in the Elementary School
For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
pre or coreq: CEDF 709

CEDC 711 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.
pre or coreq: CEDC 705

CEDC 713 Advanced Methods of Teaching Elementary School Science
The major goal of the advanced methods course is to continue to develop a foundation for the growth of the professional science educator. Through selective experiences the course will focus on advanced instructional styles and strategies. In addition, the course includes working with students from culturally diverse backgrounds, working with special needs students, using multimedia technology effectively, and working with parents and the community.
pre or coreq: CEDC 703, CEDF 709

CEDC 714 Advanced Educational Technology for Elementary School Teachers
Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.
pre or coreq: CEDF 709, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet).

CEDC 715 Fieldwork: Reading and Social Studies
Supervised experiences in pedagogical applications of literacy and social studies methods and courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.
pre or coreq: CEDF 709, coreq: CEDC 730 and 722

CEDC 750.50 Mathematics Curriculum and Methods
For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics.
pre or coreq: CEDF 709
includes 10 hrs of fieldwork

CEDC 707 The Arts: An Interdisciplinary Learning Experience
Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.
pre or coreq: CEDF 709

CEDC 712 Advanced Methods of Teaching Math in Elementary Schools
For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.
pre or coreq: CEDF 709

CEDC 714 Advanced Educational Technology for Elementary School Teachers
Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.
pre or coreq: CEDF 709, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet).

CEDC 715 Fieldwork: Reading and Social Studies
Supervised experiences in pedagogical applications of literacy and social studies methods and courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.
pre or coreq: CEDF 709, coreq: CEDC 730 and 722

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CEDC 716 Educational Technology in Mathematics and Science
Teaching/Learning
An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

CEDC 717 Independent Study in Curriculum and Teaching
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC 718 Independent Study in Curriculum and Teaching
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC 719 Independent Study in Curriculum and Teaching
Permission of faculty adviser and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

CEDC 722 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology
Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq: CEDF 709; coreqs: CEDC 715 and 730
30 hrs, 2 cr

CEDC 722.50 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology
For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

prereq: CEDF 709
30 hrs, 2 cr

CEDC 724 Student Teaching in Grades 1–3 and 4–6
Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; four full days a week plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to 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. 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.

prereq: completion of 31 credits of course work including CEDC 730 or premission of the childhood education adviser
30 hrs of seminar plus 25 days of student teaching

CEDC 725 Student Teaching in Grades 1–3
Teacher candidates who take this course must also take CEDC 726 or 728. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728. Practicum in grades 4–6. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in 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.

prereq: completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser
30 hrs of seminar plus supervision and conferences, 2 cr

CEDC 726 Student Teaching in Grades 4–6
Teacher candidates who take this course must also take CEDC 725 or 727. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 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. Not for students who have completed CEDC 724 or 726.

prereq: completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser
30 hrs of seminar plus supervision and conferences, 2 cr

CEDC 727 Practicum in Grades 1–3
Teacher candidates who take this course must also take CEDC 726 or 728. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in 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 725.

prereq: completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser
30 hrs of seminar plus supervision and conferences, 2 cr

CEDC 728 Practicum in Grades 4–6
Teacher candidates who take this course must also take CEDC 725 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.

prereq: completion of 31 credits of course work including CEDC 730 or permission of the childhood education adviser
30 hrs of seminar plus supervision and conferences, 2 cr
CEDC 729 Fieldwork in General Education for Special Educators
Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of 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.
prereq: CEDF 709, CEDC 704.5 and 705.50
15 hrs of seminar plus 50 hrs fieldwork, 1 cr

CEDC 729.5 Fieldwork in General Childhood Education for Bilingual Educators
Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C+ or C in fieldwork must apply to the chairperson for permission to 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.
prereq: CEDF 709; BILED 701. Observing and assisting teaching in an elementary school setting
15 hrs of seminar plus 50 hrs fieldwork, 1 cr

CEDC 730 Perspectives on Literacy Across the Content Areas
Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.
prereq: CEDF 709; CEDC 704; coreq: CEDC 715 and 722
30 hrs, 2 cr

CEDC 738 The English Language: Theories and Pedagogical Implications
An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

CEDC 740 Contemporary Mathematics in the Elementary School
A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

CEDC 742 Workshop Seminar in Elementary School Mathematics/Science
The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

CEDC 743 Research Seminar in Mathematics/Science Education
An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

CEDC 744 Development of Mathematical/Scientific Concepts in Children
Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

CEDC 760 Special Topics in the Arts
The theory and application of children's artistic development. Course includes visual arts content, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.
prereq: CEDC 707

CEDC 776 Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers
Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

CEDC 777 Physical Science for Elementary Teachers
Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

CEDCF 700 The Art and Science of Effective Teaching
This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.
pre or coreq: CEDF 709
includes 5 hrs of fieldwork

CEDF 700.50 The Art and Science of Effective Teaching
For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.
pre or coreq: CEDF 709

CEDF 706 Social, Historical, Philosophical Foundations of Education: The American School
An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

CEDF 706.50 Social, Historical, Philosophical Foundations of Education: The American School
For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

CEDF 708 Child Development
Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.
includes 5 hrs of field work

CEDF 710 Educational Psychology
Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.
pre or coreq: CEDF 709 or the equivalent
includes 5 hrs of field experience

CEDF 715 Diversity in the American School
Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

CEDF 716 Assessment of Teaching and Learning
Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.
**CEDF 717 Independent Study in Educational Foundations**
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

- permission of faculty advisor and chairperson required

**CEDF 718 Independent Study in Educational Foundations**
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

- permission of faculty advisor and chairperson required

**CEDF 719 Independent Study in Educational Foundations**
Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

- permission of faculty advisor and chairperson required

**CEDF 750 Special Topics in Diversity**
An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.

- prerequisite: CEDF 709; prerequisite or corequisite: CEDF 706

**CEDF 792 Integrative Seminar: Research in Childhood Education**
Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

- prerequisite: completion of 31 credits of course work including CEDC 730 and CEDF 716 or permission of the childhood education advisor

**COCO 700 Life Stage Development**
Analysis of developmental stages throughout the lifespan

**COCO 701 Counseling Skills and Interviewing Techniques**
Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

**COCO 702 Theories of Counseling**
Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

**COCO 703 Psychosocial, Cultural, and Political Aspects of Disability: Rehabilitation and Special Education**
Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

**COCO 704 Professional Ethics**
An exploration of the guidelines that govern professional behavior and the ethical decision-making process. Emphasis on the client’s right and the counselor’s responsibility.

**COCO 705 Vocational Assessment and Placement**
Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, worksite analysis, and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

**COCO 706 Group Counseling**
Theory and principles of group counseling. Developing group-counseling skills through practice.

- prerequisite: COCO 701 and COCO 702

**COCO 707 Multicultural Aspects of Counseling**
Course foci include developing self-awareness of cultural values and biases, awareness of differing worldviews, and knowledge of appropriate intervention strategies.

- prerequisite: COCO 708 Measurement and Appraisal

**COCO 708 Measurement and Appraisal**
Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

**COCO 709 Research Methods in Counseling**
Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

**COCO 710 Chemical Dependency: Issues in Counseling**
This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

**COCO 711 Supervision and Administration in Counseling**
Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

- prerequisite: COCO 706 and COCO 718

**COCO 712 Career Counseling, Assessment and Placement**
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.

- 60 hours, 4 credits

**COCO 715 Family Systems and Counseling Issues**
Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and in interaction with the family unit.

**COCO 716 Internship in Counseling I**
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.

- prerequisite: COCO 718 and 24 credits or in required courses or the approved equivalent; permission of college internship supervisor required.

- Each 300 hours to be arranged in selected field settings. 4 credits for 2 semesters

**COCO 717 Internship in Counseling II**
As above, the second half.

**COCO 722, 728 Special Topics in Counseling**
Study of significant issues, problems, and emerging trends in counseling.

**COCO 723 Transition from School to Adult Living for Youth with Disabilities**
Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living, and adult roles.

**COCO 725 Internship in Counseling I**
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.

- prerequisite: COCO 718

**COCO 726 Internship in Counseling II**
As above, the second half.

**COCO 735 Seminar in Chemical Dependency Counseling Skills and Techniques**
Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

**COCO 741 Independent Study**
Students will carry out independent project approved by faculty and supervised by a staff member.

- 15 hours (supervised), 1 credit

**COCO 742 Independent Study**
Students will carry out independent project approved by faculty and supervised by a staff member.

- 30 hours (supervised), 2 credits

**COCO 743 Independent Study**
Students will carry out independent project approved by faculty and supervised by a staff member.

- 45 hours (supervised), 3 credits
COUNR 716 Resources and Foundations of Rehabilitation
History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

COUNR 720 Medical Aspects of Disability
Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

COUNR 730 Counseling with the Aging
Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

COUNS 720 Culminating Seminar in School Counseling
With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review. (Taken last semester prior to graduation)

pre: CCO 709

ECC 703 Early Childhood Curriculum: Birth through Grade 2
Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

pre or coreq: ECF 700
15 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 704 Language and Literacy: Birth through Grade 2
Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students in early childhood; see ECC 705 and 706)

pre or coreq: ECF 700 for early childhood students only

ECC 705 Language and Literacy: Birth through Kindergarten
Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

pre or coreq: ECC 703

ECC 706 Language and Literacy: K through Grade 2
Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

pre or coreq: ECC 705

ECC 707 Language and Literacy: English Language Learners
Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 704, pre or coreq: 705 or 706
15 hrs 1 cr

ECC 708 Children with Special Needs: Birth through Grade 2
The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

pre: ECC 703; pre or coreq: ECF 702
45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 709 Mathematical and Scientific Thinking in Early Childhood
Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined.

pre or coreq: ECC 703

ECC 710 Early Childhood Mathematics: Birth through Grade 2
Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1)

pre or coreq: ECC 703

ECC 711 Science in Early Childhood Education: Birth through Grade 2
Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K-2 settings. (Required in Program 1)

pre or coreq: ECC 703

ECC 712 Pre-Student Teaching Field Placements in Early Childhood
This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: pre-kindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

pre: ECC 703
15 hrs of seminar plus 50 hrs in the field, 1 cr

ECC 713 The Expressive Arts in Early Childhood
Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

ECC 714 Health, Safety and Nutrition in Early Childhood
This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

pre or coreq: ECF 700

ECC 715 Educational Technology in Early Childhood
Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

15 hrs 1 cr

ECC 716 Student Teaching in Early Childhood Settings
Two student-teaching placements of 20 days each at different age/grade levels (Pre-K, K, grades 1–2) that supplement pre-student teaching field experience. (Birth–3, preK–2)

pre: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712
30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

ECC 716.50 Student Teaching in Early Childhood Bilingual Settings
Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2). 30 hrs of seminar plus 40 days of student teaching

ECC 717 Supervised Practicum in Early Childhood
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.)

pre: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712
15 hrs of seminar plus conferences, 1 cr

ECC 717.50 Supervised Practicum in Early Childhood Bilingual Setting
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.)

15 hrs of seminar plus conferences, 1 cr
ECC 718 Early Childhood Student Teaching
Student teaching for 20 days at one age/grade level: Pre-K–K, or grades 1–2. Students who take ECC 718 must also complete ECC 717. (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712 15 hrs of seminar plus 20 days of student teaching, 2 cr

ECC 718.50 Early Childhood Bilingual Student Teaching
Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 718.50 must also complete ECC 717.50. (Not for students who have completed ECC 716.50.)

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

ECC 719.51, .52, .53 Special Topics in Early Childhood Education
Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

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

ECC 720 Integrative Seminar in Early Childhood Education
Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

prereq: ECF 701, 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711

ECC 700 Child Development:
Birth to Age Eight
Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

45 hrs plus 15 hrs of fieldwork,
5 hrs at each of 3 age levels

ECF 701 Social and Historical Contexts of Early Childhood Education
Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, childcare centers, schools and communities in urban settings.

ECF 702 Assessment in Early Childhood Education: Birth through Grade 2
Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 700

EDES 705 Structure of English:
A Pedagogical View
The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures. Required of students in Programs One, Two, and the Adult Program.

prereq: LING 701 or permission of TESOL adviser

EDES 780 Seminar in Educational Research
(Master's Essay)
A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits and permission of TESOL adviser

EDES 781 Curriculum and Materials in TESOL
Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns. Twenty-five hours of field experience/observation is a part of this course. (Required of students in Programs One, Two, and the Adult Program.)

prereq: LING 701, EDES 783 or permission of TESOL adviser

EDES 782 TESOL in Adult Education
A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course. Required of 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.

prereq: LING 701, EDES 783 or permission of TESOL adviser

EDES 783 Methodology of Teaching English to Speakers of Other Languages
An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A 25-hour field experience is a part of this course. Required for students in Program Two and Program Three (Adult Program).

EDES 783.10 Methodology of Teaching English to Speakers of Other Languages
An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A 25-hour field experience is a part of this course. Required for students in Program One.

EDES 784 Fieldwork in TESOL with Adults
Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments. Required of students in the Adult Program.

prereq: completion of 24 credits or permission of TESOL adviser
60 hrs, 3 cr

EDES 785.10 Supervised Student Teaching in the Elementary School:
Pre-K–6
Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K–6; (2) Students with prior certification in another area must teach 20 days in Pre-K–6. Required of students in Programs One and Two.

prereq: completion of 30 credits or permission of TESOL adviser
15 hr seminar plus student teaching and conferences, 2 cr
note: students should not take 788.10 if they are in this course

EDES 785.20 Supervised Student Teaching in the Secondary School:
Grades 7–12
Supervised student teaching in grades 7–12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12. Required of students in Programs One and Two.

prereq: completion of 30 credits or permission of TESOL adviser
15 hrs seminar plus student teaching and conferences, 2 cr
note: students should not take 788.20 if they are in this course

EDES 786 Phonetics of American English
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.

prereq: LING 701 or permission of TESOL adviser
EDESL 787 TESOL for Children: Pre-K–12
Applications of methods, techniques, and approaches for teaching English as a second/foreign language to children. Intensive treatment coverage of classroom management and the setting and exploitation of learning environments. A field experience is a part of this course.
Required of students in both Pre-K–12 Programs One and Two.
  prerequisite: LING 701, EDESL 783 or permission of TESOL adviser
  includes 25 hrs fieldwork

EDESL 788.10 Supervised Practicum in the Elementary School: Pre-K–6
Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in Programs One and Two who teach ESL in an elementary school setting.
  prerequisite: completion of 30 credits or permission of TESOL adviser
  15 hr seminar plus supervised teaching and conferences, 1 cr
  note: students should not take 785.10 if they are in this course

EDESL 788.20 Supervised Practicum in the Secondary School: Grades 7–12
Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in Programs One and Two who teach ESL in a secondary school setting.
  prerequisite: completion of 30 credits or permission of TESOL adviser
  15 hr seminar plus supervised teaching and conferences, 1 cr
  note: students should not take 785.20 if they are in this course

EDESL 789 Selected Topics in TESOL
An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, 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.
  prerequisite: LING 701 or permission of TESOL adviser

EDESL 790 Technology in TESOL: Adults
Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI). An elective for students in the Adult Program and for students in Programs One and Two who have been waived from a required course.
  prerequisite: LING 701 or permission of TESOL adviser

EDESL 791 Language Assessment in TESOL
An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.
  prerequisite: LING 701 or BILED 771 or pre or coreq: EDESL 705 or permission of TESOL adviser

EDESL 792 Second Language Literacy: Reading and Writing, Pre-K–12
An in-depth treatment of theory and practice in the teaching of literacy skills, specifically reading and writing, to English language learners in the public schools. Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.
  prerequisite: LING 701, EDESL 705 or permission of TESOL adviser
  EDC 704

EDESL 793 Technology in TESOL: Pre-K–12
This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction. Required of students in both Programs One and Two and an elective in the Adult Program.
  15 hours, 1 cr

EDESL 794 Teaching ESL Students with Disabilities: Pre-K–12
Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs. Required of students in Programs One and Two.
  15 hrs, 1 cr

EDESL 795 Health Education for Teachers of ESL: Pre-K–12
An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention. Required of students in Programs One and Two.
  15 hrs, 1 cr

EDLIT 730 Language, Literacy and Learning in School Contexts: Grades 1–6
Psychological, anthropological, socio-linguistic and sociological theories on the interrelationship between language, literacy and learning. Development and documentation of the effects of strategies for building community and promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.
  prerequisite: ECC 704.FW (field work) and EDLIT 735
  includes 15 hrs in the field analyzing language use of ESL learners

EDLIT 731 Literacy Assessment: Birth–Grade 6
Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards.
  prerequisite: ECC 704.FW (field work) and EDLIT 735
  includes 15 hrs in the field assessing diverse learners

EDLIT 732 Children's Literature
Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined.
  includes 5 hrs in a classroom-based dramatic demonstration

EDLIT 733 Theories and Process of Teaching Writing: Pre-K–Grade 6
Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated. Includes 15 hours in the field observing and analyzing writing development

EDLIT 734 Literacies within the Disciplines: K–Grade 6
Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts.
  prerequisite: ECC 704.FW (field work) and EDLIT 735
  includes 10 hrs in a classrooms focused on older learners (grades 3–6) and content area literacy

EDLIT 735 Instructional Approaches to Literacy: Grades 3–6
Historical background and research on the objectives, methods, and materials pertinent to the curriculum for teaching of reading on the elementary levels.
  prerequisite: EDLIT 739.03
  includes 15 hours in the field adapting instruction, materials and/or curricula for enrichment, ESL, or special needs learners

EDLIT 736 Diagnosis of Reading Difficulties
A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.
  prerequisite: EDLIT 731
  includes 15 hours of diagnosis, under supervision, of students with reading difficulties

EDLIT 737 Practicum in Remedial Reading
Theoretical consideration and procedures in the instruction of students with reading difficulties.
  prerequisite: EDLIT 736
  includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
EDLIT 738 Literacy Programs: Organization and Resources
Seminar of a survey of literacy programs in diverse settings utilizing a range of techniques and organizational approaches in the literacy instruction of students, with and without discernible reading difficulties.

preq: EDLIT 731
includes 15 hours of survey for the enhancement of literacy programs

EDLIT 739.01 Delays in Early Language and Literacy Development in Young Children with Special Needs
Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade.

preq: EDC 704.FW
15 hrs 1 cr
includes 5 hrs observation in an inclusive early childhood setting or a program with special needs focus

EDLIT 739.02 Special Needs Issues in Literacies within the Curriculum
Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

preq: EDLIT 739.01; coreq: EDLIT 734
15 hrs 1 cr

EDLIT 739.03 Adaptations and Modifications in Approaches to Literacy for Students with Special Needs
Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

preq: EDLIT 739.02; coreq: EDLIT 735
15 hrs 1 cr

EDLIT 740 Leadership in Literacy
Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the master's in literacy program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

preq: minimum of 27 cr in the literacy program

EDLIT 741 Selected Topics
In-depth study of emerging areas related to literacy education for children birth through grade 6. This is an elective course.

pre or coreq: approval of the instructor

EDLIT 742 Practicum in Literacy
Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the child and parent level.

preq: 15 to 18 credit hours in the literacy master's program
15 hr seminar plus 50 hrs in the field, 1 cr

GEOG 709.57 Geography of The New York Metropolitan Area
An historical and contemporary geography of the New York Metropolitan area structured around the New York State Social Studies Core Curriculum and the National Geography Standards. The course will address the relationship between the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region.

HED 714 Health Education for the Classroom Teacher
The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

pre or coreq: CEDF 709

HED 715 Health Education for Special Educators
This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and school violence prevention.

15 hrs 1 cr

LATED 712 Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin
Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

preq: completion of 18 credits of graduate Latin courses; pre or coreq: SEDF 704, SEDF 703

LATED 713 Methods 2: Teaching for Diverse Learners in Latin
Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

preq: LATED 712; pre or coreq: SEDF 705, SEDC 710
30 hrs plus 36 hrs fieldwork, 2 cr

LATED 731 Student Teaching in Latin, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of 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.

preq: LATED 713; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 4 cr

LATED 741.10 Practicum in Latin, Grades 7–9
Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.10 must also take either LATED 751.20 or LATED 741.20.

preq: LATED 713; pre or coreq: SEDF 706
30 hrs plus conferences, 2 cr

LATED 741.20 Practicum in Latin, Grades 10–12
Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.20 must also take either LATED 751.10 or LATED 741.10.

preq: LATED 713; pre or coreq: SEDF 706
30 hrs plus conferences, 2 cr

LATED 751.10 Practicum in Latin, Grades 7–9
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students 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.

preq: LATED 713; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr
METHODS II: INTENSIVE STUDY OF ADOLESCENT HEALTH AND SAFETY

Students who receive a grade of C+ or C must also complete SEDF 706 and 15 hrs of fieldwork, 2 cr.

LING 701 Introduction to General Linguistics
The study of the basic components of linguistics and their applications to language teaching and first- and second-language literacy. Required of students in Programs One, Two, and the Adult Program.

LING 773 Theory and Research of Second Language Acquisition
A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and the classroom. Required of students in Program One, Two, and the Adult Program.

MUSED 677 Methods of Teaching Instrumental Music, Grades Pre-K–12
Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

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

SEDC 710 Building the Foundations of Literacy in Adolescent Education
Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

SEDC 711 Advanced Study of Young Adult Literature in Our Diverse Society
Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

SEDC 712 Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12
Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7–12.

SEDC 713 Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science
Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State, and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

SEDC 715 Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12
Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

SEDC 720 Adolescent Health and Safety
Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

SEDC 721 Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12
Methodology that facilitates the learning of English languages for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor critiques. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

SEDC 722 Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in languages other than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

SEDC 723 Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

SEDC 724 Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
SED 725 Methods I: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12
Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.
prereq: SEDC 715; pre or coreq: SEDF 705, SEDC 710
30 hrs plus 36 hrs fieldwork, 2 cr

SED 751 Student Teaching in English, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 721; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 752.01 Student Teaching in French, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 752.02 Student Teaching in Italian, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 752.03 Student Teaching in Spanish, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 753 Student Teaching in Mathematics, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 723; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 754.01 Student Teaching in Biology, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 754.02 Student Teaching in Chemistry, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 754.03 Student Teaching in Physics, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 754.04 Student Teaching in Earth Science, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 755 Student Teaching in Social Studies, Grades 7–12
Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 725; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 756 Student Teaching in Music, Pre-K–12
Teacher candidates complete 30 days of student teaching at grades Pre-K–6 and 30 days at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 721; pre or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SED 761.10 Student Teaching in English, Grades 7–9
Students who enroll in SED 761.10 must also complete SEDC 761.20 or SED 771.20.
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 721; pre or coreq: SEDF 706
30 hours, 30 days student teaching plus conferences, 3 cr

SED 761.20 Student Teaching in English, Grades 10–12
Students who enroll in SED 761.20 must also complete SEDC 761.10 or SED 771.10.
Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 721; pre or coreq: SEDF 706
30 hrs, 30 days student teaching plus conferences, 3 cr

SED 762.11 Student Teaching in French, Grades 7–9
Students who enroll in SEDC 762.11 must also complete SEDC 762.21 or SED 772.21.
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr
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**SEDC 762.12 Student Teaching in Italian, Grades 7–9**
Students who enroll in **SEDC 762.12** must also complete **SEDC 762.22** or **SEDC 772.22**.
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 762.13 Student Teaching in Spanish, Grades 7–9**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 762.21 Student Teaching in French, Grades 10–12**
Students who enroll in **SEDC 762.21** must also complete **SEDC 762.11** or **SEDC 772.11**.
Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 762.22 Student Teaching in Italian, Grades 10–12**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 762.23 Student Teaching in Spanish, Grades 10–12**
Students who enroll in **SEDC 762.23** must also complete **SEDC 762.13** or **SEDC 772.13**.
Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 722; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 763.10 Student Teaching in Mathematics, Grades 7–9**
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 Hunter College faculty member and a certified mathematics teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 723; pre or coreq: SEDF 706
30 hrs, 30 days student teaching plus conferences, 3 cr

**SEDC 763.20 Student Teaching in Mathematics, Grades 10–12**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 723; pre or coreq: SEDF 706
30 hrs, 30 days student teaching plus conferences, 3 cr

**SEDC 764.11 Student Teaching in Biology in Grades 7–9**
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 Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.12 Student Teaching in Chemistry, Grades 7–9**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.13 Student Teaching in Physics, Grades 7–9**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.14 Student Teaching in Earth Science, Grades 7–9**
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 Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.21 Student Teaching in Biology, Grades 10–12**
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 Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.22 Student Teaching in Chemistry, Grades 10–12**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.23 Student Teaching in Physics, Grades 10–12**
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

**SEDC 764.24 Student Teaching in Earth Science, Grades 10–12**
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 Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.
prereq: SEDC 724; pre or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr
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SEDC 765.10 Student Teaching in Social Studies, Grades 7–9
Students who enroll in SEDC 765.10 must also complete SEDC 765.20 or SEDC 775.20.
Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDF 725; pre or coreq: SEDF 706 30 hrs, 30 days student teaching plus conferences, 3 cr

SEDC 765.20 Student Teaching in Social Studies, Grades 10–12
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 Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: SEDF 725; pre or coreq: SEDF 706 30 hrs, 30 days student teaching plus conferences, 3 cr

SEDC 766.10 Student Teaching in Music, Grades Pre-K–6
Students who enroll in SEDC 766.10 must also complete SEDC 766.20 or SEDC 775.20.
Teacher candidates complete 30 days of student teaching at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: MUSE 678; pre or coreq: SEDF 706 30 hrs, 30 days student teaching plus conferences, 3 cr

SEDC 766.20 Student Teaching in Music, Grades 7–12
Students who enroll in SEDC 766.20 must also complete SEDC 766.10 or SEDC 775.10.
Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.
prereq: MUSE 678; pre or coreq: SEDF 706 30 hrs, 30 days student teaching plus conferences, 3 cr

SEDC 771.10 Practicum in English, Grades 7–9
Supervised practicum for teachers of English in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.10 must also take either SEDC 761.20 or SEDC 771.20.
prereq: SEDC 721; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 771.20 Practicum in English, Grades 10–12
Supervised practicum for teachers of English in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.20 must also take either SEDC 761.10 or SEDC 771.10.
prereq: SEDC 721; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.11 Practicum in French, Grades 7–9
Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.11 must also take either SEDC 762.21 or SEDC 772.21.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.12 Practicum in Italian, Grades 7–9
Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.12 must also take either SEDC 762.22 or SEDC 772.22.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.13 Practicum in Spanish, Grades 7–9
Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.13 must also take either SEDC 762.23 or SEDC 772.23.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.21 Practicum in French, Grades 10–12
Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.21 must also take either SEDC 761.10 or SEDC 771.10.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.22 Practicum in Italian, Grades 10–12
Supervised practicum for teachers of Italian in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.22 must also take either SEDC 761.20 or SEDC 771.20.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 772.23 Practicum in Spanish, Grades 10–12
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 761.10 or SEDC 771.10.
prereq: SEDC 722; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 773.10 Practicum in Mathematics, Grades 7–9
Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.10 must also take either SEDC 763.20 or SEDC 773.20.
prereq: SEDC 723; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 773.20 Practicum in Mathematics, Grades 10
Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.10 must also take either SEDC 763.20 or SEDC 773.20.
prereq: SEDC 723; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.11 Practicum in Biology, Grades 7–9
Hunter College-supervised practicum for teachers of biology in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.11 must also take either SEDC 764.22 or SEDC 774.21.
prereq: SEDC 724; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.12 Practicum in Chemistry, Grades 7–9
Supervised practicum for teachers of chemistry in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.12 must also take either SEDC 764.22 or SEDC 774.22.
prereq: SEDC 724; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.13 Practicum in Physics, Grades 7–9
Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.13 must also take either SEDC 764.23 or SEDC 774.23.
prereq: SEDC 724; pre or coreq: SEDF 706 30 hrs plus conferences, 2 cr
SEDC 774.14 Practicum in Earth Science, Grades 7–9
Hunter College-supervised practicum for teachers of earth science in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.14 must also take either SEDC 764.24 or SEDC 774.24.
prereq: SEDC 724; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.21 Practicum in Biology, Grades 10–12
Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.21 must also take either SEDC 764.11 or SEDC 774.11.
prereq: SEDC 724; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.22 Practicum in Chemistry, Grades 10–12
Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.22 must also take either SEDC 764.12 or SEDC 774.12.
prereq: SEDC 724; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.23 Practicum in Physics, Grades 10–12
Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.23 must also take either SEDC 764.13 or SEDC 774.13.
prereq: SEDC 724; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 774.24 Practicum in Earth Science, Grades 10–12
Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.24 must also take either SEDC 764.14 or SEDC 774.14.
prereq: SEDC 724; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 775.10 Practicum in Social Studies, Grades 7–9
Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.10 must also take either SEDC 765.20 or SEDC 775.20.
prereq: SEDC 725; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 775.20 Practicum in Social Studies, Grades 10–12
Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.20 must also take either SEDC 765.10 or SEDC 775.10.
prereq: SEDC 725; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 776.10 Practicum in Music, Grades Pre-K–6
Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 776.10 must also take either SEDC 766.14 or SEDC 776.14.
prereq: MUSED 678; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDC 776.20 Practicum in Music, Grades 7–12
Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 776.20 must also take either SEDC 766.10 or SEDC 776.10.
prereq: MUSED 678; pre- or coreq: SEDF 706 30 hrs plus conferences, 2 cr

SEDF 703 Social Foundations of Adolescent Education
Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

SEDF 704 Adolescent Development, Grades 7–12
The process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities. 30 hrs. plus 36 hrs fieldwork, 2 cr

SEDF 705 Educational Psychology: Applications to Adolescent Education
Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.
prereq: SEDF 704
30 hrs plus 36 hrs fieldwork, 2 cr

SEDF 706 Assessment of Teaching and Learning in Adolescent Education
Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.
prereq: SEDF 705, SEDC 710
30 hrs plus lab, 2 cr

SPED 700 Issues and Practices in Educating Students with Disabilities
Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Includes 5 hours of field experience

SPED 701 Assessment of Students with Disabilities
The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.
pre- or coreq: SPED 700
includes 15 hrs of field experience

SPED 702 Classroom Management in Special Education and Inclusive Settings
Develops skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.
pre- or coreq: SPED 700
includes 20 hrs of field experience

SPED 702.50 Classroom Management in Special Education and Inclusive Settings
Includes Deafblindness Program and Blind and Visually Impaired Program.
pre- or coreq: SPED 700, SPED 790, SPED 791, or SPED 740, SPED 741
includes 20 hrs of field experience
SPED 703 Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders
Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change, and collaborative processes. Open to both special education and general education graduate students. preq: SPED 700; coreq: current employment as a teacher or enrollment in student teaching includes 10 hrs of field experience

SPED 704 Issues in Teaching English Second Language Learners with Special Education Needs
Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities. pre or coreq: SPED 700
15 hrs 1 cr

SPED 705 Use of Instructional Technology in Special Education
Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild, moderate mental retardation, and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, web resources, and assistive technology for students with severe disabilities pre or coreq: SPED 700
30 hrs lab, 1 cr

SPED 706 Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities
Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. pre or coreq: SPED 700 or SPDE 768 includes 10 hours of field experience

SPED 706.50 Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities
Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program. pre or coreq: SPED 700 and SPED 790 or SPED 741 includes 10 hours of field experience

SPED 707 Research Seminar: Issues in Special Education
Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

SPED 710.51, 710.52, 710.53 Independent Study in Special Education
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. 15-45 hrs 1-3 cr

SPED 711.51, 711.52, 711.53 Independent Study in Deaf and Hard-of-Hearing
Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education. Students must obtain the approval and participation of their adviser to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson. 15-45 hrs 1-3 cr

SPED 712.51, 712.52, 712.53 Independent Study in Blindness and Visual Impairment
Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. 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. 15-45 hrs 1-3 cr

SPED 713.52, 713.53 Topics in Special Education
In-depth study of one area relevant to teaching students with disabilities. pre or coreq: SPED 700
15-45 hrs 1-3 cr

SPED 714.51 Topics in Special Education: ITI Practicum in Visual Impairment 1 cr

SPED 720 American Sign Language I
An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference. pre or coreq: SPED 700 includes 5 hrs of field experience 90 hrs lab, 3 cr

SPED 721 American Sign Language II
This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills. pre or coreq: SPED 720 includes 5 hrs of field experience 90 hrs lab, 3 cr

SPED 722 The Study of ASL Educational Linguistics
Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course. preq: SPED 721
60 hrs lab, 2 cr

SPED 730 Education of Students Who Are Deaf and Hard-of-Hearing
History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology. includes 10 hours of field experience

SPED 731 Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1
Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports. pre or coreq: SPED 730; must take SPED 731 in semester immediately following includes 15 hrs of field experience fall only

SPED 733 Math and Across-the-Curriculum Adaptations for Students who are Deaf and Hard-of-Hearing: Methods 2
Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life. pre or coreq: SPED 700; preq (immediate preceding semester): SPED 731 includes 15 hrs of field experience spring only

SPED 735 Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing
Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students. pre or coreq: SPED 700 includes 5 hrs of field experience
SPED 736 Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing
Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.
pre- or coreq; SPED 700
30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr

SPED 737 Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6
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.
pre- or coreq; SPED 721, SPED 733
30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr

SPED 737.50 Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6
Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.
pre- or coreq; SPED 721, SPED 733
30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr

SPED 737.53 Practicum: Deaf and Hard-of-Hearing, Grade 7–12
Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.
pre- or coreq; SPED 721, SPED 733
30 hrs seminar, plus conferences, 2 cr

SPED 740 Medical Aspects and Educational Implications of Visual Impairments
Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.
pre- or coreq; SPED 700
15 hrs, 1 cr

SPED 741 Education and Rehabilitation of Individuals with Visual Impairments
Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.
pre- or coreq; SPED 740
includes 10 hrs of field placement

SPED 742 Curriculum and Instructional Strategies for Learners with Visual Impairments
Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.
pre- or coreq; SPED 740, SPED 741
includes 15 hrs of field placement

SPED 743 Braille Literacy and Communication Skills for Learners with Visual Impairments
History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.
pre- or coreq; SPED 740, SPED 741
SPED 742
includes 10 hrs of field placement

SPED 744 Technology for Learners with Visual Impairments
Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.
pre- or coreq; SPED 742 and SPED 743

SPED 746 Educational Implications of Learners Who Are Deafblind
Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.
pre- or coreq; SPED 700, SPED 790 or SPED 741
includes 10 hrs of field experience

SPED 747 Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments
The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g., spatial, positional, environmental, and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.
pre- or coreq; SPED 740, 741, 742

SPED 748 Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.
pre- or coreq; SPED 740, SPED 741, SPED 742
30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr
SPED 748.50 Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
pre or coreq: SPED 740, SPED 741
30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 748.51 Student Teaching: Blindness and Visual Impairment, Grades 7–12
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
pre or coreq: SPED 740, SPED 741
30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 748.52 Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
pre or coreq: SPED 740, SPED 741
30 hrs seminar, plus conferences, 2 cr

SPED 748.53 Supervised Practicum: Blindness and Visual Impairment, Grades 7–12
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.
pre or coreq: SPED 740, SPED 741
30 hrs seminar, plus conferences, 2 cr

SPED 748.54 Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.
pre or coreq: SPED 740, SPED 741

SPED 748.55 Student Teaching 2: Blindness and Visual Impairment, Grade 7–12
Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.
pre or coreq: SPED 740, SPED 741
structured conferences, plus 20 days student teaching, 1 cr

SPED 748.56 Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.
pre or coreq: SPED 740, SPED 741
structured conferences, 1 cr

SPED 748.57 Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12
Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP’s, forming partnership with families.
pre or coreq: SPED 740, SPED 741
structured conferences, 1 cr

SPED 749 Orientation and Mobility for Students with Visual Impairments and Additional Disabilities
An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.
pre or coreq: permission of adviser

SPED 750 The Study of Behavior Disorders
Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual’s behavior and customs.
pre or coreq: SPED 700
includes 20 hrs of field experience

SPED 751 Methods and Materials for Teaching Students with Behavior Disorders
Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.
pre or coreq: SPED 750
includes 20 hrs of field experience

SPED 752 Student Teaching: Behavior Disorders, Grades 1–3 and 4–6
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1–3 and 4–6. Factors influencing teaching and management outcomes such as family influences.
pre or coreq: SPED 750; pre or coreq: SPED 751 or SPED 781.50
30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels, 4 cr

SPED 752.50 Student Teaching: Behavior Disorders, Grades 1–3
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.
pre or coreq: SPED 750; pre or coreq: SPED 751 or SPED 781.50
30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr
SPED 752.51 Student Teaching: Behavior Disorders, Grades 4–6
Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

prereq: SPED 750; pre or coreq: SPED 751 or SPED 781.50
30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 752.52 Supervised Practicum: Behavior Disorders, Grades 1–3
Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

prereq: SPED 750; pre or coreq: SPED 751 or SPED 781.50
30 hrs seminar, plus conferences, 2 cr

SPED 752.53 Supervised Practicum: Behavior Disorders, Grades 4–6
Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

prereq: SPED 750; pre or coreq: SPED 751 or SPED 781.50
30 hrs seminar plus conferences, 2 cr

SPED 753 (CEDF 753) Understanding and Identifying Gifted Learners: Individual and Developmental Diversity
An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

prereq: permission of gifted education coordinator includes 10 field hrs

SPED 754 (CEDC 754) Differentiating Curriculum for Gifted and Talented Learners
Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

prereq: permission of gifted education coordinator includes 10 field hrs

SPED 755 (CEDC 755) Assessment and Instruction for Diversely Gifted Learners
Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

pre or coreq: SPED 753 or CEDF 753, and SPED 754 or CEDC 754
includes 20 field hrs

SPED 756 (ADSUP 756, CEDC 756, CEDF 756) Professional Discourse and Leadership in Gifted Education
Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

pre or coreq: SPED 753 or CEDF 753, and SPED 754 or CEDC 754
includes 10 field hrs

SPED 760 Skills and Techniques for Rehabilitation Teaching I
Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

prereq: SPED 740, 741
includes a minimum of 30 practicum hrs

SPED 761 Skills and Techniques for Rehabilitation Teaching II
Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

prereq: SPED 760

SPED 762 Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments
Job modification options. Transition planning from education to adult services.

prereq: SPED 740, 741

SPED 763 Internship I: Rehabilitation Teaching for Individuals with Visual Impairments
Provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 760, 761
230 hrs, 2 cr

SPED 764 Internship II: Rehabilitation Teaching for Individuals with Visual Impairments
Provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

prereq: SPED 760, 761
230 hrs, 2 cr

SPED 765 Intermediate Orientation and Mobility
Theories related to perception, learning and development of individuals who are blind or visually impaired, and/or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq: SPED 768
45 hrs plus 50 hrs of lab, 3 cr

SPED 766 Advanced Orientation and Mobility
Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: SPED 765, 768
45 hrs plus 50 hrs of lab, 3 cr

SPED 767 Orientation and Mobility: Internship/Seminar
Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: SPED 765, 766, 768, 769
30 hrs seminar, plus conferences plus 340 hours of internship, 2 cr

SPED 768 Intermediate Orientation and Mobility: Lab & Seminar
This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: permission of adviser, 2 cr

SPED 769 Advanced Orientation and Mobility Lab and Seminar
This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: permission of adviser, 2 cr
SPED 780 The Study of Learning Disabilities

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.

pre or coreq: SPED 700

SPED 781 Reading and Writing for Students with Learning Disabilities: Methods 1

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

pre or coreq: SPED 700; coreq: SPED 782
(note must take concurrently with SPED 782 and must take SPED 783/784 in semester immediately following)
includes 10 hrs of field experience
offered only in the fall semester

SPED 781.50 Reading and Writing for Students with Learning Disabilities (for those not in LD Specialization)

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

pre or coreq: SPED 700
includes 10 hrs of field experience

SPED 782 Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

pre or coreq: SPED 700; coreq: SPED 781
(note must take concurrently with SPED 781 and must take SPED 783/784 in semester immediately following)
15 hrs seminar, plus 20 hrs lab, 2 cr
fall only

SPED 783 Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum.

pre or coreq: SPED 781/782; coreq: SPED 784
(note must take concurrently with SPED 784 and have taken SPED 781/782 in preceding semester)
spring only

SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD Specialization)

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.

pre or coreq: SPED 700

SPED 784 Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

pre or coreq: SPED 781/782; coreq: SPED 783
15 hrs seminar, plus 20 hrs lab, 2 cr
spring only

SPED 785 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.52.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 785.51 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.52.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 785.52 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.51.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 784 Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

pre or coreq: SPED 781/782; coreq: SPED 783
15 hrs seminar, plus 20 hrs lab, 2 cr
spring only

SPED 785 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.52.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 785.51 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.52.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 785.52 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in SPED 785.51.

pre or coreq: SPED 700
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 7879 Foundations and Educational Implications of Severe/Multiple Disabilities

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

pre or coreq: SPED 700

SPED 791 Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

pre or coreq: SPED 700, SPED 790
includes 15 hrs of field experience

SPED 792 Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

pre or coreq: SPED 700
includes 15 hrs of field experience

SPED 793 Total Communication for Learners with Severe/Multiple Disabilities

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

pre or coreq: SPED 700
30 hrs, 2 cr
includes 10 hrs of field experience
SPED 794 Functional Language and Culture of Learners with Low Incidence Disabilities
This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.
pre: SPED 706
1 cr
includes 5 hrs of field experience

SPED 795 Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
pre: or coreq: SPED 790, 791
30 hrs seminar, plus 40 days of student teaching at two grade levels, 4 cr

SPED 795.50 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
pre: or coreq: SPED 790, 791
30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr

SPED 795.51 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6
Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.
pre: or coreq: SPED 790, 791
30 hrs seminar, plus 20 days of student teaching, 2 cr

SPED 795.52 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3
Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.
pre: or coreq: SPED 790, 791
30 hrs seminar, plus conferences, 2 cr

SPED 795.53 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6
Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.
pre: or coreq: SPED 790, 791
30 hours seminar, plus conferences, 2 cr

SPED 714 History and Context of Early Intervention and Early Childhood Special Education
Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.
15 hrs, 1 cr

SPED 765 Special Topics in Early Childhood Special Education
One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.
pre: SPED 768 and 769 or permission of the coordinator of the early childhood special education program
15 hrs, 1 cr

SPED 767 Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities
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.
pre: SPED 771, SPED 790, and SPED 791; pre or coreq: SPED 781
1 cr

SPED 768 Characteristics and Developmental Problems of Infants and Young Children with Special Needs
Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.
includes 2.5 hrs field experience

SPED 769 Assessment of Development and Learning in Infants and Young Children with Special Needs
Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; use of IEPs, and limits of assessment measures; practice in the use of selected assessment tools.
includes 5 hrs field experience

SPED 770 Curriculum Models and Methods in Early Intervention and Early Childhood Special Education
Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IEPs; special education goals and objectives; and match them to teaching strategies; program evaluation.
includes 5 hrs field experience

SPED 771 Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies
Special learning and behavioral issues in educating infants/toddlers, pre-schoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger’s syndrome.
pre: or coreq: one of the following: SPED 768, 769, SPED 730, 740, 750, 780, 781, 706, 706.50, 790, or permission of the early childhood special education program coordinator
includes 5 hrs field experience

SPED 772 Behavioral Theory and Its Applications to Young Children with Special Needs
The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.
pre: or coreq: SPED 769 or 790 or permission of the coordinator of the early childhood special education program
includes 5 hrs field experience

SPED 773 Developing Partnerships with Families for Their Child’s Development and Learning
The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.
pre: or coreq: SPED 768
15 hrs, 1 cr
includes 2.5 hrs field experience

SPED 774 Reading and Writing for Students with Special Education Needs, Grades K–2
Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.
pre: or coreq: SPED 769
includes 5 hrs field experience
SPEDE 775 Mathematics for Students with Special Education Needs, Grades K–2
Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.
pre or coreq: SPEDE 769
15 hrs. 1 cr

SPEDE 776 Field Experiences in Early Childhood Special Education
Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.
pre or coreq: SPEDE 770, 771, 774; SPEDE 706 or 706.50 or 792
30 hr. seminar plus 60 hrs. of field experience, 2 cr

SPEDE 776.51 Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism
Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 and 2, grades 306; both of these experiences must be with children who have autism spectrum disorders. Additional coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.
pre or coreq: SPEDE 771 or permission of the program coordinator
30 hours seminar plus 60 hours of field experience, 2 cr

SPEDE 777 Student Teaching: Early Childhood Special Education
Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre–K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.
pre or coreq: SPEDE 776
30 hrs seminar plus 40 days, 4 cr

SPEDE 777.50 Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities
Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre–K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.
pre or coreq: SPEDE 767
30 hrs seminar plus 40 days, 4 cr

SPEDE 778 Student Teaching in Early Childhood Special Education
Supervised student teaching for 20 days at one of the following age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778 must also take SPEDE 779 and the placements must be at different age/grade levels.)
pre or coreq: SPEDE 776
30 hrs seminar plus 20 days, 2 cr

SPEDE 778.50 Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities
Supervised student teaching for 20 days at one of the following age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 778.50 must also take SPEDE 779.50 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)
pre or coreq: SPEDE 767
30 hrs seminar plus 20 days, 2 cr

SPEDE 779 Practicum in Early Childhood Special Education
Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take SPEDE 779 must also take SPEDE 778 and the two experiences must be at different age/grade levels. Pre–K (Birth–five), Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)
pre or coreq: SPEDE 776
30 hrs seminar plus conferences, 2 cr

SPEDE 779.50 Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities
Supervised practicum in an age/grade level other than the one used in SPEDE 779 and the two experiences must be at different age/grade levels. Pre–K (Birth–five), Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program with learners with severe disabilities for the entire semester.
pre or coreq: SPEDE 767
30 hrs seminar plus conferences, 2 cr

SPEDE 780 Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders
Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy: collaboration with speech language therapists and parents.
pre or coreq: SPEDE 771 or permission of the program coordinator
1 cr

SPEDE 781 Incidental Teaching and Other Naturalistic Behavioral Strategies
Overview of naturalistic behavioral strategies used in the education of young children with autistic spectrum disorders including incidental teaching, pivotal response training, natural language paradigm, and establishing operations to teach in the natural environment; involving parents.
pre or coreq: SPEDE 771 or permission of the program coordinator
1 cr

SPEDE 782 Higher Functioning Children with Autism Spectrum Disorders
Understanding the special needs of higher functioning children with autism spectrum disorders; assessment, instructional approaches, models, and methods for use in educational settings.
pre or coreq: SPEDE 771 or permission of the program coordinator
1 cr

SPEDE 783 Inclusion of Children with Autism Spectrum Disorders
Why, when and how to include children with autism spectrum disorders in the educational mainstream; strategies that work for different types of students, families, and school environments.
pre or coreq: SPEDE 771 or permission of the program coordinator
1 cr
GRADUATE PROGRAMS
IN THE SCHOOLS OF THE
Health Professions

Hunter College’s Schools of the Health Professions comprise two prestigious academic units of the college: The Hunter-Bellevue School of Nursing and the School of Health Sciences. In addition, the division is joined by two academic research centers – the Center for Urban and Community Health, and the Center for Occupational and Environmental Health. A third center, the Brookdale Center on Aging is also housed at the Brookdale Campus.

Restructured under a single dean in 1997, the two schools now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of nursing and health care professionals to meet the needs of urban populations. In collaboration with the division’s two centers, the schools further extend their goals of research, service to communities, policy development and advocacy.

HISTORY OF SCHOOLS

Nursing education began at Hunter in 1943, when courses for registered nurses were added to its curriculum. In 1955, a four-year collegiate program that was a pioneer for its time – the Hunter College Program in Nursing – was launched. When the legendary Bellevue School of Nursing closed in 1969, Hunter absorbed it to create the Hunter-Bellevue School of Nursing, now located at the college’s Brookdale Health Science Campus.

Hunter College’s Institute of Health Sciences, dedicated to the educational preparation of a range of health-care professionals, opened its doors on East 106th Street in 1968. Six years later, the institute became the School of Health Sciences and moved downtown to join the nursing school at the Brookdale Campus. The School of Health Sciences now offers programs in Physical Therapy, Communication Sciences (Audiology and Speech Pathology), Medical Laboratory Sciences, and Urban Public Health, with tracks in Nutrition and Food Sciences, Environmental and Occupational Health, and Community Health Education.

The reorganization of the two schools allows faculty to be more innovative academically and more influential in the delivery of modern urban health care. Interdisciplinary programming and research are strategic initiatives of the schools.

THE CENTERS

Brookdale Center on Aging
Brookdale Campus (BC)
13th floor, North Building; (212) 481-3780
Website: http://www.brookdale.org/

The Brookdale Center on Aging, established in 1974, is the largest multidisciplinary academic gerontology center in the tri-state area. The center has an operating budget of $3 million, and is supported by funding from Hunter College, grants from philanthropic and corporate foundations, grants and contracts from federal, state, and local governments, and contributions from the general public.

The work of the center addresses the needs of all older people, with particular attention to lower-income, minority or frail aged persons. Current projects address legal rights of older people, support for people with Alzheimer’s disease, issues of grandparents caring for young children and various policy issues affecting older populations.
Center for Urban and Community Health
Brookdale Campus (BC) 10th floor West Building; (646) 733-2862
Website: http://www.hunter.cuny.edu/health/aidshp/

The Center for Urban and Community Health seeks to help New York City community organizations and human-service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma, and related threats to health. By providing training, helping in program development, and conducting research and evaluation, the center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

Current projects are based in city jails, public high schools, community organizations and after-school programs. The center is funded by grants from several private foundations and city, state and federal governments.

Center for Occupational and Environmental Health
Brookdale Campus (BC) 1028 West Building; (212) 481-4357
Website: http://www.hunter.cuny.edu/health/coeh/

The Hunter College Center for Occupational and Environmental Health was established in 1986 to improve workplace and environmental health by assisting worker and community efforts to understand and ameliorate hazardous conditions. The center conducts training classes to assist labor unions, government agencies and other groups to strengthen their capacity to respond to workplace hazards; assists communities in addressing urban environmental concerns; and sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, asthma, air pollution, ergonomics and public health policy. The Center for Occupational and Environmental Health is funded by federal and state grants, labor unions and private foundations.

Center for Communication Disorders
BC 133 North Building; (212) 481-4464

The Communication Sciences Program’s Center for Communication Disorders is located at the Brookdale Health Sciences Campus, 425 East 25th St., Room 133 North. The center provides diagnostic and therapeutic services for a wide variety of speech, voice, fluency, swallowing, language, and/or hearing disorders. Audiology services provided include hearing-aid evaluations and fittings with state-of-the-art hearing-aid instrumentation. Services are available to the Hunter College community as well as to the general population.

The center is an integral part of the Communication Sciences Program and provides clinical preparation for students entering the profession of speech-language pathology and/or audiology.

The Center for Communication Disorders serves as the primary clinical practicum site for eligible graduate students. Students obtain clinical practicum experience under licensed and certified supervisors on the Communication Sciences faculty. Upon recommendation of the faculty, an advanced clinical externship practicum is obtained at affiliated facilities in the New York metropolitan area.

Appointments can be made by calling (212) 481-4464.

ACADEMIC SERVICES FOR FACULTY, STUDENTS AND STAFF

Brookdale Health Professions Library
The Health Professions Library provides access 65 hours a week to the 26,328 books and 280 professional journals housed in its 10,000 square feet. In addition, full text articles from over 10,000 journals are accessible via the library's electronic resources. The library provides seating for 220 (156 in the...
library and 64 in the two computer labs). These labs provide access to the Internet and various software applications from the general (word processing, spreadsheets, etc) to the specialized such as Epi Info 2002, SAS, and SPSS to support the needs of faculty and students. The librarians lead an active instruction program providing bibliographic instruction at both the undergraduate and graduate levels.

In addition, all students and faculty in City University have full access to all libraries in the CUNY system. City University includes more than 20 separate libraries and together contains seven million volumes, 30,000 periodicals and millions of microforms, music scores, records, slides, tapes, videos, and other materials.

Health Professions Education Center (HPEC)
Mezzanine floor – Brookdale West Building; (212) 481-5129
Director: Mr. Martin Dornbaum, MS; mdornbau @hunter.cuny.edu
Evening Supervisor: Mr. Marvin Sanon
Website: www.hunter.cuny.edu/health/mediahp.html

The HPEC serves as a major learning center for the Hunter College Schools of the Health Professions providing vital services to faculty and students in supporting teaching, learning and research initiatives. The HPEC maintains regular office hours throughout the academic year. Monday-Thursday, 9AM-9PM, and Fridays, 9AM-5PM.

The HPEC is organized into six functional units:

The Learning Center. The HPEC meets the complex educational needs of students at different instructional levels and operates as a comprehensive learning center using audiovisual and computer materials as a primary teaching strategy. The center staff works with faculty on the integration of instructional technologies into their curriculums, and online test development.

Electronic Resource Lab. The HPEC features hundreds of computer assisted instructional packages (CAI’s), interactive video discs (IVD’s) and multimedia CD-ROM’s. The center also provides students with a large selection of electronic resource materials for state licensure preparation.

The Office of Research and Grant Support (ORGS). The ORGS mission is to encourage, facilitate and support faculty as they pursue, conduct and document research related to all health professions. The ORGS serves as a "catalyst for discovery" by creating and providing critical research technologies and shared resources for the Schools of the Health Professions. A statistician and field representative from the Research Foundation of CUNY are available for consultations. The ORGS also appoints Student Fellows to work on special projects as funding permits.

Evaluation and Review – Beta Testing. The center serves as a beta test site for numerous film, video and computer software developers, providing producers with critical feedback on program content and instructional design. Students may preview any materials under current review by the center’s staff.

The Health Professions Media Library. The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University. Students wishing to preview materials may do so in private screening rooms or at study carrels.

Audio Visual Services. The HPEC provides AV and Smart Classroom support services to the entire Brookdale Campus. HPEC staff conducts the purchasing, maintenance and faculty training on all projection and production equipment. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

The Nursing Laboratory
BC 225 West Bldg; (212) 481-5162
Manager: Anne Woodstock-Wallace; awoodsto@hunter.cuny.edu

The Nursing Laboratory, located on the Brookdale campus, plays a key role in the physical assessment component of the graduate nursing program. Faculty and students have access to a full range of equipment, including diagnostic scope sets, tuning forks, percussion hammers, and neuro-sensory test kits. Specialized eye, ear, breast, pelvic and prostate models are used to practice specific techniques. The lab has a classroom demonstration area and a simulated hospital floor consisting of eight patient bed units. There is a simulated ambulatory care unit with five stations, which are fully equipped for physical assessment instruction and a new advanced practice lab with seven practice stations and a classroom/conference area.
The Hunter College School of Health Sciences offers graduate and undergraduate programs in the health-related professions. The school is housed at the Brookdale Health Science Center, located in close proximity to many of New York's major health-care facilities. The health professions complex at East 25th Street provides graduate students with fully equipped laboratories, computer and media facilities, a speech and hearing clinic, and a library, as well as recreational facilities and a cafeteria.

As a principal unit of The City University of New York for health sciences education, Hunter's School of Health Sciences prepares professionals to enter and advance in health-related careers. These professionals will provide health maintenance and promotion, disease prevention, evaluation and clinical management of health-related conditions. The school's programs of study provide unique educational, research, and clinical and community service-oriented opportunities to students.

The graduate programs offered at the Hunter College School of Health Sciences are designed for the working health professional. The graduate degrees offered are:
COMMUNICATION SCIENCES

Program Director, Dava E. Waltzman, PhD
Brookdale Campus, 900A West Building; (212) 481-4339

CUNY Office Manager, Joanne A. Johnson
Brookdale Campus, 900 West Building; (212) 481-4467; fax. (212) 481-4458

Center for Communication Disorders
Director, Donald A. Vogel, AuD; Brookdale Campus, 133 North Building; (212) 481-2188

GRADUATE FACULTY
MS Program in Speech-Language Pathology
Michelle MacRoy-Higgins, MPhil
Barbara O’Connor, MPhil
Frances Schleffer, PhD
Donald A. Vogel, AuD

Clinical Doctoral Program in Audiology (Au.D.)*
Co-Director, Carol A. Silverman, PhD; Brookdale Campus, 901 West; (212) 481-7687
Graduate Center, CUNY, Rm. 3310; (212) 817-7980

Au.D. Faculty;
John Preece, PhD; Brookdale Campus, 902 West; (212) 481-4467
Donald A Vogel, Au.D., 133 North Building; (212) 481-2188

Major

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<td>Master of Science (MS) in Communications Sciences – Speech Language Pathology</td>
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*The Clinical Doctoral Program in Audiology (Au.D.) is offered jointly by Hunter College, Brooklyn College and the Graduate Center of the City University of New York. Practica courses and approximately half of the academic courses are offered at Hunter College. AuD Program information and application materials are available at: http://web.gc.cuny.edu/ClinicalDoctoral/audio/index.htm

Program Objectives

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfill the academic and clinical requirements for the American Speech-Language–Hearing Association (ASHA) professional certification and New York State licensure. The COMSC masters of science (MS) degree program in Speech-Language Pathology (SLP) is educationally accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The course of study generally requires a minimum of two years of full-time participation including summers.

Definition of a Speech-Language Pathologist

Speech-language pathologists are autonomous professionals who identify, assess, prevent, and manage communicative disorders as well as swallowing or other upper aerodigestive disorders. Speech-language pathologists seek to optimize the communicative abilities of individuals, across the lifespan. Speech-language pathologists provide services to individuals with disorders of speech (articulation, fluency, resonance, voice), oral and written language, or swallowing; or disorders affecting the cognitive components of communication or sensory awareness of communication or swallowing.

The Teacher of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the TSSLD curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework and a bilingual school-based practicum (COMSC 729.04).

Successful completion of either the HS and TSSLD curriculum prepares students to meet the academic and clinical requirements for ASHA certification and New York State licensure. Additional requirements for certification following graduation include the completion of a clinical fellowship year and the passage of PRAXIS examination in Speech-Language Pathology.

ADMISSION AND DEGREE REQUIREMENTS SPEECH-LANGUAGE PATHOLOGY MS

HEALTH SCIENCES CURRICULUM (CODE 556)

1. General requirements for admission to health sciences
   a. Baccalaureate degree from an accredited institution acceptable to Hunter College
   b. Aptitude section of the Graduate Record Examination
   c. Statement of intent
   d. Two letters of reference
   e. For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

2. An undergraduate grade point average of at least 3.0 is required.

3. Background course work:
   To be considered for acceptance, applicants for the HS curriculum can be missing no more than six credits of prerequisite course work. This includes 15 credits of communication sciences and disorders prerequisite courses (see specific courses or equivalents below) and 15 credits of ASHA requirements in the basic and applied sciences (3 credits in biological sciences, 3 credits in physical sciences, 3 credits in mathematics or statistics, 6 credits in behavioral sciences).

4. The prerequisite courses (five courses valued at 3 credits per course) offered at Hunter College include the following:
   - COMSC 604 Introduction to Language Science
   - COMSC 607 Phonetics of American English
   - COMSC 615 Speech and Its Production (Anatomy and Physiology)
   - COMSC 620 Introduction to Speech-Language Pathology
   - COMSC 640 Introduction to Audiology

   Course equivalents taken at other institutions are reviewed for approval by the COMSC faculty.

5. Completion of the following courses at the undergraduate or graduate level:
   a. 3 credits of study in biological sciences
   b. 3 credits of study in physical sciences
   c. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
   d. 6 credits of study in behavioral or social sciences (including study that pertains to understanding normal or abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations)

Requirements for the Degree

Core Curriculum:

First Year Curriculum Required Courses:
   - COMSC 700, 705, 708, 711, 712, 716, 717, 720, 726, 733 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . ..
First Year Summer Elective Course:

**COMSC 703** .......................... 3 cr

Second Year Curriculum Required Courses:

**COMSC 702, 718, 724, 736, 737, 752, 790** .......................... 19 cr

Second Year Curriculum Elective Courses (2 of the following):

**COMSC 715, 722, 725 727, 730, or 731** .......................... 6 cr

Second Year Clinical Practica in Speech-Language Pathology:

**COMSC 729, 739** .......................... 2 cr

Second Year Summer Required Courses**:

**COMSC 772** .......................... 1 cr

Subtotal .......................... 60 cr

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* Students begin their initial clinical placement in either the spring semester of the first year or the summer session of the first year.Timing of this placement will depend on academic achievement, clinic readiness criteria, and space availability. Not all first year students admitted to the Program will be placed in clinic practicum in spring of their first year following matriculation. Those who begin clinic in the summer session of the first year must anticipate graduating in summer following the second year. All students are required to complete a minimum of four clinical practica and achieve a minimum passing grade of B in each clinical experience.

** A second summer clinical practicum is required for all students who do not begin their clinical practicum until the first summer following matriculation.

Students maintaining an overall GPA of 3.0 who receive less than a minimum B grade in any semester of clinical practicum will not be allowed to participate in clinical practicum the following semester and must fulfill all program remediation criteria. Students who do not demonstrate growth in the knowledge and skill required to interact within a clinical setting will be counseled to leave the program.

Students must complete a minimum of 400 direct client contact clock hours (25 hours of which include clinical observation in speech and language pathology) of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 375 must be obtained on the graduate level in the professional area and must include satisfactory performance in (a) clinical practicum within the Center for Communication Disorders, and (b) at least two out of the four externship placements are to be at different affiliated settings. Additionally all students must complete 20 hours of supervised hearing screening experience.

The major emphasis in clinical practicum is to meet ASHA and state certification requirements. Students must complete all academic and clinical requirements in order to be awarded the MS degree and become eligible for certification by ASHA and licensure in the state. Students will begin their initial clinical placement in either the spring semester of the first year or the summer session of the first year. Timing of this placement will depend on academic achievement, clinic readiness criteria, and space availability. Not all students admitted to the Program will be placed in clinic practicum in spring of their first year following matriculation. Those who begin clinic in the summer session of the first year must anticipate graduating in summer following the second year (as long as all four clinic practica and academic coursework are successfully completed). Some students will require two years plus two summers rather than one to be eligible for graduation.

**National Examination in Speech Pathology**

Students must submit passing scores for the Praxis National Examination in Speech-Language Pathology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

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**TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES (TSSL) (CODE 130)**

**Requirements for Admission**

1. General requirements for admission to programs in the health sciences.
   a. Baccalaureate degree from an accredited institution acceptable to Hunter College
   b. Aptitude section of the Graduate Record Examination
   c. Statement of intent
   d. Two letters of reference
   e. For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

2. An undergraduate grade point average of at least 3.0 is required.

3. Background course work:
   In order to be considered for acceptance in the TSSL curriculum, students can be missing no more than 12 credits of the required course work. This includes 15 credits of communication sciences and disorders prerequisite courses (see specific courses or equivalents below) and 15 credits of ASHA requirements in the basic and applied sciences (3 credits in biological sciences, 3 credits in physical sciences, 3 credits in mathematics or statistics, 6 credits in behavioral sciences), 21 credits in undergraduate education (6 credits in English, 6 credits in a language other than English, 3 credits in U.S. history, 6 credits in the arts, 3 credits in mathematics or statistics, 3 credits in behavioral science) and 15 credits in education (5 three credit courses including: Special Education Curriculum and Instruction, Social or Historical Foundations of Education, Technology in the Classroom, Methods of Teaching Reading and Literacy, Human Development: Child or Adolescent Development).

For further information about admissions and matriculation requirements, please contact the programs office comsc@hunter.cuny.edu to request information for prospective students, the schedule of prerequisite courses, and to obtain the dates of the open advisement sessions provided biyearly by the program faculty. In addition, the program website can be found at http://www.hunter.cuny.edu/schoolhp/comsc/admissionsprocess.htm.
4. The prerequisite (five courses valued at 3 credits per course) offered at Hunter College include the following:

   - COMSC 604 Introduction to Language Science
   - COMSC 607 Phonetics of American English
   - COMSC 615 Speech and Its Production (Anatomy and Physiology)
   - COMSC 620 Introduction to Speech-Language Pathology
   - COMSC 640 Introduction to Audiology

   Course equivalents taken at other institutions are reviewed for approval by the COMSC faculty.

5. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
   a. 3 credits of study in biological sciences
   b. 3 credits in physical sciences
   c. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
   d. 6 credits of study in behavioral or social sciences (including study that pertains to understanding normal or abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations)
   e. At least 6 credits of study in English (including a course in written analysis and expression)
   f. At least 6 credits of study in the arts
   g. 15 credits of study in education courses: (5 courses valued at 3 credits per course):
      - Special Education Curriculum and Instruction
      - Social or Historical Foundations of Education
      - Technology in the Classroom
      - Methods of Teaching Reading and Literacy
      - Human Development: Child or Adolescent Development

6. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
   a. At least 6 credits of study in English (including a course in written analysis and expression)
   b. At least 6 credits of study in the arts
   c. At least 3 credits of study in U.S. history or U.S. geography and at least 3 credits in social sciences (dealing with human interaction)
   d. At least 6 credits of a language other than English
   e. At least 6 credits of mathematics (college level or AP mathematics and/or statistics: or 3 credits of calculus)
   f. 3 credits of study in behavioral sciences (dealing with human interaction)

Requirements for the Degree

Core Curriculum:
First Year Curriculum Required Courses:
   - COMSC 700, 705, 708, 711, 712, 716, 717, 720, 726, 733 ............. 29 cr
First Year Clinical Practica in Speech-Language Pathology*:
   - COMSC 728 ...................... 1 cr
First Year Summer Required Courses:
   - COMSC 703, 735, 771 ............. 6 cr
Second Year Curriculum Required Courses:
   - COMSC 702, 718, 724, 736, 737, 752, 790 ......................... 19 cr
Second Year Curriculum Elective Courses (2 of the following):
   - COMSC 715, 722, 725, 727, 730, or 731 ............................. 6 credits
Second Year Clinical Practica in Speech-Language Pathology:
   - COMSC 729, 739 .................. 2 cr
Second Year Summer Required Courses**:
   - COMSC 772 ...................... (1 cr)

Subtotal ......................... 63 cr

* Students will begin their initial clinical placement in either the spring semester of the first year or the summer session of the first year. Timing of this placement will depend on academic achievement, clinical readiness criteria and space availability. Not all students admitted to the Program will be placed in clinic practicum in spring of their first year following matriculation. Those who begin clinic in the summer session of the first year must anticipate graduating in summer following the second year. All students are required to complete a minimum of four clinical practica and achieve a minimum passing grade of B in each clinical experience.

** A second clinical practicum is required for all students who do not begin their clinical practicum until the first summer following matriculation.

Note: One clinical placement must be in a school setting (a minimum of 100 clock hours).

COMSC 703 is required within the TSSL (Code 130) curriculum.
Students are encouraged to enroll as full-time students (15 credits). Part-time status requires enrollment in a minimum of 6 credits during each of the first two semesters. Part-time students must complete the first year coursework within two years. All students must complete the course work within five years and maintain a grade point average of 3.0 or better. Students who demonstrate an overall GPA below 3.0 placing them on academic probation are ineligible for clinical practicum or externship placement. Additionally, students who perform below a 3.0 for any given semester are ineligible for clinical practicum or externship placement.

Students maintaining an overall GPA of 3.0 who receive less than a minimum B grade in any semester of clinical practicum will not be allowed to participate in clinical practicum following the second year (as long as all four clinical placements are at different affiliated settings). Timing of this placement will be counseled to leave the program.

Students must complete a minimum of 400 direct client contact clock hours (25 hours of which include clinical observation in speech and language pathology) of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 375 must be obtained on the graduate level in the professional area and must include satisfactory performance in (a) clinical practicum within the Center for Communication Disorders, and (b) at least two out of the four externship placements to be at different affiliated settings. Additionally all students must complete 20 hours of supervised hearing screening experience. Students in the TSSLD must complete one clinical placement in a school setting and earn a minimum of 100 clock hours.

The major emphasis in clinical practicum is to meet ASHA and state certification requirements. Students must complete all academic and clinical requirements in order to be awarded the MS degree and become eligible for certification by ASHA and licensure in the state. Students will begin their initial clinical placement in either the spring semester of the first year or the summer session of the first year. Timing of this placement will depend on academic achievement, clinical readiness criteria and space availability. Not all students admitted to the Program will be placed in clinic practicum in spring of their first year following matriculation. Those who begin clinic in the summer session of the first year must anticipate graduating in summer following the second year (as long as all four clinic practica and academic coursework are successfully completed). Some students will require two years plus two summers rather than one to be eligible for graduation.

National Examination in Speech Pathology
Students must submit passing scores for the Praxis National Examination in Speech-Language Pathology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

3. TEACHERS OF STUDENTS WITH SPEECH-LANGUAGE DISABILITIES - BILINGUAL (ENGLISH-SPANISH EXTENSION) MS

Requirements for Admission
In addition to all of the requirements for admission listed for students applying for admission to the TSSLD curriculum, students applying for the Teachers of Students with Speech and Language Disabilities curriculum with a bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation on written and oral proficiency in both Spanish and English.

Requirements for the Degree
A Bilingual (Spanish-English) Extension Option is available to students in the TSSLD curriculum who meet the admission requirements regarding demonstration of bilingual proficiency at the Communication Sciences administered evaluation of written and oral Spanish/English proficiency. The Extension requirements include:

A. Additional 12 credits of coursework:
   - EDESL 783 Methodology of Teaching English to Speakers of Other Languages
   - BILED 701 Foundations of Bilingual Education
   - BILED 771 Psychology of Language Learning and Teaching
   - BILED 778 Instruction through the Native Language

B. A school-based language practicum (COMSC 729.04 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

In addition to submitting passing scores on the Praxis National Examination in Speech-Language Pathology (administered by the Educational Testing Service) prior to graduation, students must take the New York State Teacher Certification Examinations: LAST (Liberal Arts and Sciences Test) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation, as well as NYS TCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

Each course is 3 credits, 45 hours unless otherwise noted.

COMSC 604 Introduction to Language Science
An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

COMSC 607 Phonetics of American English

COMSC 615 Speech and Its Production
An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

COMSC 620 Introduction to Speech-Language Pathology
Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

COMSC 640 Introduction to Audiology
Etiology and pathology of hearing disorders, basic properties of the auditory stimulus: measurement of pure tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

COMSC 700 Introduction to Research Methods
Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

COMSC 702 Multicultural Issues in Counseling and Communication
This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

prereq: COMSC 720
COMSC 703 Professional Practice in Educational Settings
The multifaceted role of the speech-language pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

prereq: COMSC 720

COMSC 705 Acoustics, Physiologic and Auditory Phonetics
A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 708

COMSC 708 Anatomy & Physiology of the Speech and Voice Mechanisms
With an eye toward clinical practice in speech-language pathology, this course provides a thorough overview of the normal anatomy and physiology of the ventilatory, laryngeal, supralaryngeal, and orofacial mechanisms of speech and voice production. Particular attention is paid to the development and age-related involution of the chest-wall, pharyngeal, velopharyngeal and articulatory systems.

prereq: none

COMSC 711 Language Acquisition and Development
Speech and language development processes in the young and school-age child; acquisition of pre-literacy skills from pre-linguistic stages to complex language development in typically developing monolingual and bilingual children; impact of cultural, ethnic, gender, socioeconomic, and individual variation on language acquisition.

prereq: none

COMSC 712 Neural Processes of Communication
Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

COMSC 715 Communication Processes Related to Aging
Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 708, 753

COMSC 716 Phonological Development and Disorders
Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 720

COMSC 717 Language Disorders in Preschool-Age Children
Language and communication disorders and differences in preschool-age children including specific language impairment, pervasive developmental delay, autism, and mental retardation; cognitive and social aspects of communication, variation in severity and type of disorders; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; strategies for within the home, preschool, and community settings.

prereq: COMSC 711

COMSC 718 Language and Literacy Disorders in School-Age Children
The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

prereq: COMSC 711

COMSC 720 Introduction to Clinic for Speech-Language Pathology
An introduction to the scope and essentials of clinical practicum across the life span as reflected in the prevention, identification, assessment and management of speech and language disorders. Includes 25 hours of observation.

prereq: COMSC 700, 708, 711, 712

COMSC 722 Fluency Disorders
Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 708, 712

COMSC 724 Acquired Motor Speech and Swallowing Disorders
Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech and related neurogenic dysphagia in adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

COMSC 725 Developmental Motor Speech & Swallowing Disorders
Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 708, 712

COMSC 726 Aphasia and Associated Communication Disorders
Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 712

COMSC 727 Voice Disorders
The identification, assessment, diagnosis, and management of dysphonia and related disorders; an overview of the functional, congenital, psychogenic, organic and neurogenic disorders that can affect vocal function, respiration, resonance, and deglutition; the role of stroboscopy, glottography, and aerodynamic and acoustic measures in the assessment of pharyngeal disorder and laryngeal impairment. A survey of treatment techniques and strategies for pediatric, adolescent, adult and geriatric voice patients; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 708, 712

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

prereq: COMSC 720, 733

1 cr
COMSC 729 Clinical Practicum in Speech-Language Pathology 1
Second-year fall semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood.
prereq: COMSC 729 for practicum with Spanish-speaking children eligible for bilingual services.
prereq: COMSC 733; coreq: COMSC 736 1 cr

COMSC 730 Cleft Palate and Craniofacial Disorders of Speech
Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.
prereq: COMSC 708, 712

COMSC 731 Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer
Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.
prereq: COMSC 708, 712

COMSC 733 Clinical Methods in Speech-Language Pathology
Advanced clinical seminar devoted to the changing nature of clinical populations, delivery of health-care service in the home, hospital, school and work environments; measures of clinical outcomes, prevention, and professional/ethical practices; analysis of clinical and classroom management and instruction.
prereq: COMSC 720
30 hrs, 2 cr

COMSC 735 Methods in Speech-Language Pathology II
Summer clinical seminar devoted to the changing nature of clinical populations; intervention strategies for individuals with disorders of speech and language across the lifespan in various hospital and clinic settings; continued development of professional oral and written communication skills; professional/ethical practices.
prereq COMSC 733, 771
30 hrs, 2 cr

COMSC 736 Clinical Seminar in Speech-Language Pathology 1
Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.
prereq: COMSC 733
30 hrs, 2 cr

COMSC 737 Clinical Seminar in Speech-Language Pathology 2
This seminar focuses on models of clinical delivery, legislative and managed care policies as they influence the practice of speech-language pathology; requirements for certification and licensure.
prereq: COMSC 736; coreq: COMSC 739 2 cr, 30 hrs

COMSC 739 Clinical Practicum in Speech-Language Pathology 2
Second-year spring semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.
prereq: COMSC 729; coreq: COMSC 737 1 cr

COMSC 739.04 Clinical Practicum in Speech-Language Pathology 2
For students in the bilingual extension, designates a special section of COMSC 739 for practicum with Spanish-speaking children eligible for bilingual services.
prereq: COMSC 729; coreq: COMSC 737 45 hours plus 5 hrs of fieldwork, 3 cr

COMSC 752 Audiology for Speech-Language Pathologists
Topics in audiological assessment and management of children and adults with hearing loss that are relevant to the practicing speech-language pathologist.
prereq: none

COMSC 771 Summer Clinical Practicum in Speech-Language Pathology 1
First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.
prereq: COMSC 733 1 cr

COMSC 772 Summer Clinical Practicum in Speech-Language Pathology 2
Second year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervision of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practica and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, adolescence, as well as with adults.
prereq: COMSC 771 1 cr

COMSC 781 Independent Study
Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.
prereq: completion of 24 cr. minimum; hours to be arranged; 2 cr

COMSC 782 Independent Study
Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.
prereq: completion of 24 cr. minimum; hours to be arranged; 2 cr

COMSC 790 Special Topics in Speech-Language Pathology or Audiology

COMSC 790.01 Dysphagia, Tracheostomy, and Ventilator Dependency

COMSC 790.02 Assessment and Management of Dysphagia

COMSC 796 Special Problems
Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

COMSC 799 Thesis Seminar
Hours to be arranged. Individual research under supervision.

BILED 701 Foundations of Bilingual Education
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.
45 hours plus 5 hrs of fieldwork, 3 cr

BILED 771 Psychology of Language Learning and Teaching
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.
30 hrs plus 5 hrs of fieldwork and lab, 2 cr

BILED 778 Instruction Through the Native Language
To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.
prereq: BILED 771
45 hrs plus 10 hrs of fieldwork, 3 cr

EDES 783 Methodology of Teaching English to Speakers of Other Languages
An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A 25-hour field experience is a part of this course.
DOCTORAL PROGRAM IN
SPEECH AND HEARING SCIENCES

The City University, through the Graduate Center, offers a doctoral program in speech and hearing sciences. For description of the program, see the Bulletin of the Graduate Center or go to http://web.gc.cuny.edu/ClinicalDoctoral/audio/index.htm

CLINICAL DOCTORAL
PROGRAM IN AUDIOLGY

COURSES

AUD 70000 Anatomy & Physiology of the Audio-Vestibular System
Investigation of the embryology, structure, and function of the auditory and vestibular systems.
30 hours lecture plus conference, 3 cr

AUD 70300 Acoustics and Psychoacoustics
Exploration of the decibel, sound transmission, complex stimuli, psychoacoustic methods, signal detection theory, auditory sensitivity, masking, loudness, pitch, binaural hearing.
coreq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology
30 hours lecture, 15 hours laboratory, 3 cr

AUD 70500 Speech-Language Sciences
Exploration of phonological, lexical syntactic-morphological, and pragmatic aspects of human communication associated with speech, language, hearing and related disorders, normal processes of speech and language comprehension and production over the life span.
30 hours lecture plus conference, 3 cr

AUD 70900 Instrumentation in Audiology
Measurement and calibration of the physical characteristics of acoustic, electric, and other non-acoustic stimuli; instrumentation, digital technology; bio-electrical hazards.
prereq: Psychoacoustics
coreq: Physiological Acoustics
15 hours lecture; 30 hours laboratory, 3 cr

AUD 71000 Diagnostic Audiology
Study of audiological test procedures and interpretation in the assessment of peripheral and functional hearing impairment.
prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology; Psychoacoustics
30 hours lecture plus conference; 15 hours laboratory, 4 cr

AUD 71200 Speech-Language Pathology for Audiologists
Exploration of the effects of communication disorders and differences on audiological testing, treatment and counseling; screening and prevention of communication disorders across the life span. In accordance with the American Speech-Language-Hearing Association’s certification standards, students will complete the hours of speech and language screenings in a variety of settings.
prereq: Speech-Language Sciences
coreq: Diagnostic Audiology
15 hours lecture plus conference, 15 hours laboratory, 3 cr

AUD 71600 Physiological Acoustics
Detailed study of the pneumatic/mechanical/hydraulic/electrical interfaces involved in the transduction of acoustic energy through the auditory system. In-depth investigation of the external ear biophysics, the middle ear transfer function, cochlear hydrodynamics and hydromechanics, auditory biopotentials, cochlear non-linearity, neural transduction and neural coding in the peripheral and central auditory systems.
prereq: courses in Anatomy & Physiology of the Audio-Vestibular System and Psychoacoustics
30 hours lecture plus conference, 3 cr

AUD 71800 Introduction to Research Methods
Exploration of issues and concepts in study design and analysis including types of research, controlling for confounding variables, measurement errors and their effects, statistical methods, and their applications to clinical populations.
30 hours lecture plus conference, 3 cr

AUD 72000 Multicultural Issues for Audiologists
Examination of multicultural influences on the prevalence of auditory, vestibular, and otologic disorders; dialectical considerations for suprathreshold speech-recognition assessment; multicultural influences on attitudes toward health care providers, health care, disability, and deaf; ramifications of cultural diversity for professional practice; using culturally sensitive measures and protocols for assessment and management.
prereq: Diagnostic Audiology
30 hours lecture plus conference, 3 cr

AUD 73000 Amplification I
Examination of hearing-aid components, hearing aid candidacy, output limiting/compression, electroacoustic and real-ear measures, prescriptive procedures, amplification, earmolds and earmold acoustics, cerumen management, binaural issues including deprivation and acclimatization, approaches to hearing aid evaluation.
prereq: Diagnostic Audiology, Physiological Acoustics, and 1 cr of Audiology Practicum
30 hours lecture plus conference, 15 hours laboratory, 4 cr

AUD 73300 Communication Skills of Adults with Hearing Loss
A comprehensive approach to rehabilitation of adults with hearing impairment. Assessment of adult communicative function including auditory/visual speech perception, and use of self-assessment using cochlear implants and other sensory aids.
prereq: Diagnostic Audiology and 1 cr of Audiology Practicum
coreq: Amplification I
30 hours lecture plus conference, 3 cr

AUD 73500 Auditory Electrophysiology
Advanced differential diagnosis of auditory disorders. Exploration of theoretical bases and clinical aspects of otoacoustic emissions and middle ear measurement.
prereq: Diagnostic Audiology and 1 cr of Audiology Practicum
coreq: 2nd cr of Audiology Practicum
15 hours lecture and conference, 15 hours laboratory, 3 cr

AUD 73700 Prevention and Identification of Hearing Loss
Examination of procedures to prevent the onset and minimize the development of hearing disorders; identifying individuals at risk for hearing impairment throughout the lifespan; screening individuals for hearing impairment and disability/handicap; administering hearing conservation programs.
prereq: courses in Diagnostic Audiology and Auditory Evoked Responses
coreq: course in Audiology Electrophysiology
30 hours lecture plus conference, 3 cr
AUD 74000 Aural Habilitation
Roles and responsibilities of the audiologist in clinical and educational settings. Assessment and management of communicative function in children with hearing impairment, including those with minimal hearing loss. Development of strategies for improving speech perception skills, including usage of assistive technology.
prereq: Auditory Evoked Responses; Speech-Language Pathology for Audiologists; and, 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology
30 hours lecture plus conference, 3 cr

AUD 74200 Auditory Evoked Responses
Exploration of the theoretical bases and clinical applications of the auditory evoked potentials.
prereq: Audiology Electrophysiology and 2 cr of Audiology Practicum
15 hours lecture and conference; 15 hours laboratory; 3 cr

AUD 74600 Pediatric Audiology
Exploration of the effects of hearing loss on child development, prevalence of hearing loss in childhood, embryology, genetic issues, development of auditory function, hearing and balance disorders in children, pediatric audiology assessment battery, pediatric considerations in amplification, assessment of special populations.
prereq: Amplification I, Auditory Evoked Responses and 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology; Prevention and Identification of Hearing Loss
30 hours lecture plus conference, 3 cr

AUD 74800 Amplification II
Advanced signal processing, verification, validation/outcome measures, pediatric amplification fitting, noise-reduction strategies, multi-channel/phone directional technology, troubleshooting/repair, hearing-aid orientation.
prereq: Amplification I and 2 cr of Audiology Practicum
15 hours lecture and conference; 15 hours laboratory; 3 cr

AUD 75000 Counseling
Contemporary theories of counseling. Application of principles and methods to problems faced by individuals with communication, hearing, vestibular and tinnitus disorders and their families. Counseling strategies to maximize individual's ability to understand, adapt and cope with his/her disorder.
prereq: Diagnostic Audiology
30 hours lecture plus conference, 3 cr

AUD 76000 Medical Audiology
Medical and audiological aspects of hearing and balance disorders, including issues in genetics, otological assessment and treatment, and use of imaging studies.
prereq: Auditory Evoked Responses and 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology
30 hours lecture plus conference, 3 cr

AUD 76300 Vestibular and Tinnitus Evaluation and Management
Investigation of balance tests including electronystagmography, posturography, and rotary chair; vestibular rehabilitation; electro-physiologic and behavioral techniques for the assessment of tinnitus; tinnitus management.
prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology; Diagnostic Audiology; Auditory Evoked Responses; Audiology Electrophysiology
30 hours lecture plus conference, 3 cr

AUD 76500 Audiologic Research Proposal
Critiquing of research and the development of individual research proposals. Development of Institutional Review Board (IRB) application.
prereq: Introduction to Research Methods and completion of 45 Au.D. credits
30 hours lecture plus conference, 3 cr

AUD 76700 Amplification III
Advanced programming, FM fitting and evaluation; special fittings; developing technologies; current research in amplification.
prereq: Amplification I and 2 cr of Audiology Practicum
15 hours lecture and conference; 15 hours laboratory; 3 cr

AUD 77000 Cochlear Implants and other Sensory Aids
Effects of electrical stimulation on the auditory system; exploration of candidacy, principles of signal processing, and audiologic management for children and adults who use cochlear implants and other sensory aids.
prereq: courses in Anatomy & Physiology of the Audio-Vestibular System; Acoustics and Psychoacoustics; Speech-Language Sciences; Physiological Acoustics; Instrumentation in Audiology; Amplification I
30 hours lecture plus conference, 3 cr

AUD 77200 Auditory Processing Disorders: Assessment and Treatment
Relevant neuroanatomy and physiology of auditory pathways: behavioral and physiological assessment techniques and management procedures for children and adults with auditory processing disorders.
prereq: Auditory Evoked Responses; Auditory Electrophysiology; Speech-Language Pathology for Audiologists; Pediatric Audiology; Audiology Habilitation and 2 cr of Audiology Practicum
30 hours lecture plus conference, 3 cr

AUD 77400 Hearing and Aging
Examination of the biological, physiological and sociological changes accompanying the aging process; protocols for evaluating and treating older adults with hearing impairment.
prereq: courses in Diagnostic Audiology and Anatomy & Physiology of the Audio-Vestibular System; Auditory Electrophysiology; Communication Skills of Adults with Hearing Loss
30 hours lecture plus conference, 3 cr

AUD 77600 Seminar in Professional Practice - Business Practices
Issues of a professional nature that impact on the practice of audiology. Topics include licensure, accreditation/certification, quality assurance, reimbursement, establishing a private practice, professional liability, privacy/confidentiality and ethics.
prereq: Courses in Diagnostic Audiology; Audiology Practicum; Audiology Seminar; Amplification II
30 hours lecture plus conference, 3 cr

AUD 78000 Audiologic Research
Students, under the direction of their clinical research project committee, will carry out the proposal developed in Audiologic Research Proposal.
prereq: Audiologic Research Proposal
15 hours, 1 cr

AUD 79000 Audiology Practicum
Clinical Practicum in assessment and management of a wide variety of hearing disorders under the supervision of an ASHA certified and New York licensed audiologist.
15 hours laboratory, 1 cr

AUD 79600 Seminar in Audiology
Examination of ethical issues, certification standards, Center policies and procedures, infectious disease and infection control, history taking, report-writing, counseling, case studies, procedures and protocol in various settings.
15 hours 1 cr

AUD 79900 Audiology Residency
Students will be placed and supervised in setting(s), which will meet CAA standards for the certificate of Clinical Competence for the clinical residency year. Student must successfully complete this course two times.
coreq: Audiology Residency Seminar
prereq: for the 1st semester of Audiology Residency: Completion of 6 credits of Audiology Practicum and 6 credits of Audiology Seminar, 1-3 cr

AUD 79800 Independent Study
Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.
coreq: conference, 1-3 cr
The Physical Therapy program is a three-year post-baccalaureate Doctor of Physical Therapy degree curriculum. The DPT program is a collaboration between the Graduate Center of CUNY and the physical therapy programs at Hunter College and the College of Staten Island. These two sites have different admissions deadlines and admit separate groups of students. You must indicate which site you are seeking to attend!

Upon completion of the program, students will receive a doctor of physical therapy (DPT) degree. Please go to the Physical Therapy Program or the Graduate Center (CUNY) website for updated information on the present curriculum, the admissions requirements and process, open-house dates, and to download clinical experience and other forms.

Physical therapists, as essential members of the health care team, address health maintenance and the prevention of disabilities, the identification and assessment of impaired motor function, and rehabilitation toward optimal health and function. The physical therapist provides therapeutic services to individuals of all ages with musculoskeletal, neurological, sensorimotor, cardiovascular, and other physiological dysfunctions. Physical therapists may be employed in hospitals and extended-care facilities, ambulatory clinics, school systems and sports medicine centers. They may also be self-employed professionals in private practice.

The present graduate program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduates are prepared for the National Licensure Examination in Physical Therapy.

### ADMISSION REQUIREMENTS

Admission requirements for entry into the DPT degree program are described below.

The bachelor's degree requirement for entry is based upon the CAPTE criterion that mandates that physical therapy programs are “built on a balance of course work in social sciences, humanities, and natural sciences, which is appropriate in depth and breadth, to develop the ability in students to think independently, to weigh values, to understand fundamental theory, and to develop skill for clinical practice, including critical thinking and communication.”

The pathway requires the following prerequisite course work and admissions procedures.

1. A bachelor's degree from an accredited four-year institution by the end of the spring semester prior to entry into the DPT program.
2. Two semesters of anatomy and physiology for science majors with lab
3. Two semesters of physics for science majors with lab
4. Two semesters of chemistry for science majors with lab
5. Two semesters of psychology (including one semester of developmental psychology or child psychology).
6. One semester of mathematics (precalculus or college algebra and trigonometry).
7. One semester of statistics.
8. One semester of English composition (expository writing)
9. The Graduate Record Examination must be completed and scores sent to the Graduate Center of CUNY (ID # 2113)
10. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
11. An undergraduate grade point average (GPA), calculated from all college courses, of 3.0 or above
12. Documented clinical experience of at least 100 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital-based setting.

Applicants may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form will be provided by the physical therapy program and is available from our website. The completed documentation should be provided by the Executive Officer of Clinical Doctoral Degree Programs, CUNY, Barbara Weinstein; Room 3310, 365 Fifth Avenue; (212) 817-7980

Director and Adviser, Gary Krasilovsky; Room E 007, Brookdale Campus, Hunter College; (212) 481-4469; gkrasilo@hunter.cuny.edu

Associate Professors: Krasilovsky, Lipovac, Rosen
Assistant Professors: Babyar, Holland, Ibrahim, Pivko
Academic Coordinator of Clinical Education: Pivko

Website: [www.hunter.cuny.edu/schoolhp/pt](http://www.hunter.cuny.edu/schoolhp/pt) or [www.gc.cuny.edu/doctoral_programs](http://www.gc.cuny.edu/doctoral_programs)

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supervising physical therapist by the deadline of December 1 prior to the summer semester for which admission is sought.

13. Filing of an online Graduate Center (GSUC) Application by the December 1st deadline.

14. An interview may be required with faculty of the Hunter College Physical Therapy Program, which will include an essay as determined by the physical therapy program faculty.

15. For applicants who have not studied in English-speaking countries, a score of at least 550 on the TOEFL examination.

16. Students who have not completed up to 6 credits of prerequisites may be conditionally accepted for the incoming class, but all requirements must be met before the starting date of the program in the fall semester.

The application process is self-managed. Applicants must file online via a link from the Admissions office of the Graduate Center. All other documents are to be obtained by the applicant and submitted in sealed envelopes to the Graduate Center Admissions Office. This includes all transcripts and letters of recommendation. Documents submitted by eligible applicants will be reviewed for clinical experience and other relevant experience in health care to identify those eligible for interviews. Subsequent to the interviews, a standardized scoring form will be used to evaluate each applicant, based on GPA, GRE & TOEFL scores, clinical experience, essay quality, and interview scores.

Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. The Graduate Center/Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.

**REQUIREMENTS FOR GRADUATION**

**Specialization (Courses designated PT) 105 credits**

**First Year**

(Fall semester)

- PHT 70100, 70200

(Summer semester)

- PHT 70300, 70400, 70500, 70600, 71000, 72000, 75000

(Spring semester)

- PHT 73000, 74000, 76000, 77000, 78000, 79500, 80100

**Second Year**

(Fall semester)

- PHT 80200, 80300, 80400, 80500, 80700, 80800, 80900, 81100, 79700, 81000, 80600

(Spring semester)

- PHT 81000, 82000, 83000, 84000, 85000, 88200, 86000

**Third Year**

(Fall semester)

- PHT 88600, 88700

(Spring semester)

- PHT 88950, 89000, 90000

**GRADING POLICY**

**Academic and Clinical Education Grading Policy Summary**

Students are required to maintain a cumulative GPA of 3.0 or above to remain in good academic standing (refer to section on academic policies in this catalog, p.16). Students earning a grade below C in any required academic course in the physical therapy program will not be permitted to continue the sequence of physical therapy courses. A meeting with the faculty will be scheduled to discuss whether the student should take a leave of absence in order to retake the course and reapply for admission at least two months before the beginning of the semester in which the student plans to resume studies. The total time permitted for completion of the physical therapy program curriculum is five years (see section on degree requirements in this catalog, p. 9). This will not prevent the student from continuing at Hunter College in another major area.

If a student repeats a failed course, it is required that a grade of C be earned in the repeated course and that the student’s GPA remain above 3.0. If the student earns below a C grade in the repeated course, the student will be offered counseling toward another major area. Students are permitted to repeat only one course while enrolled in the Physical Therapy Program, and they are permitted to repeat that course only once. This policy also applies to clinical affiliation grades, which are credit/no credit (CR/NC). A student is limited to repeating one clinical affiliation throughout the entire curriculum sequence. If a clinical affiliation is graded no credit (NC), the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be graded as credit (CR) for successful continuation and graduation from the program. The grade of credit (CR) or no credit (NC) does not influence the student’s GPA. If a student withdraws from any course, the academic policies as stated in the Hunter College Graduate Catalog (see p. 16) will be followed.

The grading policy in courses which include a practical (laboratory) examination or checkout as part of the grade is determined by the faculty member teaching the course. Students must pass all practical examinations. The policy for the passing criteria is included in the course syllabus.

1. These courses are scheduled during the first nine weeks of the semester.

2. PHT 80600 is a six-week, full-time clinical externship, which is scheduled for the last six weeks of the fall semester.
COURSE LISTINGS

PHT 70100 Clinical Anatomy
An in depth study of the human body, with emphasis on the neuromuscular and musculoskeletal systems.
prereq: acceptance into the Physical Therapy Program
90 hrs, 4 cr

PHT 70200 Medical Terminology
This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records and identify common terms related to diagnosis, therapies, and diagnostic tests.
prereq: acceptance into the Physical Therapy Program
On-line, 1 cr

PHT 70300 Foundations PT Care
An introduction to the physical therapy profession and includes the history and scope of physical therapy practice.
prereq: acceptance into the Physical Therapy Program
60 hrs, 2 cr

PHT 70400 Introduction to Physical Therapy Practice & Ethics
This course examines the multifaceted role of the physical therapist in the health care delivery system.
prereq: acceptance into the Physical Therapy Program
30 hrs, 2 cr

PHT 70500 Upper Extremity Kinesiology & Assessment
An introduction to the application of anatomy for human movement.
prereq: acceptance into the Physical Therapy Program
45 hrs, 2 cr

PHT 70600 Psychosocial Aspects of Clinical Practice
This course is designed to increase understanding of the profound psychological and social impact that illness and disability can have on people with chronic illness and traumatic injury.
prereq: acceptance into the Physical Therapy Program
30 hrs, 2 cr

PHT 71000 Research Design
Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice.
prereq: PHT 70100, PHT 70200, PHT 70300, PHT 70400
30 hrs, 2 cr

PHT 72000 Human Physiology and Exercise Physiology
This course provides an overview of cellular structures and functions which regulates body homeostasis from the point of cell division and genetic control of protein synthesis.
prereq: PHT 70100, PHT 70200, PHT 70300, PHT 70400
60 hrs, 4 cr

PHT 73000 Structure and Function of the Nervous System
This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, structural and functional relationships.
prereq: PHT 72000, PHT 71000
45 hrs, 3 cr

PHT 74000 PT Prevention & Intervention
Basic concepts of mobility and exercise for prevention and restoration of function.
prereq: PHT 71000, PHT 72000
90 hrs, 4 cr

PHT 75000 Physical Modalities - Clinical Decision Making & Application
Principles and practical application of thermal, mechanical, electromagnetic and other energies in physical therapy is presented.
prereq: PHT 71000, PHT 72000
75 hrs, 3 cr

PHT 76000 Lower Extremity Kinesiology & Assessment
The structure and function of joints and muscles will be reviewed for the lower extremities and trunk.
prereq: PHT 71000, PHT 72000
60 hrs, 2 cr

PHT 77000 Research Seminar I
To provide the students with basic patterns of research from review of the literature to the design of multiple variable research, involved in the clinical physical therapy environment.
prereq: PHT 71000, PHT 72000
15 hrs, 1 cr

PHT 78000 Clinical Medicine
An overview of disease and injury with an emphasis on conditions encountered in physical therapy.
prereq: PHT 71000, PHT 72000
45 hrs, 3 cr

PHT 79500 Integumentary System: Assessment & Intervention
The course focuses on evaluation and management of individuals with integumentary dysfunction.
prereq: PHT 71000, PHT 72000
15 hrs, 1 cr

PHT 79700 Colloquium Elective
This elective will provide students with the opportunity to enroll in an intense clinically based course presented by an expert in physical therapy.
prereq: PHT 72000, PHT 71000
TBA hrs, 1 cr

PHT 80100 Pulmonary PT
This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with pulmonary dysfunctions.
prereq: PHT 72000, PHT 71000
45 hrs, 2 cr

PHT 80200 Clinical Education: Education Theories
This course is designed to introduce the student to the principles and theories of educational strategies.
prereq: PHT 73000, PHT 74000, PHT 75000, PHT 78000
30 hrs, 2 cr

PHT 80300 Differential Diagnosis & Intervention in Clinical Orthopedics
This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with orthopedic dysfunctions.
prereq: PHT 73000, PHT 76000, PHT 79000
30 hrs, 2 cr

PHT 80400 Introduction to Neurological PT
prereq: PHT 73000, PHT 76000
45 hrs, 2 cr

PHT 80500 Musculoskeletal Examination and Interventions I
Basic examination techniques utilizing selective tissue tension tests that will be applied to evaluate and diagnose lower extremity orthopedic conditions.
prereq: PHT 76000, PHT 78000, PHT 74000
60 hrs, 3 cr

PHT 80600 Clinical Affiliation 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.
prereq: PHT 80400, PHT 80500
6 weeks full time, 3 cr

PHT 80700 Proprioceptive Neuromuscular Facilitation
The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) that will serve as the foundation for learning these specialized hands on exercise techniques.
prereq: PHT 80600
30 hrs, 1 cr

PHT 80800 Differential Diagnosis in Neurological Evaluation
A system of testing peripheral, central and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests.
prereq: PHT 80600
30 hrs, 1 cr

PHT 80900 Research Seminar II
Data collected and completion of research results.
prereq: PHT 80600
1 hour/week, 1 cr (Independent study)
PHT 81000 Neurological Interventions I
The course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment and appropriate modifications.
prereq: PHT80800, PHT80900
75 hrs, 3 cr

PHT 81100 Cardiac Rehabilitation
The physical therapy management of individuals with cardiovascular dysfunction is covered in this course. Physical therapy evaluations and treatment approaches
prereq: PHT 72000, PHT 71000
45 hrs, 2 cr

PHT 82000 Clinical Orthopaedics I
/ Radiology and Imaging
Etiology and therapeutic management of selected orthopedic conditions of the upper extremity and introduction to radiology and imaging.
prereq: PHT 80800, PHT 80900
30 hrs, 2 cr

PHT 83000 Orthotics & Prosthetics
This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics.
prereq: PHT 80600, PHT 80700, PHT 80800
30 hrs, 2 cr

PHT 84000 Differential Diagnosis & Intervention in Clinical Neurology
This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems.
prereq: PHT 80600, PHT 80700, PHT 80800
45 hrs 3 cr

PHT 85000 Musculoskeletal Examination II
Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper extremity orthopaedic diagnoses.
prereq: PHT 80600, PHT 80700
75 hrs, 3 cr

PHT 86000 Research Seminar III
Students will complete research project and prepare for a publishable manuscript following protocol in Guide for Authors. Progress toward completion of publishable research project.
prereq: PHT 80900
15 hrs, 1 cr

PHT 87000 Health Promotion Through the Lifespan
This course defines the role of physical therapy in health promotion, prevention, and wellness.
prereq: PHT 80600, PHT 80700, PHT 80900
30 hrs, 2 cr

PHT 88000 Neurological Interventions II
Foundations, assessment procedures, and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of adult and pediatric disorders of the Central Nervous System, with emphasis on the techniques taught by the Bobaths (N. D. T.).
prereq: PHT 81000
60 hrs, 2 cr

PHT 88100 Seminar on Organization & Management
This course is designed to provide information and develop skills to manage an organized physical therapy service.
prereq: PHT 87000, PHT 81000, PHT 86000
45 hrs, 3 cr

PHT 88200 Pediatrics
Through lecture, laboratory experiences, discussion, videos and assigned readings, the student will be able to examine and understand normal and abnormal human development; theory and practice of physical therapy intervention in developmental disabilities.
prereq: PHT 81000, PHT 84000
30 hrs, 2 cr

PHT 88300 Pharmacology & Systems Review
This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides rationale for the use of drugs and other available treatments in different diseases.
prereq: PHT 81000, PHT 85000
45 hrs, 3 cr

PHT 88400 Musculoskeletal Examination and Intervention III
Advanced management of the spine including selective tissue testing techniques.
prereq: PHT 85200, PHT 84000
75 hrs, 3 cr

PHT 88500 Electroneuromyography & Motion Analysis
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.
prereq: PHT 81000, PHT 84000
30 hrs, 2 cr

PHT 88600 Clinical Affiliation II
A 10 week affiliation in a facility that will serve to further refine and enhance student’s skills while building on past clinical experiences.
prereq: PHT 88000 and PHT 88200
10 weeks, 5 cr

PHT 88700 Clinical Decision Making
This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues and the resolution of conflict within the workplace.
prereq: PHT 88000
1/week, 1 cr

PHT 88800 Research Seminar IV
Implement the research project at the locations designated and start data collection once all IRB approval(s) are in hand.
prereq: PHT 88600
1/week, 1 cr

PHT 88900 Colloquium Elective in Physical Therapy
This colloquium will provide students with the opportunity to interact with a renowned expert in physical therapy.
prereq: PHT 79700, PHT 88900
15 hrs, 1 cr

PHT 88950 Clinical Affiliation III
This is the third of four clinical internship placements throughout the curriculum.
prereq: PHT 88600, PHT 88800
9 weeks, 5 cr

PHT 89000 Clinical Affiliation IV
This is the fourth of four clinical internship placements throughout the curriculum.
prereq: PHT 88950
105 hrs, 5 cr

PHT 89800 Biofeedback Interventions in Physical Therapy
This course will provide students with the opportunity to practice biofeedback as a physical therapy evaluation and intervention tool.
prereq: PHT 88800
22.5 hrs, 1 cr

PHT 90000 Research Seminar V
Complete the research project and prepare to submit research to a professional journal.
prereq: PHT 88800
1 hr/week, 1 cr
The program in urban public health offers a master of public health degree in community health, with specializations in community health education, environmental and occupational health, and public health nutrition. The program also offers a master of science degree in environmental and occupational health sciences. With the Hunter-Bellevue School of Nursing, it offers an MSN/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog. Doctoral students in some CUNY Graduate Center PhD programs, including sociology and psychology, can also earn an MPH while pursuing their doctorate. Interested candidates should contact the urban public health office. The MPH degree is accredited by the Council on Education for Public Health, the national educational accrediting body for public health programs in community health/preventive medicine. The MS degree is accredited by the Accreditation Board for Engineering and Technology.

During the fall and spring semesters, all courses are held once a week, Mondays through Thursday, in the late afternoon and evening, and studies can be pursued on a part-time basis. During the summer semesters, there are a limited number of course offerings, which are held twice a week in the late afternoon and evening.

The program in urban public health educates public health professionals to promote health and prevent disease among urban populations. It prepares students to work with the diverse populations living in cities, and to serve in a variety of settings in government, nonprofit organizations, businesses and communities. The program provides students with a broad multidisciplinary background in public and urban health and with specific competencies in community health education, environmental and occupational health, or nutrition. It also offers students an opportunity to select concentrations in specific populations, health conditions or public health tasks, allowing them to use elective and field work credits to add additional competencies.

Each track prepares students for specific job opportunities. Graduates of the community health education track plan and manage community health programs and interventions to reduce social and behavioral threats to health. Graduates of the environmental and occupational health track identify, assess and reduce community and workplace exposures that jeopardize the health of urban populations. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The public health nutrition specialization within the MPH program includes courses that meet the requirements of the Dietetic Internship (DI), a 1200-hour fieldwork and didactic experience accredited by the Commission on Accreditation of Dietetic Education (CADE), the accrediting arm of the American Dietetic Association. Students who successfully complete the DI are eligible to sit for the national registration in dietetics to become credentialed as registered dietitians. Students who enter the MPH program with a bachelor of science degree in nutrition that fulfills CADE competencies may simultaneously work toward the master's degree and dietetics registration, two credentials that will increase their skills and employability.

**AFFILIATED CENTERS**

Three centers are affiliated with the program in urban public health: the Center for Community and Urban Health, the Brookdale Center on Aging and the Center for Occupational and Environmental Health. They provide opportunities for students to become involved in demonstration projects and research through internships and independent study. (See section on Research Centers and Institutes in front section of this catalog.)

**MPH DEGREE**

**Requirements for Admission**

1. General admissions requirements to the graduate programs in the arts and sciences are observed.

2. Aptitude section of the Graduate Record Examination or a prior master's degree from an accredited U.S. university

3. Undergraduate major in natural or social sciences, health studies, nutrition or a related field. Students are expected to present a background in both natural sciences and social sciences. Applicants to specializations in public-health nutrition and environmental and occupational health are expected to have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus. An undergraduate major in nutrition is desirable for the public-health nutrition specialization.

4. At least one year of work or volunteer experience related to public health, nutrition, environmental or occupational health, social services or community organization is required.

5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 is required for admission.

**Academic Requirements**

1. 48 cr chosen as follows:
   All courses (12 cr) in Group A, Public Health Core (see below under Course Distribution) All courses (6 cr) in Group B, Urban Health Core 5 courses (15 cr) in Group C within one of the three specialization areas of community health education, environmental and occupational health, or public health nutrition 3-9 cr in Group D, supervised fieldwork experience within specialty area 6-12 elective credits, which can be within a single concentration area listed in Group E, chosen in consultation with the faculty adviser.

**Degrees offered**

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
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<tbody>
<tr>
<td>Community Health Education BS*</td>
<td>1214</td>
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<tr>
<td>Nutrition and Food Science BS*</td>
<td>1306</td>
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<tr>
<td>Urban Public Health MPH</td>
<td>1214</td>
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<tr>
<td>Community Health Nursing MS/MPH 1203.1/1214</td>
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<tr>
<td>Urban Public Health</td>
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<tr>
<td>Environmental and MS 1299</td>
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<tr>
<td>Occupational Health Sciences</td>
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* See Hunter College Undergraduate Catalog 2004-2007, p. 214 for information concerning undergraduate programs in urban public health.
2. A capstone project (seminar, paper, oral presentation) based on an aspect of student's fieldwork. The capstone project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health, urban health and the specialty area. A list of these outcome competencies is available through the urban public health program office. For students with graduate GPAs ≥3.8 and strong writing and research skills, especially those wishing to pursue doctoral studies, a Master's Essay may be written in lieu of a capstone project.

Note: In addition to the degree requirements listed above, depending on their undergraduate preparation and work experience, students may be required to take additional undergraduate courses or independent study to meet program competencies as determined by a faculty adviser. For example, students in the public health nutrition specialization who do not have an undergraduate degree in nutrition may be required to take additional courses in biology and chemistry to meet the American Dietetic Association's requirements for registered dietitians.

Up to 12 credits of program requirements may be waived for students who demonstrate mastery of specific content required for the degree as evidenced by passing challenge examinations or submitting acceptable documentation of relevant skills. Students can then choose elective credits instead.

**Course Distribution**

**Group A**

Public Health Core Required . . . . 12 cr

PH 700, 701, 702, 703

**Group B**

Urban Health Core Required . . . 6 cr

PH 710, 740

**Group C**

Specialization Track Required . . 15-18 cr

in one specialization area

COMHE 750, 751, 752, 753 AND 754

EOHS 702, 705, 747, 754, 765

NUTR 710, 720, 730, 733, COMHE 750, 753* (pending approval)

**Group D**

Supervised Field Work Required 3-6 cr.

COMHE 737.01; 737.02 . . . . . . . . 6 cr.

EOHS 760 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 3 cr.

NUTR 737.1, 737.2 or NUTR 700 and 701 for students enrolled in the Dietetic internship program

[9 cr for students choosing dietetic internship program to become registered dietitians (RD)]

**Group E**

Electives/Concentrations . . . . 6-12 cr.

Students in all three specialization tracks may select electives, independent study and field placements within one or more topic areas in order to develop more advanced knowledge and skills. In consultation with the faculty adviser, students can also design their own concentrations within a specialty area within public health (e.g., women's health, infectious diseases, immigrant health, occupational health) and/or using resources of other college departments including nursing, urban affairs and planning, social work, social sciences or others, or with research centers.

Note: To be eligible for the American Dietetic Association's Dietetic Internship Certificate, a requirement for taking the examination to become a registered dietitian, students in the public health nutrition specialization must complete NUTR 700, 701, 702 AND 703.

**ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES - MS**

This program is designed for individuals seeking careers as environmental and occupational health professionals. While emphasizing the recognition, evaluation, and control of environmental and occupational factors affecting health, the curriculum also includes consideration of economic, sociopolitical, and regulatory issues. Offerings are designed so that students may either also pursue study in environmental health science in addition to specialization in occupational health and safety. Opportunities are available for internships with numerous outside organizations (see list of field instruction centers) as well as for research with faculty members. Together with several other major professional training institutions, this program is a component of the Education and Research Center designated for this region by the National Institute for Occupational Safety and Health. A limited number of tuition scholarships are available to qualified students. The MS program is accredited by the Accreditation Board of Engineering and Technology.

Graduates of the program are qualified for research, management, and planning positions in a variety of public and private institutions. Career options include air and water pollution control, hazardous waste management, industrial hygiene, occupational health and safety, environmental planning, and environmental public health. After a prescribed period of work experience, graduates can qualify for examinations to become certified industrial hygienists (CIH), certified safety professionals (CSP), certified hazardous materials managers (CHMM) or registered sanitarians (RS).

Scholarships may be available from the National Institute for Occupational Safety and Health (NIOSH) (EOHS Students) and other public and private sources. Contact the program office for further information.

**Requirements for Admission**

1. General admission requirements to the graduate programs in arts and sciences are observed.

2. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university

An undergraduate major in science or engineering is desirable.

Students are expected to have completed at least 40 credits in undergraduate or graduate-level basic science and math courses such as courses in organic chemistry (with labs), general chemistry, general physics, biology, and environmental or health sciences. Generally, an undergraduate major in biology, chemistry, environmental sciences or physics would satisfy these requirements. Students must also have completed one semester of calculus and one of statistics. Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the program admissions committee.

**Requirements for the Degree**

The MS program requires the completion of a minimum of 48 credits of course work, of which 25 credits of core courses are required, as well as a seminar and a comprehensive examination. Full-time students are generally able to complete program requirements in four semesters. Students are required to complete an internship project of at least 240 hours.

**Course Distribution for MS**

Core (all required) 40 cr

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<td>PH 700</td>
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Eelectives 8 cr

[pending approval]
Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

Most elective courses are offered intermittently (i.e., once every 2 years or at longer intervals). The frequency with which specific electives are offered is generally based upon student request and faculty expertise and are designed to reflect emergent issues in the field. Examples of recent elective courses are listed in this catalogue. Please contact the UPH office for more specific information about current and planned elective courses.

PUBLIC HEALTH COURSES

PH 700 Biostatistics and Epidemiology I
Lectures and hands-on workshops. Application of statistical and epidemiologic methods to health data: demographic concepts, rates and their use in administration of public health programs and epidemiology, disease measurement and distributions, testing of significance, and concepts of sampling. Introduction to one or more data management and/or statistical packages.

prereq: elementary statistics or calculus

PH 701 Principles of Health Care Administration
Interaction of official and voluntary health agencies at local, regional, and national levels. Examination of objectives, organization, and administration. Emphasis on financing, access and quality of care.

PH 702 Environmental Health and Safety
Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments. Topics include: air and water pollution, radiation and noise hazards, hazardous substances, solid wastes, food protection, natural and human-made disasters, and specific hazards such as lead, asbestos, mold and pesticides.

PH 703 Biostatistics and Epidemiology II
A continuation of PH700. Lectures, and hands-on workshops on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate the distribution and analysis of causes of disease and application of epidemiology to planning, monitoring and evaluation of public health programs.

prereq: PH 700

PH 710 Urban Health Promotion
Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.

PH 740 Public Health and Public Policy
Through in-depth exploration of major health issues, this course examines how government policies and social and economic factors influence the practice of public health in urban settings and how public health professionals can influence policy.

prereq: At least 30 cr including PH 700, 701, 702, 703, and 710

PH 783/784 1, 2, 3 Independent Study in Urban Public Health
Directed reading, research or field study designed to permit exploration of a single area related to urban health in depth, with faculty guidance. A faculty sponsor must agree to sponsor independent study prior to registration. Each of the research centers affiliated with the MPH and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr hrs to be arranged, 1, 2 or 3 cr

SPECIAL TOPICS COURSES IN URBAN PUBLIC HEALTH

PH 710 Urban Health Promotion
Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.

PH 740 Public Health and Public Policy
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prereq: perm program director, matriculated status, and completion of at least 12 cr hrs to be arranged, 1, 2 or 3 cr

PH 700 Biostatistics and Epidemiology I
Lectures and hands-on workshops. Application of statistical and epidemiologic methods to health data: demographic concepts, rates and their use in administration of public health programs and epidemiology, disease measurement and distributions, testing of significance, and concepts of sampling. Introduction to one or more data management and/or statistical packages.

prereq: elementary statistics or calculus

PH 701 Principles of Health Care Administration
Interaction of official and voluntary health agencies at local, regional, and national levels. Examination of objectives, organization, and administration. Emphasis on financing, access and quality of care.

PH 702 Environmental Health and Safety
Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments. Topics include: air and water pollution, radiation and noise hazards, hazardous substances, solid wastes, food protection, natural and human-made disasters, and specific hazards such as lead, asbestos, mold and pesticides.
PH770.XX Immigration and Health*
(formerly COMHE 770.76)
This course offers a comprehensive overview of immigrant health in the US. By relying on the sociological, anthropological and public health literature, this course will examine policy issues involving immigrant populations in the US (e.g., immigration law and changes in welfare reform), service provision, the diversity of alternative healing systems and practices among immigrant groups, and the importance of socioeconomic and cultural determinants on immigrants’ health outcomes. Immigrants’ differences in terms of culture and nationality, class, race/ethnicity, age, and gender will also be considered.

PHXXX.XX Cities, Society and Health*
(formerly COMHE 770.97)
Examination of the impact of city living on health with a focus on US cities in the last six decades. Recommended as a substitute for PH 710 for students who enter with extensive public health experience or advanced degrees in related fields.

PHXXX Interdisciplinary Urban Health Research*
(formerly COMHE 770.41)
Preparation to design research studies on complex urban health problems that transcend single disciplinary perspective, level of social organization or research methods.

COMHE 750 Community Health Assessment
This course prepares students to collect and analyze data on community health from a variety of sources, to identify problems and assets, and to develop objectives for community health interventions.

COMHE 751 Community Health Interventions
This course provides and introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

COMHE 752 Community Organizing and Development for Health
This course will prepare students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

COMHE 753 Health Program Planning and Funding
This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

COMHE 754 Evaluation and Research for Community Health Promotion and Disease Prevention
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.

COMHE 757.01 Fieldwork
Directed field experiences in official or voluntary health agencies or community social agencies. Placement in relation to student’s background and career expectations. Emphasis on applying classroom concepts and skills. Entire time in one agency or, for shorter periods, in two or more agencies. Accompanying seminar.

COMHE 757.02 Fieldwork
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.

EXAMPLES OF RECENT COMHE ELECTIVES:

COMHE 713 Addictions and Dependencies
Recent findings concerning legal and illegal drugs. Recent legislation. Emphasis on behavioral aspect with focus on abuser rather than substances being abused.

COMHE 714 Human Sexuality
Emotional, social, and physical development related to human sexuality. Emphasis on self-understanding and awareness of own sexual nature and needs. Methods, materials, and evaluation of sex education program in community settings.

COMHE 723 Sexuality Through the Life Cycle: Educational and Clinical Aspects
Considers issues of gender role, gender identity, eroticism, intimacy, love, sexual orientation, social role and genital sexual expression, assists students to distinguish between normal and problematic sexual expression in various life stages.

COMHE 726 Health Education in the Workplace

COMHE 730 Introduction to Gerontology
An overview of gerontology covering three broad areas: aging, health and society; social and economic outlook for an aging society; and the life course perspective.
EOHS 747 Hazard Evaluation and Instrumentation
An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

Prereq: PH 700, EOHS 702

EOHS 754 Environment and Occupational Toxicology
Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

Prereq: PH 702 and EOHS 705

EOHS 755 Industrial Ventilation and Environmental Control
Fundamentals of industrial ventilation: air flow, local and dilution exhaust ventilation systems, hood and piping design, fan type and selection, air cleaning devices, system testing; problem solving; engineering controls.

EOHS 757 Principles of Industrial Hygiene
Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

Prereq: EOHS 702 and 705

EOHS 741 Industrial Hygiene Laboratory
Practical aspects of recognition, evaluation, and control of industrial health hazards such as air contaminants, noise, heat, and radiation instruments and techniques for sampling and measurement of workplace hazards.

Coreq or Prereq: EOHS 757
60 hrs, 2 cr

EOHS 759 Industrial Processes and Plant Visits
A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

Prereq: EOHS 757

EOHS 760 Supervised Fieldwork (EOHS-MPH)
Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MPH students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

210 hours (1.5 months full-time or the equivalent).

EOHS 762 Noise and Radiation Hazards and Controls
Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

Coreq or Prereq: EOHS 705

EOHS 765 Environmental Audits and Remediation
Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.

Prereq: PH 700

EOHS 770.61 Supervised Fieldwork (EOHS-MS)
Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MS students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

210 hours (1.5 months full-time or the equivalent)

PUBLIC HEALTH NUTRITION COURSES

NUTR 700 Seminar in Dietetics Practice
Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition. Open to dietetic internship (DI) students only.

NUTR 701 Pre-Professional Practice in Dietetics: Clinical
Supervised externship in clinical dietetics and classroom discussions of readings and field experiences. Open to DI students only.

NUTR 702 Pre-Professional Practice in Dietetics: Food Service
Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences. Open to DI students only.

NUTR 703 Pre-Professional Practice in Dietetics: Community
Supervised externship in community nutrition and classroom discussions of readings and field experiences. Open to DI students only.

NUTR 710 Principles of Public Health Nutrition
Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

NUTR 720 Nutrition in Health Promotion and Disease Prevention
Relationship of diet and chronic disease. Integration of epidemiologic, clinical, and experimental evidence in the development of nutrition policy to reduce disease risk.

NUTR 730 Nutritional Assessment of Urban Communities and Populations at Risk
The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

NUTR 731 Human Nutrition and Metabolism
Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids, proteins, vitamins, minerals, and water to human nutrition.

NUTR 733 Nutrition and Health Through the Life Cycle
Relation of nutrition to growth and development. Nutritional concerns of the geriatric population. Nutrition requirements throughout the life cycle.

NUTR 734 Therapeutic Nutrition in Management of Chronic Disease
Investigation of interrelationships between chronic diseases and the therapeutic modification of food consumption.

NUTR 737.1 Public Health Nutrition Fieldwork I
Directed field experiences in public health nutrition agencies and/or programs.

210 hrs, 3 cr

NUTR 737.2 Public Health Nutrition Fieldwork II
Directed field experiences in public health nutrition agencies and/or programs.

210 hrs, 3 cr

NUTR 738 Public Health Nutrition Seminar
In-depth analysis of the literature and research in specific areas of public health nutrition.

NUTR 751 Nutritional Contribution of Foods
Nutrient and non-nutrient components of foods. Physical and chemical properties of foods and their relationship to health.

NUTR 752 Food Service and Personnel Management
The organization and administration of food service operations, especially in community settings.

NUTR 770.10 Cultural Aspects of Food and Nutrition
Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 770.20 Consumer and Food
Available food supply, world hunger, marketing, and legislation.
SELECTED FIELD INSTRUCTION CENTERS

Urban Public Health
Community Health Education
American Cancer Society
American Diabetes Association
American Lung Association
Arthur Ashe Institute for Urban Health
Brooklyn Teen Pregnancy Network
Caribbean Women’s Health Association
Children’s Aid Society
Columbia Presbyterian Medical Center Young Adult Clinic
Cornell University Medical Center
Department of Obstetrics and Gynecology
District Council 37 Health and Safety
The Door – A Center of Alternatives
Gay Men’s Health Crisis, Inc.
Hunter College – Brookdale Center on Aging
Center on Community and Urban Health
Center for Occupational and Environmental Health
Institute for Urban Family Health
March of Dimes
Memorial Sloan – Kettering Hospital
Cancer Information Service
Mount Sinai Medical Center
Department of Health Education
Department of Emergency Medicine
NYC Department of Health
Health Resource Training Center
HIV Prevention
Office of Health Promotion
NY State Department for the Aging
NY State Department of Health
Offices of Members of:
NYC Council
NY State Assembly
U.S. Congress
Planned Parenthood of NYC
Public Health Association of New York City
United Nations Fund for Population Activities

Environmental and Occupational Health Sciences

Ambient Labs
ATC Environmental, Inc.
Bellevue Hospital
Health and Safety Office
District Council 37
Hunter College
Center for Occupational and Environmental Health
Metropolitan Bridge & Tunnel Authority
MHRA Healthy Homes Initiative
Mount Sinai Medical Center
Division of Occupational and Environmental Medicine
National Union of Hospital and Health Care Employees (Local 1199)
NJ State Department of Health
Occupational Health Program
NYC Department of Environmental Protection
NYC Health Department
Environmental Epidemiology Unit
Health Research Training Program
NYC Transit Authority
NY Committee for Occupational Safety and Health
NY State Attorney General’s Office
Environmental Protection Bureau
NY State Department of Environmental Conservation
NYU Medical Center
Health and Safety Division
United Needle Industrial and Textile Employees (UNITE)
U.S. Department of Labor
Occupational Health and Safety Administration
U.S. EPA, Region II

Public Health Nutrition
Bellevue Hospital
City Harvest
Coler-Goldwater Memorial Hospital
Community Food Resource Center
Cornell University Cooperative Extension
Health Insurance of Greater New York (HIP)
Hunter College
Brookdale Center on Aging
Wellness Education Program
Momentum AIDS Project
Montefiore WIC Program Comprehensive Family Health Center
NYC Department of Health
THE HUNTER-BELLEVUE SCHOOL OF NURSING

The Hunter-Bellevue School of Nursing; 425 East 25th Street; New York, NY 10010
Director, Diane Rendon; 530 West; (212) 481-7596
Director of Graduate Program, Violet Malinski; 506 West; (212) 481-4465; fax (212) 481-4427; vmalinsk@hunter.cuny.edu;
Community/Public Health Nursing, Community/Public Health Nursing/Urban Public Health Coordinator, Patricia St. Hill; 413 West; (212) 481-3478; psthil@hunter.cuny.edu
Adult Nurse Practitioner, Gerontological/Adult Nurse Practitioner Coordinator, Steven Baumann; 514 West; (212) 481-4457; sbaumann@hunter.cuny.edu
Psychiatric Nurse Practitioner/Post Master's Certificate Coordinator, Ksunook Bernstein; 524 West; (212) 481-4346; kbernst@hunter.cuny.edu
Nursing Administration/Public Administration Coordinator, Donna Nickitas; 512 West; (212) 481-4376; dnickita@hunter.cuny.edu
Advanced Certificate, Nursing Education Coordinator, Stephen Holzemer; 408 West; (212) 481-5157; sholzeme@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/~shp/nursing/index.htm

FACULTY

Judith Aponte, Assistant Professor;
AA, New York City Technical College; BSN, MSN, Hunter; DNSc, School of Nursing, Columbia; Diabetes Mellitus and Community/Public Health

Steven L. Baumann, Associate Professor; BSN, Molloy; MSN, Catholic; PhD, Adelphi; GNP and Psychiatric NP, Primary Care of Older Adults and Persons with Psychiatric Diagnoses

Kunsook S. Bernstein, Assistant Professor;
BSN, Seoul National University; MA, NYU; PhD., Adelphi; PMHN, Adelphi University; Psychiatric Mental Health Nurse Practitioner

Cynthia Degazon, Associate Professor; BA, LIU; MA, PhD, NYU; Nursing Administration, Community Health

Joyce Griffin-Sobel, Associate Professor; BSN, Lehman; BSN, Hunter; PhD, NYU; Oncology Nursing; Nursing Research; Professional Publications

Stephen Holzemer, Associate Professor; BSN, Tennessee; MSN, Catholic; PhD, Adelphi; Community Health Nursing, Curriculum and Instruction, HIV/AIDS, Bioterrorism

Violet Malinski, Associate Professor; BSN, Rutgers; MA, PhD, NYU; Psychiatric Nursing, Healing and Spirituality

Mary Anne Nelson McDermott, Associate Professor; BSN, Seton Hall; MA, PhD, NYU; Medical-Surgical Nursing, Gerontological Nursing

Frances McGibbon, Instructor; BSN, MSN, Hunter; FNP, Pace; Family Nurse Practitioner

Donna M. Nickitas, Associate Professor; BSN, SUNY (Stony Brook); MA, NYU; RN, CNAA, BC, PhD, Adelphi; Nursing Administration

Kathleen A. Nokes, Professor; BSN, Hunter; MA, Teachers College, Columbia; PhD, NYU; Community Health Nursing, HIV/AIDS

Estelle Press, Instructor; BA UWW, Berkeley; MS, Hunter; MS, Pace; Certificate in Nurse Midwifery; SUNY at Downstate; Maternal/Child Health, Women’s Health, Community Health Education

Diane Rendon, Associate Professor; BS, MS, Hunter; EdD, Columbia; Psychiatric Nursing, Gerontological Nursing

Carol F. Roye, Professor; BA, NYU; MEd, Oklahoma; MS, Pace; MS, Columbia; EdD, Teachers College, Columbia; PNP, Primary Care of Children and Adolescents, Women’s Health, Community Health Education

Patricia F. St. Hill, Associate Professor; BS CUNY, BS SUNY, MPH Tulane, PhD, U California at San Francisco; Community, Cross-cultural Health

Leighsa Sharoff, Assistant Professor; BSN, Adelphi; MSN, Hunter; EdD, Columbia; Holistic Nursing, Psychiatric Mental Health, Women’s Health, Health and Healing

Holly Shaw, Associate Professor; BSN, Boston University; MS, PhD, Adelphi; Psychiatric Mental Health, Crisis, Trauma, Bereavement

Elizabeth Simon, Assistant Professor; BSN, Punjab (India); MS, School of Nursing, Columbia; Ed.M, Teachers College, Columbia; PhD, Walden University; Critical Thinking, Clinical Decision Making Skills, and Comparative International Nursing Education

Donald Smith, Assistant Professor; BSN, Indiana University of Pennsylvania; MA, PhD, NYU; Nursing Administration, HIV/AIDS, Bioterrorism

Vidette Todaro-Franceschi, Associate Professor; BS, CSci, MS, Hunter; PhD, NYU; Medical-Surgical Nursing, Critical Care, End-of-Life Care, Spirituality & Healing

Degrees offered

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<td>Community/public health nursing/Urban public health</td>
<td>MS/MPH</td>
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<tr>
<td>Gerontological/Adult nurse practitioner</td>
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<td>MS</td>
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<tr>
<td>Nursing Administration/Public Administration</td>
<td>MS/MPA</td>
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<td>Nursing Education</td>
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MASTER OF SCIENCE IN NURSING

The Hunter-Bellevue School of Nursing offers an accredited program leading to the master of science degree. The program provides an advanced body of nursing knowledge that builds on the knowledge and competencies acquired through a baccalaureate education in nursing. The program is designed to prepare graduates to assume leadership positions and make significant contributions to the quality of health care through advanced-practice nursing roles in primary care, clinical specialties and nursing administration.

Clinical specializations in advanced-practice nursing are available in community/public health nursing and nursing administration through the dual degree MS/MPA program. A dual-degree option, MS in community/public health nursing and MPH in public health, is available. Graduates of these programs meet the educational requirement for certification by the American Nurses Credentialing Center.

The following programs are registered as nurse practitioner programs by the New York State Education Department: gerontological/adult nurse practitioner, psychiatric nurse practitioner, psychiatric nurse practitioner advanced certificate, and adult nurse practi-
tioner. Graduates of these programs are eligible to apply for New York State Certification as NPs as well as to specialty organizations for national certification.

Each specialization provides the opportunity for interested students to complete a sub-specialization in the care of HIV/AIDS clients, integrative modalities, or nursing education.

All students must have an annual physical examination and submit the necessary clearance forms in order to progress through the clinical courses.

Please note: Hunter College, Lehman, and the College of Staten Island, City University of New York, are now offering a Doctor of Nursing Science (DNS) through the Graduate Center. For information, please go to http://web.gc.cuny.edu/ClinicalDoctoral/index.htm and access the link to the DNS site.

GENERAL ADMISSION REQUIREMENTS

In addition to the graduate admission requirements of Hunter College, students seeking matriculation in the School of Nursing must meet the following requirements:

1. Completion of an accredited baccalaureate program in nursing with a GPA of 3.0.

   Students whose undergraduate GPA in nursing is below 3.0 can be considered for admission to selected programs as nonmatriculants. If they complete 9-12 graduate nursing credits with a cumulative GPA of 3.0, they can be considered for admission to matriculation.

   These credits will consist of at least one core course and elective courses or beginning specialization courses for students who have met the prerequisites and/or corequisites. While this will not ensure admission, it can be accepted in lieu of the 3.0 undergraduate GPA requirement.

2. License and current registration to practice professional nursing in New York state.

3. Completion of a basic statistics course or its equivalent. Applications who do not fulfill this requirement may be admitted on condition that they complete a statistics course during their first semester.

4. Professional résumé listing relevant educational and work experiences.

5. Statement of purpose clearly identifying why the applicant wants this particular graduate specialization.

6. Applicants for dual-degree MS and MPH also meet requirements for admission to the MPH program (see urban public health, p. 185).

7. Applicants for dual-degree MS and MPA must also meet requirements for admission to the Baruch MPA program: GRE scores, analytical, English and Math. (An applicant may request from the Admissions Committee a waiver of the GRE requirement if he/she has an undergraduate GPA of 3.0 or higher).

8. Applicants for full-time study in nurse practitioner programs must have at least two years of prior relevant clinical experience. Applicants for part-time study in nurse practitioner programs must have at least one year of prior relevant clinical experience and must continue professional nursing employment in the specialty while accumulating credits.

DEGREE REQUIREMENTS

1. Completion of approved program of study consisting of a minimum of 42 credits for all degree programs (except 57 credits in the dual-degree options MS/MPH and MS/MPA).

2. Completion of the program of study within five years from the date of matriculation.

3. Students enrolled in the adult nurse practitioner, gerontological/adult nurse practitioner, psychiatric nurse practitioner, and advanced certificate nurse practitioner programs must achieve a grade of B or better in NURS 750 (Pharmacotherapeutics for Advanced Practice Nursing: Adults/Older Adults) and NURS 751 (Health Appraisal of Adults/Older Adults).

4. Professional portfolio leading to a capstone project.

As a requirement for graduation, all graduate students will complete a professional portfolio that leads to a capstone project. Upon admission into the graduate nursing program, and through discussion with their specialization coordinators, students will identify a general area of concern related to advanced practice. Starting in the first core nursing course, students will begin compiling a professional portfolio. Each of the four nursing core courses will have an assignment identified on the syllabus designed to help build the depth and breadth of the portfolio, as will the first two advanced practice nursing specialization courses. Students will show their expanding portfolios to specialization faculty in all three courses and to core nursing faculty. During the third specialization course, students will complete the culminating capstone project which will be part of the Methods of Evaluation for that course. The capstone project incorporates all aspects of knowledge acquired throughout graduate work and must be completed by the end of the course and graded by that course instructor. By completing assignments related to the focus area within differing perspectives of the core courses (theoretical framework, research utilization, determinants of wellness, etc.) along with their specialization courses, students will develop a strong knowledge base in their selected areas of specialization.

Course requirements for the master's degree are divided into four components: nursing core, advanced practice core, specialization, and cognate-electives. Core courses, which are required of all students, deal with social, theoretical, research, practice, and ethical issues affecting nursing and healthcare delivery. The advanced practice core for all but community/public health nursing, dual degree students, and nursing administration/public administration dual degree students provides required content in health assessment, medication prescription and management, and knowledge of body systems' normal and abnormal functioning. The advanced practice core for community/public health nursing and dual degree students provides content required for urban public health. The advanced practice core for nursing/public administration dual degree students provides content required for public administration. The specialization component includes advanced knowledge and clinical practice in nursing. The elective component, drawn from nursing and other disciplines, supports scholarly inquiry, practicums, and research in nursing. These courses are selected from the offerings of other graduate programs at Hunter College as well as from nursing. Unless otherwise noted, courses are 45 hours, 3 credits.
Community/Public Health Nursing
(42 credits)
Specialization Coordinator: Patricia St. Hill, psthil@hunter.cuny.edu

The program prepares nurses to assume leadership roles in community/public health nursing in a variety of settings including home care, public health, and community-based agencies. Students learn to apply theories and research findings to nursing practice through course work and a series of practicums for a total of 500 hours. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses ....... 12 credits
NURS 700
NURS 702
NURS 704
NURS 749

Advanced Practice Core ....... 9 credits
PH 700
PH 702
PH 703

Specialization Courses ....... 15 credits
NURS 771
NURS 772
NURS 773

Public Health Core Courses .... 9 credits
PH 701
PH 710
PH 740

Choice of:
Community Health Education
Courses ................... 9 credits
COMHE 751
COMHE 752
COMHE 753

-or-
Environmental and Occupational Health Sciences Courses ....... 9 credits
EOHS 702
EOHS 757
EOHS 754

Electives ................. 3 credits

Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree
57 credits
Specialization Coordinator: Patricia St. Hill, psthil@hunter.cuny.edu

The program prepares nurses to assume leadership roles in community/public health nursing in a variety of settings including home care, public health, and community-based agencies. Students learn to apply theories and research findings to nursing practice through course work and a series of practicums for a total of 500 hours. Students who select the dual degree option attain additional knowledge of public health sciences with the option of either environmental and occupational health or community health education. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses ....... 12 credits
NURS 700
NURS 702
NURS 704
NURS 749

Electives ................. 6 credits

Advanced Practice Core ....... 9 credits
PH 700
PH 702
PH 703

Specialization Courses ....... 15 credits
NURS 771
NURS 772
NURS 773

Public Health Core Courses .... 9 credits
PH 701
PH 710
PH 740

Choice of:
Community Health Education
Courses ................... 9 credits
COMHE 751
COMHE 752
COMHE 753

-or-
Environmental and Occupational Health Sciences Courses ....... 9 credits
EOHS 702
EOHS 757
EOHS 754

Electives ................. 3 credits

Adult Nurse Practitioner
42 credits
Specialization Coordinator: Steven Baumann, sbaumann@hunter.cuny.edu

This specialization prepares nurses to deliver primary care for adults in primary-care centers, community health centers, college health and wellness centers, clinics and hospitals. Students learn to apply theories and research findings to an advanced practice role through core and specialization courses and multidisciplinary practicums. Practitioner courses emphasize health promotion and protection and primary care and case management with selected populations. Faculty and preceptor-supervised clinical experiences are in primary-care centers and community health centers, clinics and hospitals for a total of 630 clinical hours. Graduates of the program are eligible for certification as adult nurse practitioners by New York State Education Department and by the American Nurses Credentialing Center.

Nursing Core Courses ....... 12 credits
NURS 700
NURS 702
NURS 704
NURS 749

Advanced Practice Core ....... 9 credits
NURS 717
NURS 750
NURS 751

Specialization Courses ....... 18 credits
NURS 755
NURS 757
NURS 768
NURS 769

Electives ................. 6 credits

Psychiatric Nurse Practitioner
42 credits
Specialization Coordinator: Kunsook Bernstein, kbernst@hunter.cuny.edu

This specialization prepares nurses to assume an independent and autonomous role in psychiatric nursing and primary care for mentally ill population in the community and in a variety of health care settings. Students learn to work with other mental health professionals in providing preventive mental health services to target populations in the community and in designing and implementing new treatment approaches. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State Education Department, and meet educational requirements for specialty certification by the American Nurses Credentialing Center.
Nursing Core Courses . . . . . 12 credits
NURS 700  
NURS 702  
NURS 704  
NURS 749

Advanced Practice Core . . . . . 9 credits
NURS 717  
NURS 750  
NURS 751

Specialization Courses . . . . . 15 credits
NURS 742  
NURS 743  
NURS 744

Electives . . . . . . . . . . . . . . . . . . 6 credits

Psychiatric Nurse Practitioner Advanced Certificate
Specialization Coordinator: Kunsook Bernstein, kbernst@hunter.cuny.edu

This specialization for registered nurses who hold a master's degree in nursing from an accredited school, prepares nurses to assume an advanced practice nursing role in a variety of community as well as institutional settings, in private practice, and in such fields as liaison nursing and hospice care. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Advanced Practice Core . . . . . 9 credits
(May be waived, if courses taken elsewhere within two years)
NURS 717  
NURS 750  
NURS 751

Specialization Courses . . . . . 15 credits
NURS 742  
NURS 743  
NURS 744

Nursing Administration/ Public Administration MS/MPA Dual Degree with Baruch College
57 credits
Specialization Coordinator: Donna Nickitas, dnickita@hunter.cuny.edu

This specialization prepares nurses to assume positions of leadership in nursing in a variety of health care settings both in the for-profit and non-profit sectors including acute care, home care, public health, and community-based agencies. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses . . . . . 12 credits
NURS 700  
NURS 702  
NURS 704  
NURS 749

Advanced Practice Core Courses . . . . . 18 credits
PAF 9100  
PAF 9172  
PAF 9120  
PAF 9130  
PAF 9140  
PAF 9103

Specialization courses . . . . . 15 credits
NURS 735  
NURS 740  
NURS 745/PAF 9793

Nursing Electives . . . . . . . . . . . . 3 credits
Public Affairs Electives . . . . . . . . . . . . 9 credits

Nursing Education Advanced Certificate
13 credits
Specialization Coordinator: Stephen Holzemer, sholzeme@hunter.cuny.edu

This specialization for registered nurses who hold a master's degree from an accredited school prepares nurses for beginning positions as educators in both academic settings and in health care agencies. A previous graduate course in nursing theory is the prerequisite to the first course in the sequence.

Specialization Courses . . . . . 13 credits
NURS 701  
NURS 730  
NURS 752  
NURS 731

COURSE LISTINGS

Courses are 45 hrs, 3 credits unless otherwise noted

NURS 699.84 Therapeutic Touch, Meditation and Imagery: Health Patterning Across the Life Span
Presents Therapeutic Touch, meditation, and imagery as modalities in health patterning for nursing using Rogers' Science of Unitary Human Beings as the theoretical framework. Lecture plus practice.

NURS 699.86 Integrative Modalities in Health
Examines the science of wholeness emerging across disciplines as a basis for integrative approaches to health. Presents a survey of major modalities and health applications.

NURS 700 Theoretical Foundations of Nursing Science
Analysis of nursing models and theories through systematic exploration of concepts as articulated in the extant works of major theorists. Specification of the interrelationships of theory, research, and practice.

NURS 701 Assessment, Measurement, and Evaluation in Nursing Education
Various methods of assessment and evaluation of learning will be addressed within a nursing context.  
pre- or coreq: NURS 730

NURS 702 Nursing Research
Introduction to basic and applied research methods. Analysis of research and research utilization process concerning nursing science phenomena that have relevance for evidence-based advanced practice nursing in various roles.  
prereq: NURS 700 and competence in basic statistical methods as assessed by an in class pretest.

NURS 704 Urban Health Care Systems
Evaluation of the impact of individual, social and environmental determinants on different levels of wellness and analysis of culturally competent nursing interventions.

NURS 707 Nursing of Persons with HIV Infection
Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

NURS 708 Nursing of Persons with AIDS
Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health.

NURS 717 Pathophysiology for Advanced Practice Nursing: Adults/Older Adults
Theories, research and knowledge of pathophysiology of selected phenomena are analyzed and applied to the adult and older adult client; integrates knowledge from physiology.
NURS 730 Instructional Design in Nursing Education
Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.
prereq: NURS 700 or equivalent course

NURS 731 Practicum in Nursing Education
Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.
prereq: NURS 730
15 hrs seminar, 135 hrs practice, 4 cr

NURS 735 Leadership and Management in Health Care I
Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.
prereq: NURS 700, NURS 702, NURS 749
coreq: PAF 9100, PAF 9103
30 hours theory, 15 hours seminar, 166 hours practicum, 5 cr

NURS 740 Leadership and Management in Health Care II
Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy analysis, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.
prereq: NURS 704, NURS 735, PAF 9120, PAF 9172
coreq: PAF 9140, PAF 9130
30 hours theory, 15 hours seminar, 167 hours practicum, 5 cr

NURS 742 Advanced Practice Psychiatric-Mental Health Nursing I
Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.
pre- or coreq: NURS 702, NURS 717, NURS 749, NURS 750, NURS 751
prereq: NURS 700
30 hrs lecture, 15 hrs seminar, 166 hrs clinical, 5 cr

NURS 743 Advanced Practice Psychiatric-Mental Health Nursing II
Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.
prereq: NURS 742, pre- or coreq: NURS 704
30 lecture hours, 15 hrs seminar, 167 hrs clinical, 5 cr

NURS 744 Advanced Practice Psychiatric-Mental Health Nursing III
An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.
prereq: NURS 743
30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum, 5 cr

NURS 745/PAF 9793 Capstone Seminar for the MS/MPA in Nursing Administration
An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.
prereq: NURS 740
30 hours theory, 15 hours seminar, 167 hours practicum, 5 cr

NURS 749 Health Promotion and Disease Prevention for Advanced Practice Nurses
Philosophical and historical perspectives of advanced practice nursing. Theories and models of health promotion and interventions for health promotion are reviewed.
pre- or coreq: NURS 700

NURS 750 Pharmacotherapeutics for Advanced Practice Nursing; Adults/Older Adults
Theories and pharmacotherapeutics of current drug therapy are analyzed and applied to the adult and older adult client; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 751 Health Assessments of Adults/Older Adults
Application of multidimensional assessment strategies for primary-care nursing of adults and older adult clients and their families. Web-based course replacing formal lectures.
pre- or coreq: NURS 749
45 hrs practicum, 3 cr

NURS 752 Advanced Concepts in Nursing Education
Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.
prereq: NURS 730

NURS 754 Psychosocial Behavioral Patterns of Older Adults
Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities
prereq: NURS 700

NURS 755 Primary Care: Adults/Older Adults I
Theories, research and strategies for primary care nursing of adults/older adults with selected symptoms/human responses are analyzed and applied. 210 hours of preceptorship practicum in primary care of adults/older adults is required.
prereq: NURS 700, pre- or coreq: NURS 702, NURS 717, NURS 749, NURS 750, NURS 751
30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

NURS 757 Primary Care: Adults/Older Adults II
Theories, research and strategies for primary care of adults/older adults with selected symptoms/human responses are analyzed and applied. 210 hours of preceptorship practicum in primary care of adults/older adults is required.
prereq: NURS 755, pre- or coreq: NURS 704 30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

NURS 768 Advanced Practicum in Primary Care: Adults/Older Adults III
Theories, research, and strategies for primary care nursing of adults/older adults with complex multisystem health problems are analyzed and applied.
coreq: NURS 757
30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

NURS 769 Gerontological Nurse Practitioner Practicum
Preceptorship practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.
coreq: NURS 755
15 hrs seminar, 105 hrs practicum, 3 cr

NURS 771 Community/Public Health Nursing I
Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.
pre- or coreq: NURS 700, PH 700
NURS 702, NURS 749
30 hrs theory, 166 hrs practicum, 15 hrs seminar, 5 cr

NURS 772 Community/Public Health Nursing II
Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.
pream: PH 703, NURS 771
30 hrs theory, 15 hrs seminar, 167 hrs clinical, 5 cr

NURS 773 Community/Public Health Nursing III
Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.
prereq: NURS 772
30 hrs theory, 15 hrs seminar, 167 hrs practicum, 5 cr

NURS 780 Health Care Ethics in the Life Span
Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 791 Independent Study in Nursing
Supervised study of an area of interest for matriculated students. A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.
15 hrs, 1 cr
PH 700 Biostatistics
Application of statistical methods to health data: demographic concepts, life tables, rates and their use in administration and epidemiology, measurements and distributions, testing of significance, and concepts of sampling.
Pre-req. elementary statistics or calculus

PH 701 Principles of Health Care Administration
Interaction of official and voluntary health agencies at local, regional, and national levels. Examination of objectives, organization, and administration. Emphasis on impact of managed care on access and quality of care.

PH 702 Environmental Health and Safety
Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments; air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; accidents; pesticides.

PH 703 Principles of Epidemiology
Lectures, seminars, exercises on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate description of distributions and causes, analysis of causes, approaches to prevention.
Pre-req. PH 700

PH 710 Urban Health Promotion
Examines impact of social and political forces on the health of urban populations and describes roles for public health professionals in promoting health of urban communities.

PH 740 Public Health & Public Policy
Through in-depth exploration of major health issues, course examines how government policies and social and economic factors influence the practice of public health in urban settings and how public health professionals can influence policy.
Pre-req. at least 30 cr including PH 700, 701, 702, 703, and 710

COMHE 752 Community Organizing & Development for Health
Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.
Pre- or coreq. COMHE 751

COMHE 753 Health Program Planning and Funding
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.
Pre-reqs. PH 700, PH 710, COMHE 751, COMHE 752

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES COURSES

EOHS 702 Introduction to Occupational Safety and Health
Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

EOHS 757 Principles of Industrial Hygiene
Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.
Pre-reqs. EOHS 702, EOHS 705, or permission of the departmental adviser

EOHS 754 Environmental and Occupational Toxicology
Introduction to principles of toxicology with emphasis on environment and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.
Pre-reqs. PH 702, EOHS 705, or permission of the departmental adviser

BARUCH COLLEGE COURSES

PAF 9100 Introduction to Public Affairs
Systematic study of the institutions Americans have developed to pursue the public interest: government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 9103 Communication in Public Settings
Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor’s and students’ interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

PAF 9120 Managing Organizations in the Public and Not-for-Profit Sectors
Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 9130 Economic Analysis and Public Policy
Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 9140 Budgeting, Accounting and Financial Analysis
Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 9172 Applying Information, Research, and Analysis II
This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

Programs not currently accepting students:

CNS Specializations:
Adult Health Nursing 1203.1
Maternal-Child Nursing 1203.1
Psychiatric-Mental Health Nursing 1203.1

NP Specializations:
Pediatric Nurse Practitioner 1203.1
Pediatric Nurse Practitioner, Advanced Certificate
GRADUATE PROGRAMS
IN THE SCHOOL OF
SOCIAL WORK

129 East 79th Street, New York, NY 10021
General Information: (212) 452-7000
Office of the Dean: (212) 452-7085
E-mail: ssw.office@hunter.cuny.edu
Website: www.hunter.cuny.edu/socwork/
Admissions Office: (212) 452-7005
E-mail: admissions.hcssw@hunter.cuny.edu
Dean, Jacqueline B. Mondros
Assistant to the Dean, Anthony F. Grande
Director of Field Education (MSW), Glynn Rudich
Coordinator of Admissions and Student Records (MSW), Raymond Montero
Scholarship Coordinator (MSW), Robert Salmon
Doctoral Program Executive Officer, Michael Fabricant

FACULTY

Miriam Abramovitz, Professor; DSW, Columbia University; Social Welfare Policy, Women's Issues, Activism among Low Income Women

Samuel R. Aymer, Assistant Professor; PhD, NYU; Clinical Practice; Family Violence and Urban Adolescent Males; Intimate Partner Abuse; Cross-Counseling Issues

James A. Blackburn, Professor; PhD, Wisconsin-Madison; Gerontology; Human Development across the Life-Span; Family Development

Eleanor M. Bromberg, Professor; DSW, Columbia; Mental Health; Case Management with PSMI Populations

Stephen Burghardt, Professor; PhD, Michigan; Community Organizing; Community-Building 
& Social Capital Formation; Cultural Competency and Leadership; Child Welfare

Irene Chung, Associate Professor; PhD, NYU; Clinical Practice; Mental Health; Asian Immigrants

Elizabeth Ann Danto, Associate Professor; PhD, NYU; Socio-Cultural History, Psychoanalysis, Post-Modern Approaches to Social Work

Patricia L. Dempsey, Associate Professor; MS, Columbia; Policy, Practice and Program Development; Child Welfare; Adolescent Pregnancy, Urban Family

Sarah-Jane (SJ) Dodd, Associate Professor; PhD, Southern California; Social Welfare Policy; Ethics; LGBT Issues

Ilze Earner, Assistant Professor; PhD, Columbia; Child Welfare, Immigrants, Cultural Competency

Irwin Epstein, Professor; PhD, Columbia; Clinical Data-Mining, Program Evaluation, Social Work Professionalization

Michael Fabricant, Professor; PhD, Brandeis; Political Economy of Nongovernmental Organizations, Homelessness, Community Building

Nancy Feldman, Assistant Professor; PhD, Columbia; Vygotskian Methodology in Social Work Teaching and Practice, Strengths-Based Clinical Practice with Children, Youth and Families, School-Based Mental Health Services

Harriet Goodman, Associate Professor; DSW, CUNY; Social Group Work; Evidenced-Based Practice; Criminal Justice; Child Welfare; Teaching through Technology

Roberta Graziano, Professor; DSW, CUNY; Trauma, Mental Health, Aging

Charles Guzzetta, Professor; EdD, Temple; International Social Welfare Policy; Social Work Education Program Development and Evaluation

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV/AIDS, Cognitive-Behavioral Skills-Building Group-Based HIV Prevention; Health and Mental Health; the Elderly

Joann Ivry, Associate Professor; PhD, Ohio State; Gerontological Social Work; Gerontological Social Work Education

Paul A. Kurzman, Professor; PhD, NYU; Occupational Social Work Policy and Practice; Professional Ethics and Risk-Management; Organizational Theory; Management and Administration

Annette Mahoney, Assistant Professor; DSW, CUNY; Survivors of Trauma; Immigrant Adolescents and Families; Incarcerated Women

Gary Mallon, Professor; DSW, CUNY; Child Welfare Policy and Practice; Practice with LGBT Populations; Animal-Assisted Therapy

Yolanda Q. Mayo, Associate Professor; DSW, Adelphi; Mental Health and Social Cultural, Cross-Cultural Migratory Issues; Gender and Culture; Immigrant/Migrant Populations
The Hunter College School of Social Work, founded in 1956, is the largest public graduate school of social work in New York City. The educational mission of the School of Social Work is to prepare students for responsible and creative practice in all fields of social work. The school's goal is to educate social workers for the profession who are able to make responsible decisions and choices based on social work values. The school has a strong commitment to educating social workers to serve a diverse population in an urban environment, and recognizes a special responsibility toward serving the urban community under agency auspices. The School of Social Work is fully accredited by the Council on Social Work Education.

The MSW curriculum reflects a commitment to social change, diversity and practice in the urban environment. The school offers several program tracks leading to the master of social work (MSW) degree. These include the full-time Two-Year, the One-Year Residency (work study), the Advanced Standing, the Part-Time/Extended, and the Dual Degree program with the Bank Street College of Education.

The social work curriculum includes courses in human behavior and the social environment, social welfare policy and services, social work research, foundations of social work practice, social work practice methods (i.e., casework, group work, community organizing and planning, administration). In addition, all students are expected to complete a field practicum that is an internship in an approved field agency. Except for the advanced standing program and the work-study program, all students are expected to have two years of fieldwork, which involves three days per week in a field agency. Students accepted into the work-study program (OYR) complete only one year of fieldwork with four day per week assignments.

All students are required to concentrate in a major method, and take at least one course in a second method. The field practicum must be taken concurrently with a major method course. In addition, students may select advanced courses which focus on specific social problems, populations, specialized skills or institutional auspices. Specialized courses are offered in children's services, aging, substance abuse, social work in health care, mental health, occupational social work, social work in the criminal justice system, and family treatment.

The Building and Its Uses

The Hunter College School of Social Work is located in its own building near the corner of East 79th Street and Lexington Avenue on Manhattan's Upper East Side. It was financed and constructed by the Lois and Samuel Silberman Fund on a site that included the former Silberman family residence. The Fund entered into a unique collaborative arrangement for the building's use with New York City and the then Board of Higher Education. Over the years, the Fund has had an important impact on both social work education and social work practice. In addition, the Fund provides scholarship assistance for students and makes available a variety of programs to alumni and faculty of the school. This is an extraordinary example of planning, commitment and cooperation between a private philanthropic foundation and a public educational institution. The Fund retains a suite on the first floor of the building.

In the 1980s the Fund financed the addition of three floors to the original seven story structure, enabling the school to expand its program of professional social work education and to increase enrollment to more than 800 matriculated students. With the additional floors, the building became a ten story university campus, housing classrooms, a 180-seat auditorium/lecture hall, a distance learning center, seminar rooms, research facilities, administrative and faculty offices, study areas, and a two level library containing 50,000 volumes. There are also a cafeteria/dining room, student and faculty lounges, lockers and a landscaped, tree shaded courtyard for all to enjoy. Most importantly, the building provides a sense of community, as frequent contact and communication among students and between faculty, staff and students generate strong and productive relationships.

Extensive facilities for study and research in social welfare are available not only at the School of Social Work, but also at the main campus of Hunter College (East 68th St. and Lexington Ave.), the Graduate Center and the other units of the City University of New York (CUNY). New York City, with its educational institutions, its libraries both public and private and its special collections assures students access to a virtually inexhaustible number of resources for social welfare study and research. Together, New York City and the Hunter College School of Social Work provide an unmatched setting for social work education.
ADMISSION REQUIREMENTS

Applicants to the graduate program in social work must hold a bachelor’s degree from an accredited undergraduate college. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study. Records of foreign students require special evaluation and should be submitted as early as possible. All applicants with foreign credentials are required to take the TOEFL examination. Applicants for the Advanced Standing Program must be graduates of an undergraduate baccalaureate social work program accredited by the Council on Social Work Education.

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people, readiness to assume professional responsibilities, and satisfactory physical health. The applicant’s knowledge of professional social work and/or experience in social work settings is an important consideration for admission. Applicants may be required to participate in a group or individual interview. For further information on admissions, e-mail admissions.hcssw@hunter.cuny.edu or see the School’s website at www.hunter.cuny.edu or see the School's website at www.hunter.cuny.edu/socwork.

Completed applications for admission should be submitted by the deadline date established by the school each year. All admissions are subject to limitations of available seats in the school and placement in a field practicum. Completed applications must be submitted directly to the School of Social Work.

Up to 9 non-matriculated credits of graduate social work courses, with a grade of B or better, may be transferred from a social work program accredited by the Council on Social Work Education. Matriculated students who wish to transfer credits may apply to do so after successful completion of the first semester as a matriculated student. All transfer of credits must be approved by the associate dean for academic affairs.

As a condition of registration for fieldwork, students must have professional liability insurance. Professional liability insurance is provided through a school group policy, and payment for this policy is made at the time of registration. Cost of liability insurance does not exceed $20 per year.

MSW DEGREE PROGRAM

Degree Requirements
All students in the MSW Program must complete 60 credits, including class work and supervised field internship, in order to graduate. All work must be completed within a five-year period with grades of “Credit” or “Honors”.

Upon completion of the master’s degree program, a final summary is prepared by the student’s adviser, noting any special achievements, including Honors in academic courses or field practicum, prizes won or distinctions conferred. This summary serves as a basic reference for potential employers and contains a statement that certifies that in the school’s judgment, the graduate is qualified to enter advanced professional practice.

Degree Program Tracks

Two-Year Full-time Program
The two-year full-time program is for qualified students who can devote themselves to full-time academic and field study. Full-time students are expected to attend classes two days a week, and to be in a field placement three days a week, for two academic years.

One-Year Residence (OYR) Work-Study Program
The one-year residence (OYR) program is a work-study program designed to provide graduate social work education for students whose personal responsibilities make the two-year full-time program impractical. At the time of application OYR applicants must have completed at least two years of full-time employment in a recognized social welfare organization or agency. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. Students in the OYR program must have written agreement from their current employer to provide them with a social work internship and to allow them to attend daytime classes one day a week during the field practicum year.

The OYR program is usually completed in five semesters plus two summers of academic study. The field instruction requirement is completed in one academic year, and takes place in the second year of the program, when students attend daytime classes.

Advanced Standing Program
The advanced standing program is an intensive program for outstanding students who have graduated from a baccalaureate social work program accredited by the Council on Social Work Education. A limited number of qualified applicants are accepted. Applicants must have received their undergraduate degree within the last five years.

Applicants to the advanced standing program must have an overall grade point average (GPA) of 3.0 and a GPA of 3.2 in the social work major. Applicants must meet all other admission criteria for acceptance into the graduate social work program at Hunter. Some courses required in the first year of the MSW program will be waived for applicants accepted in the advanced standing program. Hunter’s advanced standing program begins in the summer and continues through one academic year of full-time study.

Extended (Part-time) Program*
Admission procedures and application requirements are the same as described for applicants in the two-year program. The part-time program allows students to complete the MSW degree in three or four years and to take evening and summer courses.
Students must register for a minimum of two courses per semester, and may enroll in summer courses. The part-time program is divided into three phases, with students taking courses before, during, and after the field practicum. Part-time students are expected to fulfill a two-year field practicum in agencies selected and approved by the school. Part-time students should plan to be in the field for 21 hours per week for two academic years. At the time of entry into the program, students will be assigned a faculty adviser who will provide specific academic and professional guidance.

*This program is not currently accepting applications.*

Dual Degree Program: Hunter College School of Social Work and the Bank Street College of Education Infant and Parent Development Program

This dual degree program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. It incorporates theoretical and practical aspects of each degree into a cohesive course of study. Applicants apply to each institution – the Hunter College School of Social Work and the Bank Street College of Education – separately. The program requirements satisfy the accreditation standards for each degree.

In the first two years, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between institutions to complete course work. Both institutions require a supervised field practicum.

Applicants must meet all admission standards of the MSW program and are required to have experience in working with children. For the dual degree program, courses required at Bank Street total 36 credits. Fifty-one (51) credit hours must be taken at the School of Social Work. The degree is awarded upon completion of requirements for both programs.

Program for Nonmatriculated Students

Taking courses as a nonmatriculated student can be a stimulating introduction to the MSW program and often motivates participants to apply for admission to a degree program. A maximum of nine credits is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

Inquiries for nonmatriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College. See www.hunter.cuny.edu/admissions.

FIELD PRACTICUM

The Hunter College School of Social Work has strong ties to many social agencies, which provide students with field placements in a variety of practice areas. Qualified agency staff serve as student field instructors. The field practicum is an integral part of the social work curriculum. Agencies used as field practicum sites by the school are selected and approved by the school’s Office of Field Education. Approval criteria include field learning opportunities and availability of qualified agency-based field instructors. Students are expected to follow agency policies, including conducting home visits. See the on-line School of Social Work catalog for a list of current agencies.

POST-GRADUATE CERTIFICATE PROGRAMS

The Hunter College School of Social Work hosts several post-graduate certificate programs designed for people with the MSW degree seeking to further their education in an area of interest to them, who wish to remain current in the field or who want to become certified within a specific area of study. These programs are funded by the Research Foundation of CUNY and are not part of any academic degree-granting program and do not carry academic credit. For detailed information see the program descriptions at www.hunter.cuny.edu/socwork/post_masters.

Each program is independently operated with separate criteria for admission and completion. They are open to qualified individuals. A certificate will be awarded at the end of each program following the successful completion of all requirements.

Adoption Therapy

This program provides advanced education and training for mental health professionals in specialized theories and practices for working with all members of the adoptive triad, including birth mothers and fathers, adoptive mothers and fathers, and the adopted person. The program is committed to certifying practitioners who are employed by public child welfare agencies and those employed by licensed foster care agencies.

Advanced Clinical Social Work: Individual and Family Treatment

This program is designed to meet the need of individuals for additional education in clinical practice in a variety of social work settings. Tracks lead to a certificate in either Family Therapy or Individual Therapy. The curriculum reflects the belief that the professional identity of clinical social work rests on the use of social work values and knowledge incorporated in skill, and that clinical social work practice requires a bio-psycho-sociological context as the framework for assessment and intervention, whether the unit of attention is the individual or the family. Students complete a two year program in the Individual or Family track. If after completing one of the two year programs, a student takes an optional third year in the other specialization, the student will be certified in both areas.

Social Work Administration

This program is given in conjunction with the Center for the Study of Social Administration, a nonprofit institute dedicated to furthering management skills of social welfare practitioners. It was developed in response to a growing interest in raising the standards of administrative practice in the social welfare field and reflects a belief that management is rooted in the values and principles of social work practice. All courses involve a practice component, and all faculty members are practicing managers. This program leads to a Post-Graduate Certificate in Social Work Administration or to a Diploma in Social Work Supervision and Training.

DOCTOR OF PHILOSOPHY

The PhD program in Social Welfare of the Graduate Center of City University of New York was established in 1973. The Graduate Center offers this doctoral program in social welfare at the Hunter College School of Social Work. The PhD program draws the majority of its 14 member doctoral faculty from the Hunter College MSW program; currently one member is on the faculty of York College-CUNY.

Requests for applications should be addressed to:

Admissions Office
The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

Specific inquiries about program details should be addressed to:
The Executive Officer
PhD Program in Social Welfare
Hunter College School of Social Work
129 East 79 Street
New York, NY 10021
The School of Social Work holds that social work education must integrate core social work values and knowledge with practical, on site application. Professional, academic and field learning experiences must satisfy the highest standards of excellence. The curriculum is designed to instill a sense of respect for human integrity, a concern for social conditions and a commitment to service within a specific value system.

The curriculum is developed according to the standards of the Commission on Accreditation of the Council on Social Work Education. Copies of these standards and the Educational Policy Statement are available in the reserve section of the Social Work Library, and in the office of the dean; the Educational Policy Statement is included in the student handbook.

The orienting knowledge courses at the core of the curriculum are related to human needs, particularly to the problems of the more vulnerable and disadvantaged populations of New York City. The required courses, electives and majors are all constructed to teach the social work approach to meeting the needs of society.

In addition to courses offered for credit, the school provides workshops on topics such as child abuse and neglect, cultural diversity, ethics, and government benefits, as required by the New York State Department of Education, Division of Professional Licensing.

Course work is augmented and reinforced by the all-important field practicum. Agencies and service organizations in the various areas of social work practice, with their qualified agency supervisors and field instructors, provide the vital training and experience for students.

The curriculum is organized into five professional curriculum areas and six fields of practice that reflect human needs and values and their associated social institutions and services. The curriculum includes foundation and advanced courses in:

- Practice Methods
- Social Work Research
- Field Education

**Practice Methods**

The development of competence is required in one or more of the following practice methods: casework, group work, community organization and planning, and administration. Every student major in one of these methods and must take three sequential courses in that major. Students are also required to take one course in a second method. Additional method and practice courses are offered; requirements vary according to the various programs. In the first year, all students take SSW 719 Foundations of Social Work Practice. This course explores the institutional context of social work practice, the problem areas and populations served by social work, and differential use of practice methods in professional social work.

**Casework**

The casework method prepares students to counsel individuals, pairs and families in order to help with a variety of personal, inter-functional and social problems. The casework process is studied in the context of time phases (beginnings, middles and endings). The emphasis is on assessment and intervention, as students master the impact of social forces on human functioning. Casework services are offered in a wide range of settings, such as child and family agencies, unions, industries, hospitals, mental health and substance abuse clinics, courts and settlement houses. The setting of the service makes possible in depth teaching about specific populations and problems, changing service needs and styles and such specific intervention models as advocacy, short term treatment and crisis intervention.

**Group Work**

Students are prepared to work with small groups of persons with problems in common to enhance the social functioning of group members and to help them obtain resources in urban communities. The curriculum emphasizes group formation, the role of the worker, assessment of individual and group dynamics and problem solving. Group work placements include schools, hospitals, settlement houses and community centers, senior centers, day treatment and substance abuse programs.

**Community Organization and Planning**

This method develops students’ competence for community-based practice. It stresses the skills, techniques and strategies needed to mobilize people and resources to solve basic social problems at either the neighborhood or city-wide level. The social planning and social reform aspects of social work practice are underscored in seeking change to alleviate individual and family problems. Education and training are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy and other vital organizing roles. Field placements occur in a number of settings at the neighborhood level, in city and state planning agencies and in community departments of human service organizations. Students in these placements work on local economic development programs, food and hunger projects, tenant advocacy and women’s rights, among other areas and issues.

**Administration**

Students who elect to major in administration in social welfare are educated to assume such varied positions in social agencies as program planner and analyst, staff trainer, program director, budget analyst, as well as supervisory, middle management and executive jobs. They are taught organizational theory and practice, service delivery and evaluation and, ultimately, how agencies and organizations can better serve people in need. During the course of study, they are also required to develop competence in one of the other social work practice methods. Placement within administrative units of agencies and programs gives students a first-hand view of actual situations and decision-making processes.

**Social Welfare Policy and Services**

This two-course sequence explores the history, meaning, intent and operations of the U.S. social welfare system. The courses identify key ideological frameworks that shape the current public debates over social welfare policy, analyze the structure of the social welfare system, and explore issues of poverty in the context of oppression, diversity and social justice.

**Human Behavior and the Social Environment**

This three-course sequence and its related electives address the person-in-situation matrix with a specific focus of attention on issues of diversity (culture, class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender). Stages of development across the life span define one axis, while critical contexts (individual, family, function and role-based groups, communities, organizations, and society) define the other axis of environmental forces that may impinge on social functioning.

**Social Work Research**

This two-course sequence bases the study of research methods on the skills of problem formulation, design and sampling, measurement and data collection on actual practice experience.

**Field Education**

This two-to-four-term sequence of on-site work in social service agencies is an integral component of all pathways to the MSW degree. All methods courses must be taken concurrently with the field placement. Training is provided by a field instructor. It is monitored by the instructional faculty and the student’s adviser.
Students may choose from a menu of courses within each curriculum area, as well as free-standing electives. A practice or method elective course is required in the fourth semester for those students in the Two-Year Program, and in the final semester for OYR students.

**FIELDS OF PRACTICE SPECIALIZATIONS**

Students may elect to specialize in one of the following six optional Fields of Practice. This includes an appropriate field practicum, enrollment in two pre-designated courses, and a specialization focus in research or professional seminar. Students should consult their faculty adviser for details.

**Children, Youth and Families**
The developmental needs of children, youth and families; crises and disruptions in family life (broadly defined); conflicts and violence; child placement services.

**Adults, Older Adults and Families**
Adulthood across the life span including parenting, aging, intimacy, family and intergenerational relationships, employment, ability and disability.

**Community Development, Prevention and Social Justice**
Services to people in the criminal justice system, involuntary clients, domestic violence, substance abuse; abuse and neglect; family court and probation services.

**Health and Mental Health**
The changing needs of people with medical and psychiatric problems; patients’ rights, services in hospitals, ambulatory care or primary care facilities, community-based clinics; chronic and long-term care.

**Work, Employment and Rehabilitation**
The theme of work over the life span including services to employed, unemployed, and underemployed adults, older adults and their families, often through management or labor-sponsored service programs.

**New Populations and Emerging Issues**
Emerging or rediscovered identity groups and new skill areas including diversity, spirituality, and narrative therapy.

**ELECTIVES**

Students may choose from a menu of courses to fulfill the advanced social policy and services in hospitals, ambulatory care or primary care facilities, community-based clinics; chronic and long-term care.

**SOCIAL WELFARE POLICY AND SERVICES**

NOTE: SSW 701 and one SSW 702 course are required.

**SSW 701 Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services**
Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

NOTE: Students may choose one of the following SSW 702 courses to fulfill the advanced social policy requirement. SSW 701 is a prerequisite for all SSW 702 courses.

**SSW 702.10 The Organization and Delivery of Social Services to Workers and Their Families**
Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

**SSW 702.11 Political Economy of Social Welfare**
U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

**SSW 702.12 Women and Social Welfare**
U.S. social welfare policy through the lens of gender: women’s rights, feminist perspective and the impact of gender stereotypes.

**SSW 702.13 Health and Mental Health Systems**
U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

**SSW 702.14 Policy and Practice in Child Welfare**
Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children’s vs. parents’ rights; and other issues.

**SSW 702.15 Social Welfare Policy with the Homeless**
Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

**SSW 702.16 Seminar in Social Welfare**
Social welfare policy and social change issues are studied. Topics vary each semester.

**SSW 702.17 Social Welfare Policy in the Field of Aging**
Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

**SSW 702.18 Clients’ Rights, the Legal System and Social Policy**
The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients’ rights.

**SSW 702.19 International Social Welfare Policy and Services**
International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

NOTE: SSW 711, 712 and 713 are required. All other HBSE courses are electives.

SSW 711 Human Behavior and the Social Environment I
Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

SSW 712 Human Behavior and the Social Environment II
Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multi-causality, gender, social class, and cultural pluralism and diversity.

SSW 713 Human Behavior and the Social Environment III
Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

SSW 715 Seminar in Psychodynamics
Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

SSW 770 Alcoholism and Substance Abuse

SSW 791.75 Social Work and AIDS
The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

SSW 791.76 Social Services to the Gay & Lesbian Community
Developmental models for positive lesbian, gay, bisexual and transgendered identity; social work skills for assessment and intervention.

SSW 791.88 Spirituality and Healing
Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

SSW 791.89 Perspectives on the Aging Process: Implications for Social Work Practice
Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

FOUNDATIONS OF SOCIAL WORK PRACTICE AND PRACTICE ELECTIVES

NOTE: SSW 719 is required for all students. All other courses listed under this heading are electives. Courses with prerequisites satisfy the 4th semester practice requirements.

SSW 719 Foundations of Social Work Practice
An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of casework, group work, community organization and administration.

SSW 727 Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients
Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

SSW 773 Social Work Ethics and Values
Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

SSW 791.71 Social Work Practice with Immigrants and Refugees
Services for immigrants and refugees: assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

SSW 791.86 Social Work and the Arts
Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

SSW 796.52 Social Work with Workers and Their Families
Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

SSW 796.53 Clinical Practice in Child Welfare
Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

SSW 796.55 Multicultural Social Work Practice
Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

SSW 796.60 The Aging Process: Clinical Issues in Social Work Practice with the Aged
Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

SSW 796.61 Social Work Practice in School Settings
Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

SSW 796.62 Social Work Practice with AIDS and Chronic Illness
Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.
SSW 797.01 Clinical Social Work Practice in Health Settings
Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.
prereq: SSW 719 and one method course

2 cr

SSW 797.56 Electoral Activism and Social Work Practice
Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

2 cr

PRACTICE METHODS

CASEWORK

NOTE: SSW 721, 722 and 723 are required for all Casework majors.

SSW 721 Social Casework I
Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

2 cr

SSW 722 Social Casework II
Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.
prereq: SSW 721

3 cr

SSW 723 Social Casework III
Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.
prereq: SSW 721 and 722

3 cr

SSW 724 Social Casework IV Sections: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs
Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.
prereqs: SSW 721, 722, 723 or SSW 725 and SSW 726

2 cr

SSW 725 Social Casework for Non-Majors
Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

2 cr

SSW 726 Social Casework II for Non-Majors
Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.
prereq: SSW 725

2 cr

SSW 729 Social Work Practice with Children and Adolescents
Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

2 cr

SSW 794 Social Work Practice: Family Treatment
An assessment of the family from a systems approach. Family developmental life cycle; family structure evaluation; tracking interactional patterns.

2 cr

SSW 795 Social Work Practice: Group Treatment
Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.
prereq: SSW 732 Open to non-majors with permission of sequence chair

2 cr

GROUP WORK

NOTE: SSW 731, 732 and 733 are required for all Group Work majors.

SSW 731 Social Group Work I
Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

2 cr

SSW 732 Social Group Work II
Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.
prereq: SSW 731

3 cr

SSW 733-611 Social Group Work III (for students other than those in OYR)
Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.
prereq: SSW 732

3 cr

SSW 733-613 Social Group Work III (for OYR students)
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.
prereq: SSW 732

3 cr

SSW 734 Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)
Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.
prereq: SSW 732 Open to non-majors with permission of sequence chair

2 cr

SSW 735 Social Group Work I for Non-Majors
Major theories, concepts, and practice principles of social group work.

2 cr

SSW 736 Social Group Work II for Non-Majors
Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.
prereq: SSW 735; students should have the concurrent opportunity to work with a group

2 cr
COMMUNITY ORGANIZATION
AND PLANNING
NOTE: SSW 741, 742 and 743 are required for all Community Organization majors.

SSW 741 Community Organization and Planning I
Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.
2 cr

SSW 742 Community Organization and Planning II
Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.
prereq: SSW 741
3 cr

SSW 743 Community Organization and Planning III
Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.
prereq: SSW 741 and 742
3 cr

SSW 747 Community Organization for Non-Majors
The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.
2 cr

SSW 748 Grantsmanship and Proposal Writing
Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.
prereq: one methods course
2 cr

ADMINISTRATION
NOTE: SSW 781,782 and 783 are required for all Administration majors. SSW 780 is required for all other students

SSW 780 Administration of Social Agencies
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.
3 cr

SSW 781 Social Welfare Administration I
Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.
3 cr

SSW 782 Social Welfare Administration II
Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.
prereq: SSW 781 or dept perm
3 cr

SSW 783 Social Welfare Administration III
Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.
prereq: SSW 781 and 782
3 cr

SSW 786 Advanced Administration for Non-Majors
Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.
prereq: SSW 780 or 787
2 cr

SSW 787 Supervision in Social Agencies
Basic techniques of supervising professional social workers.
2 cr

SOCIAL WORK RESEARCH
NOTE: SSW 751 and 752 (or SSW 754) are required for all students.

SSW 751 Social Work Research I
Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.
3 cr

SSW 752 Social Work Research II
Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.
prereq: SSW 751 or equivalent
2 cr

SSW 754 Advanced Social Work Research
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.
prereq: waiver for SSW 751 and 752
3 cr

PROFESSIONAL SEMINAR
NOTE: This is a required course for all students.

SSW 790 Professional Seminar
Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.
3 cr

FIELD EDUCATION
Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

SSW 781 Field Instruction I
4 cr

SSW 782 Field Instruction II
prereq: SSW 761
5 cr

SSW 783 Field Instruction III
prereq: SSW 761 and 762
5 cr

SSW 784 Field Instruction IV
prereq: SSW 762 and 763
5 cr

For the One-Year Residence Program and Dual Degree Program:

SSW 787 Field Instruction I
OVR and Dual Degree students only
9 cr

SSW 788 Field Instruction II
prereq: SSW 767
10 cr

TUTORIAL

SSW 758.01 Tutorial
A reading and independent study course for students under faculty guidance.
prereq: completion of the first semester of graduate social work study and dept perm
1 cr

SSW 758.02
2 cr

SSW 758.03
3 cr

Please consult the School of Social Work Catalog for additional information and full course descriptions.
STUDENTS’ RIGHTS CONCERNING EDUCATION RECORDS

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

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

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

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

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

IV. You may appeal the alleged denial of FERPA rights to the: General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

V. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

VI. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: a student’s name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.
STUDENT REGULATIONS AND RIGHTS

STATEMENT ON THE RIGHTS OF STUDENTS

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

Preamble

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Students should share in the formulation 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.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

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

Equal Opportunity Programs

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

BOARD OF TRUSTEES

THE CITY UNIVERSITY OF NEW YORK

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctity of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board provide that:

“THE PRESIDENT. The president, with respect to his education unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;

c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit.”

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from, or damage to, University/college premises of property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution’s educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution’s instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

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

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaged in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

APPENDIX

Sanctions Defined:

A. ADMONITION. An oral statement to the offender that he has violated university rules.

B. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. CENSURE. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. SUSPENSION. Exclusion from classes and other privileges or extracurricular University activities as set forth in the notice of suspension for a definite period of time.

G. EXPULSION. Termination of student status for an indefinite period. The conditions for readmission, if any is permitted, shall be stated in the order of expulsion.

H. COMPLAINT TO CIVIL AUTHORITIES.

I. EJECTION.

BYLAWS OF THE BOARD OF TRUSTEES

ARTICLE XV — STUDENTS

Section 15.0 PREAMBLE
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 CONDUCT STANDARD DEFINED
Each student enrolled or in attendance in any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS
a. Any group of students may form an organization, association, club, or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school.

No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding inter-collegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with an office of the dean of students** alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the board, or any policy, regulation, or order of the college, within a reasonable period of time after such occurrence.

If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Student Disciplinary Procedure Bylaws of the City University of New York, as Amended by the Board of Trustees on February 24, 1992

Section 15.3 STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.
b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

(i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

(ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or

(iii) prefer formal disciplinary charges.

Conciliation Conference:
c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

**Throughout these bylaws, in any college or unit where the title “dean of students” does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:
d. Notice of the charge(s) and of the time and place of the hearing shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   (i) to present his/her side of the story;
   (ii) to present witnesses and evidence on his/her behalf;
   (iii) to cross-examine witnesses presenting evidence against the student;
   (iv) to remain silent without assumption of guilt; and
   (v) to be represented by legal counsel or an advisor at the student’s expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:
f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college’s case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for
dispositional purposes, i.e. to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Section 15.4 APPEALS
An appeal from the decision of the faculty-student disciplinary committee may be made to the president, who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5 COMMITTEE STRUCTURE
a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty/students disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two consecutive years.

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

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

Section 15.6 SUSPENSION OR DISMISSAL
The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor's designee, president or any dean may, in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7 THE UNIVERSITY STUDENT SENATE
There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8 COLLEGE GOVERNANCE PLANS
The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.
Section 16.1 STUDENT ACTIVITY FEE
The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university, shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2 STUDENT ACTIVITY FEES USE-EXPENDITURE CATEGORIES
Student activity fee funds shall be allocated and expended only for the following purposes:
1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3 STUDENT GOVERNMENT FEE
The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4 STUDENT GOVERNMENT ACTIVITY DEFINED
Student government activity is any activity operated by and for the students enrolled at any unit of the university, provided (1) that such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state, or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

Section 16.5 COLLEGE ASSOCIATION
a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fees, including student government fee allocations and expenditures, for conformance with the expenditure categories defined in section 16.2 of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:
1. The governing board of the college association is composed of:
   (i) The college president or his/her designee as chair
   (ii) Three administrative members appointed by the college president
   (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
   (iv) Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequently resubmitted to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board’s general counsel and approved by the board.

Section 16.6 MANAGEMENT AND DISBURSEMENT OF FUNDS
The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other, the signature of an approved representative of the allocating body.
Section 16.7 REVENUES
All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8 FISCAL ACCOUNTABILITY HANDBOOK
The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9 COLLEGE PURPOSES FUND
a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.
b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13 of these bylaws.
c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12 of these bylaws.

Section 16.10 AUXILIARY ENTERPRISE BOARD
a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise board prior to expenditure or execution.
b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president, and the following requirements are met:
1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
2. The administrative members are appointed by the college president.
3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.
5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board’s general counsel and approved by the board.

Section 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS
a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.
b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.
c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.
d. All disapprovals exercised under this section shall be filed with the general counsel and vice-chancellor for legal affairs.
e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 REFERENDA
A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.
a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.
b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.
c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.
d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

Section 16.13 DISCLOSURE
a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activities fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

Section 16.14. STIPENDS
The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.
Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College: A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California’s web page entitled “The Academic Dishonesty Question: A guide to an Answer through Education, Prevention, Adjudication and Obligation” by Prof. Harry Nelson.

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY

To initiate the procedure for addressing an allegation of academic dishonesty, faculty members must first determine if they are seeking an academic sanction or a disciplinary sanction. An academic sanction involves a grade penalty only (i.e., a reduced grade); a disciplinary sanction involves various penalties, which may include a grade penalty.

I. Procedure for Academic Sanctions

A. When the faculty member suspects academic dishonesty and wants only an academic sanction, the professor should first confer with the student. If the student admits to the violation, the instructor should inform the student of the grade penalty and report the action taken on the “Report Form: Academic Dishonesty–Academic Sanctions” to the Hunter College Academic Integrity Official, currently, Dean Michael Escott, in the Office of Student Services, room 1103 East Building.

B. If the student admits to academic dishonesty but believes the grade penalty is too severe, the instructor should fill out the appropriate line on the “Report Form: Academic Dishonesty–Academic Sanctions” and submit it to the Hunter College Academic Integrity Official. The instructor shall submit the grade at the end of the semester. At that point, the student may contest the grade sanction by appealing the course grade through the college’s grade appeal procedure. Once the student has admitted the violation, s/he may contest only the severity of the grade sanction, not the dishonesty allegation itself. If the student appeals the grade, the departmental and Senate grade appeals committees should send copies of their findings to the Hunter College Academic Integrity Official.

C. If the student denies the allegation of academic dishonesty, the faculty member will report that this is the student’s position on “Report Form: Academic Dishonesty–Academic Sanctions.” The matter will then be reviewed and a judgment rendered by the Academic Integrity Review Committee (described below).

D. Students who either admit to an act of academic dishonesty or are found to have committed one by the Academic Integrity Review Committee will receive a letter from Hunter College Academic Integrity Official notifying them that this matter has been reported to the Office of Student Services. When an academic dishonesty accusation is resolved by the Academic Integrity Review Committee, the student and faculty member will be notified of the findings.

II. Procedure for Disciplinary Sanctions

A. If the faculty member suspects academic dishonesty and seeks a disciplinary sanction (see “Report Form: Academic Dishonesty–Disciplinary Sanctions” for a list of options), which may also include an academic sanction, the faculty member should submit the attached “Report Form: Academic Dishonesty–Disciplinary Sanctions” to the Hunter College Academic Integrity Official.

(Disciplinary sanctions are not issued when only academic sanctions are sought. The college always retains the right, however, to bring disciplinary charges against the student if there is a history of academic dishonesty.)

B. The allegation against the student will then be adjudicated, as is currently done, through the CUNY Faculty Student Disciplinary Procedure. This procedure, in its entirety, can be found on page 248 of the Hunter College Undergraduate Catalog, 2004-2007, and on page 210 of the Hunter College Graduate Catalog, 2006-2009.
III. Academic Integrity Review Committee

The purpose of the Academic Integrity Review Committee is to review evidence when an academic sanction is being sought and when the allegations of academic dishonesty are in dispute. The Committee will proceed in the following manner:
1. If the charge of academic dishonesty is denied by the student, the faculty member will advise the student that the matter has been referred to Hunter College Academic Integrity Official, who will initiate the fact-finding process to be conducted by the Academic Integrity Review Committee.

2. A panel of three Academic Integrity Review Committee members will be selected and convened by Hunter College Academic Integrity Official to review the evidence for each case.

3. The faculty member and student will be invited to present their case at a formal hearing, which will be conducted within 30 days of receipt of “The Report Form: Academic Dishonesty–Academic Sanctions.”

4. The committee will deliberate in closed session (i.e., with neither student nor instructor present) and submit its findings, in writing, to the Hunter College Academic Integrity Official, who will then notify the faculty member and student. Although faculty members reserve the right to submit grades whenever they deem appropriate, they are encouraged not to submit grades for the disputed work or a final course grade until they have been notified of the committee’s findings. Students may appeal the final course grade through the college’s grade appeal process.

Committee Structure:
The Academic Integrity Review Committee will be appointed by the Vice President for Student Affairs. The Hunter College Senate will nominate four faculty members and eight students to serve on this committee. The Faculty Delegate Assembly will also nominate four faculty members.

A panel of three, consisting of two faculty members and one student selected from the sixteen committee members, will be convened by the Hunter College Academic Integrity Official for each review or hearing. Faculty members and graduate students affiliated with the department, and undergraduate students majoring in the department’s programs, will not be selected to serve on that particular panel.

IV. Clarifications of the Process

All questions regarding these procedures or the college’s disciplinary process should be referred to the Hunter College Academic Integrity Official, currently, Dean Michael Escott (Room 1103 East Building, phone (212) 772-4876 or e-mail at michael.escott@hunter.cuny.edu).

Complete policy and forms to report instances of suspected academic dishonesty and/or forms to request disciplinary action are available at http://www.hunter.cuny.edu/senate/documents.shtml or in the office of Dean Michael Escott, 1103 Hunter East.

SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act if 1972 and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was revised and reissued in January 2005.

The policy prohibits sexual harassment of faculty, staff and students:

POLICY STATEMENT

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved and take other steps to educate the University community about sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:
1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;

2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment.
Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

To implement CUNY’s policy, Hunter College has created a Sexual Harassment Awareness and Intake Committee. The Committee is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the committee coordinator will fully investigate the complaint and report the results of the investigation to the college president (and dean of students, if the accused is a student).

Any student or other member of Hunter College may report allegations of sexual harassment to any member of the Sexual Harassment Awareness and Intake Committee. The names and contact information for the committee members are available in the coordinator’s office, departments and offices in the college and the college website. The complaint will be promptly investigated and will be handled as confidentially as possible. Retaliation against complainants is specifically prohibited. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy Against Sexual Harassment are subject to various penalties, including termination of employment and permanent dismissal from the university.

The official policy and procedures can be found in every department of the college as well as on the college’s website. Additional information on the Sexual Harassment Awareness and Intake Committee is available in the Coordinator’s office. The Committee Coordinator is:

Office of Diversity and Compliance, 1706 Hunter East Building
Phone: (212) 772-4242
Fax: (212) 772-4724

THE HUNTER COLLEGE SMOKING POLICY

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

DRUG-FREE SCHOOLS AND CAMPUSES

PUBLIC LAW 101-226

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

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

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

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.

2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.

3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.

4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

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

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

Health Risks of Alcohol Abuse

- Dependency
- Impaired judgment
- Malnutrition
- Sensitive and motor depression
- Reduced alertness
- Slowed reaction time
- Cirrhosis of the liver

Health Risks of Illegal Drug Abuse

- Dependency
- Malnutrition
- Loss of control
- Skin abscesses
- Vein inflammation
- Serum hepatitis
- Increased risk of HIV infection
- Reduced immunity

Assistance is available by calling:

Hunter College Emergency Medical Services: (212) 772-4801
Employee Assistance Program: (212) 772-4051
Student Services: (212) 772-4882
DEPARTMENT OF PUBLIC
SAFETY AND SECURITY

Department Office: B122 West Building
Director, Louis J. Mader; (212) 772-4521; Fax: (212) 772-4548
Website: http://publicsafety.hunter.cuny.edu

PUBLIC SAFETY AND SECURITY POLICIES:
Hunter College is a safe community. However, with more than 20,000 students, faculty and guests coming and going each week, incidents of crime do occur.

It is the policy of the City University of New York and Hunter College that:

- Students and employees shall report all safety hazards, crimes, loss of property, and illness or injury. You can report a crime or suspicious activity to the Public Safety Department 24 hours a day from any phone at (212) 772-4444 or to any uniformed Public Safety Officer on campus. Your active reporting assists in making Hunter a safe college.
- Any action or situation that recklessly or intentionally endangers the mental or physical health of a person is prohibited. Any action or situation that involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.

SEX OFFENSES:

Awareness and Prevention Programs
Each year Public Safety Department and the Office of Student Services provide educational programs to promote the awareness and prevention of all crimes. During Freshman Orientation Week, a special program covering sex offenses is given to all incoming students. Students are made aware of various forms of sexual offenses and the applicable New York State Penal Laws. Also during these seminar Public Safety procedures, Hunter College disciplinary procedures and the legal consequences of these offenses are reviewed. All relevant materials are distributed to students at the end of the seminar.

A follow-up to this seminar is held in ORSEM 001 (a weekly seminar attended by all freshmen). A minimum of one session of ORSEM 001 is devoted to the issue of rape and other sex offenses. Discussion groups are held on this topic as well as other campus safety issues. Students are shown the video “Campus Rape,” which is produced by the Rape Treatment Center at the Santa Monica Hospital Center. Students are advised of the availability of counseling and other support services dealing with sex offenses. Relevant materials are distributed to students.

Assistance and Support for Victims
Sexual Assault victims can get help on campus through personal counseling. In addition referrals are also made to off-campus support services. If a student or a college employee believes she/he is being sexually harassed, coerced, or threatened, she/he should report the matter to the Department of Public Safety and Security, the Dean of Students, the Vice President for Administration, or the Sexual Harassment Panel:

Dean of Students .................................................(212) 772-4878
Vice President for Administration ..................(212) 772-4460
Public Safety and Security ..............................(212) 772-4447
Sexual Harassment Panel .........................(212)650-3660
........................................(212) 650-3084

In addition to campus services sexual assault victims may also report the crime to the nearest NYC police precinct or contact the Witness Aid Services Unit -Manhattan District Attorney’s Office at (212) 335-9040. This unit offers crisis intervention, short-term counseling, advocacy and assistance to victims of sexual assault and domestic violence.

This unit also provides referrals and publications. The Public Safety and Security Department will assist any person with this process. Additional supportive agencies are:

24-Hour Rape Report Line (Female-anwered)
(212) 267-RAPE (7273)

Victim Services Agency 24-Hour Hotline
(212) 577-7777

New York Women Against Rape
(212) 777-4000

Domestic Violence Hotline
(800) 621-HOPE (6673)

Protecting Evidence in Sexual Offense Cases
To assist law enforcement authorities in prosecuting perpetrators of sexual assaults, victims should not destroy evidence that may be used in such prosecutions. You should avoid bathing and washing away any residue of the violator’s semen from your body, or discarding soiled undergarments or clothing that may still contain this important evidence.

The New York State Penal Law and Penal, in particular section 130, which describes various forms of sexual offenses such as rape, sexual abuse, and sodomy. Anyone convicted of any of the offenses is in fact convicted of a crime that will be classified as either a felony or misdemeanor. Imprisonment can range up to 2 years in jail. A copy of the New York State Penal law is on file in the Department of Public Safety and Security.

College Rules and Sanctions for Sexual Offenses
With respect to reporting sexual assaults, students have the option to notify proper law enforcement authorities, including non-campus and local police. Also the student may choose to be assisted by campus authorities in notifying these authorities.

Students at Hunter College have the option for assistance in changing academic and living situations after an alleged sexual assault, if the victim requests such a change.

SECURITY SERVICES AND REPORTING PROCEDURES
All Hunter College campuses receive services from the Department of Public Safety and Security. The central command station is in operation 24 hours a day and monitors fire safety and security operations for all of the campuses.

The Hunter College Department of Public Safety and Security consists of 93 security personnel, dedicated to the safety of the college, its students, faculty and staff. The department consists of a Director, 4 Assistant Directors, 7 Sergeants, 10 Corporals, 36 Public Safety Officers, and 32 Campus Security Assistants, 3 Fire Specialist, and 1 Secretary.
The women and men in the Public Safety Department are committed to making Hunter College a safe place for everyone. Officers in the department are assigned to both fixed and roving patrols. Public Safety Officers are sworn peace officers and have arrest powers granted to them by the City University of New York. Campus Security Assistants are defined as security guards in accordance with Article 7a of the General Business Law. These officers do not have arrest power above that of a private citizen. The college has a New York State-certified Emergency Medical Unit and its personnel are trained in first aid, cardiopulmonary resuscitation and other emergency medical procedures. Emergency hospital transportation for injured or ill members of the college community is handled by contacting the office of Public Safety and Security at (212) 772-4444.

Students, staff, faculty and visitors may report security problems to the Public Safety and Security office by calling the central command station at (212) 772-4444, or reporting the incidents to officers on campus. All reported crimes will be investigated and findings will be placed in a written report.

Public Safety works very closely with the New York City Police Department concerning any serious crime that may require investigation. All criminal actions or other emergencies occurring on campus are reported to the Public Safety Office and the New York City Police Department. Public Safety and Security personnel monitor and record campus crimes reported directly to the local police.

Security Consideration Used in the Maintenance of Campus Facilities
As part of its overall responsibilities, the Office of Public Safety and Security in conjunction with the Office of Facilities and Planning conducts a continuous review of campus facilities and grounds to ensure that all lighting and landscaping hazards are reported.

Campus Security Awareness/ Crime Prevention Programs
The Public Safety Department conducts fire safety and crime prevention fairs, workshops, and other programs for students, faculty, and staff personnel. Participants are given literature covering various topics related to rape prevention, crime prevention, and the use of door locks, gates, intrusion alarms, fire safety alarms, and emergency evacuation procedures. Local law enforcement agencies participate in these programs, which are often conducted jointly with students groups and with staff of the Dean of Students. The college community is asked on an annual basis to participate in a course originally designed for security personnel that covers topics on sexual incidents and the New York State penal Law. Incoming first year students are required to enter the 68th Street Campus. However, all students, staff and faculty are required to have their college I.D. cards or other forms of identification when they sign in and out.

The Public Safety Department conducts fire safety and crime prevention fairs, workshops, and other programs for students, faculty, and staff personnel. Participants are given literature covering various topics related to rape prevention, crime prevention, and the use of door locks, gates, intrusion alarms, fire safety alarms, and emergency evacuation procedures. Local law enforcement agencies participate in these programs, which are often conducted jointly with students groups and with staff of the Dean of Students. The college community is asked on an annual basis to participate in a course originally designed for security personnel that covers topics on sexual incidents and the New York State penal Law. Incoming first year students are required to enter the 68th Street Campus. However, all students, staff and faculty are required to have their college I.D. cards or other forms of identification when they sign in and out. At the other Hunter College campuses, it is required that identification cards are shown to gain entry. The entire ID card policy is currently under review and may change in the near future. Any changes will be noted on the Hunter College website, www.hunter.cuny.edu.

Crime Statistics for this college are located at the Hunter College library. The annual report is available on the web at http://publicsafety.hunter.cuny.edu/annual.html.

Policies for Preparing Annual Disclosure
As required by federal law, Hunter College’s crime statistics are compiled on a calendar year basis and in accordance with the definitions of crimes provided by the Federal Bureau of Investigations for the use in the Uniform Crime Reporting (UCR) system. These statistics include the three years 2000, 2001, and 2002 concerning reported crimes that occurred on campus or in certain off-campus building or property owned or controlled by Hunter College. These statistics are gathered from the information on crimes reported to the Public Safety Office, crimes reported to other campus officials with significant responsibility for student and campus activities, and crimes reported to the local police precinct. These statistics also include persons who have been referred for campus disciplinary action for categories required under the Clery Act, including liquor law violations, drug law violations, and illegal weapon possession.

DRUG AND ALCOHOL EDUCATION PROGRAMS
The Office of Drug and Alcohol Education and Prevention at Hunter College’s Office of Student Services meets the five mandated requirements of the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226.

The Office of Drug and Alcohol Education and Prevention provides counseling and referral information to Hunter College students and their partners.

It provides ongoing (fall and spring) professional development training in the area of substance abuse prevention to faculty, administrators, counselors, interns and resident assistants and the entire Hunter College community.

The Office of Drug and Alcohol Education and Prevention disseminates information through pamphlets and videotape presentations. Staff may have discussions with students regarding the deleterious effect that results from the use of drugs and alcohol. These workshops are conducted at the freshman orientation seminars, the Student Services Office, the Brookdale Campus, the Study Skills Resource Center, the Tishman Women’s Center, the student cafeteria, the Financial Aid Office, the Athletics Department, the SEEK department, club leadership orientation, school functions and peer counselor training seminars.

ACCESS TO FACILITIES
During the hours that the college is open, identification cards are not now required to enter the buildings at the 68th Street Campus. However, all students, staff and faculty are required to have their college identification card in their possession while on campus. Each evening, after 10 p.m., and during periods when the college is officially closed all students, faculty, staff and visitors must show their college I.D. cards or other forms of identification when they sign in and out.

At the other Hunter College campuses, it is required that identification cards are shown to gain entry. The entire ID card policy is currently under review and may change in the near future. Any changes will be noted on the Hunter College website, www.hunter.cuny.edu.

Dormitory Access
At the Brookdale dormitory, I.D.’s are required to all times when entering the dormitory residence.
INSTRUCTIONS

A. In case of a fire or smoke condition stay calm and do the following:
   - Pull the fire alarm box
   - Call the Fire Department (911), and
   - Notify Public Safety either via Emergency Number (212) 772-4444 or press the button on the Talk Alert box.
   - Then, follow the procedures listed below:

B. Procedure
   1. Evacuate your area.
   2. Close, but do not lock the doors behind you.
   3. Follow instructions transmitted over the Public Address system.
   4. Proceed to evacuate the building through designated exit areas.
   5. Before entering a stairwell touch the door with the palm of your hand. If the door feels warm or hot do not enter the stairwell. Proceed to the next stairwell.
   6. When leaving the building keep your head turned to the center of the stairway.
   8. Only use elevators when authorized to do so by the Fire Department.
   9. When using the down escalators make long wide turns going from one escalator to the next escalator in order to prevent pedestrian congestion.
   10. When you are outside the building, move away from the entrance approximately 200ft.
   11. Public Safety will notify you when the building is safe and then you may re-enter.

HUNTER COLLEGE DEPARTMENT OF PUBLIC SAFETY FIRE SAFETY PLAN FOR THE PHYSICALLY CHALLENGED

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

The Fire Safety Plan for the Physically Challenged identifies the New York City Fire Department as the agency having the primary responsibility for relocating any physically challenged person from an endangered floor to a safe location.

However, if the Fire Department or other New York emergency agency response is not exercised in a timely fashion, and the situation requires immediate removal of physically challenged individuals, Public Safety personnel will transport such individual(s) to a safe location. The Fire Safety Plan for the Physically Challenged is part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Instructions

A. In case of a fire or smoke condition, do the following:
   - Pull the fire alarm box.
   - Call the Fire Department (911), and
   - Notify Public Safety either Emergency Number ((212) 772-4444) or press the button on the Talk Alert Box.
   - Then Follow these procedures:

B. Procedure for the Physically Challenged
   1. During an emergency, the entire floor may or may not need to be evacuated. In either case, when you hear the emergency alarm, assemble by any exit door near the elevators.
   2. Do not enter the stairwell. Do not use the elevator unless directed by the Fire Department.
Relocation Procedures for the Physically Challenged

If it is necessary to evacuate the entire floor, a member of the Fire Department will search the entire floor to locate physically challenged individuals. The emergency Personnel will remove you to a safe location by the elevator or stairwell. The sign marked “You Are Here Sign” containing these procedures shall be placed on each floor.

Other Precautions
1. Remain calm. Your safety and the security of others depend on the absence of panic.
2. Before entering any stairwell, touch the door with the palm of your hand. If the door feels warm or hot do not enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach the stairwell near an elevator, and you are in an office or classroom and have access to a phone, call Public Safety at (212) 772-4444 or press the button on the Talk Alert or call 911.
4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.

What Emergency Personnel Will Do

The Fire Warden, Fire Searchers, Public Safety Officers or a member of the Fire Brigade will report your location to the fire command station. The Fire Safety Director manning the fire command station will inform the Fire Department of your location.

If you are in need of relocation and the Fire Department is not available to relocate you, a member of the Public Safety Department will relocate you in a safe location.

If necessary, you will be relocated to a safe floor or taken out of the building.

Training and Orientation

A. Training

Public Safety personnel are trained in the proper methods for safe lifting and carrying of physically challenged individuals. (See Assembling and Relocation Procedures).

B. Orientation

Orientation to the Fire Safety plan, including the relocation procedures, will be provided for the physically challenged faculty, students, and staff yearly under the auspices of the 504 committee.

Orientation for the new physically challenged students will be included in the orientation program for entering freshman.

Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

Locating Physically Challenged Individuals

Public Safety maintains class schedules for the physically challenged and work Schedules for physically disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled individuals in an emergency.

Students are responsible for reporting their class schedules, work schedules, and schedule changes to the Coordinator of the Office of Access and Accommodations located in the East Building room E-1124.

Physically challenged faculty and staff are responsible for reporting their work schedules and any changes to the Director of Human Resources located in the East Building room 1502 A.

Responsibility for Implementation

The Director of the Department of Public Safety is responsible for the Implementation of the Fire Safety Plan.

Distribution of Fire Safety Plan for Physically Challenged

The Hunter College Fire Safety Plan for Physically Challenged Individuals will be distributed to all physically challenged faculty, students, and staff.

Assembling and Relocation Procedures

When there is a fire alarm in one of the college’s buildings, physically challenged individuals who are unable to walk down steps should assemble at one of the Physically Challenged Individuals Fire Emergency Assembly Areas (P.C.I.F.E.A.A.)

These areas are located on every floor of Hunter College’s buildings near the two stairwells closest to the elevators. Please look for the signs marked “Physically Challenged Individuals Fire Emergency Assembly Area.”

During a fire alarm, fire wardens, fire searchers and Public safety personnel have been directed to communicate the number, the location, and the status of all physically challenged individuals via Fire Warden Phones or through Public Safety personnel at the Fire Command Station. The Fire Safety Director or Public Safety Officer at the Fire Command Station will notify members of the New York City Fire Department that responds to the building of the status of all physically challenged individuals in the building.

No person should ever use an elevator in a fire unless directed by Fire Department personnel. The New York City Fire Department has stated that they have the primary responsibility to determine if elevators can be used to transport physically challenged individuals during fire emergencies. Fire Department officials also state that they are responsible for relocating physically challenged individuals to a safe location if such action is deemed necessary.

The New York City Fire Department considers transporting physically challenged individuals in an emergency a very risky procedure. The relocation process may subject physically disabled individuals and those assisting to transport them to sustain injuries. However, if it is necessary to relocate physically challenged individuals during an emergency, the Fire Department will handle the relocation using safe procedures and experienced Fire Department personnel.

If the elevators have been deemed safe by The New York City Fire Department to be used for transporting physically challenged individuals during a fire alarm all assembled individuals will be relocated to a safer area. The New York City Fire Department considers use of elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Departments position of advocating emergency assembly areas for physically challenged individuals. The Fire Department often refers to this type of assembly area as a refuge area.

If there have been excessive alarms activated in the building it may be the result of either a system function that was activated but response by the Fire Department was not necessary such as cigarette smoke near a smoke detector or an unwarranted alarm due to a system malfunction. If there is no imminent threat of danger from fire or smoke the Fire Department does not automatically recommend the evacuation of physically challenged individuals outside the building. In most cases, the Fire Department would recommend that such individuals be moved to a safe location within the building.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, contact the Director of Public Safety at (212) 772-4521.
When Public Safety Officers will Relocate Physically Challenged Individuals

If, for any reason, a physically challenged individual is in imminent danger due to fire, smoke, or any other life-threatening situation on campus, and members of the Fire Department are not present to relocate the physically challenged individual, Public Safety Officers and other members of the Fire Brigade will assume the responsibility of relocating that individual to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and take immediate action to relocate physically challenged individuals to a safe location.

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

Procedures

Person Who Is Visually Impaired

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

Person Who Is Hearing Impaired

A person who is hearing impaired will be alerted to a fire alarm by either blinking strobe lights, a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade. A person who is hearing impaired and has to be relocated but is able to walk downstairs, will be escorted to a safe location by either a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Lifting and Carrying Physically Challenged Individuals

Before lifting any physically challenged person, when possible ask the physically challenged person how they should be lifted. A physically challenged person knows better than anyone else how she/he should be lifted or carried in order to avoid any unnecessary injuries to herself/himself.

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

For Your Safety

All Hunter College buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their locations and their uses. These Fire Emergency notification devices consist of the following:

Fire Alarm

The Fire Alarm Pull Stations are small red boxes. They are mounted on the walls and located next to a fire exit. Printed on these pull stations is "Pull Here In Case Of Fire". To activate the Fire Alarm Pull station, follow these steps:

- Pull down the white lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on that floor and the floor above. In addition, it will send a signal to the Fire Command Station indicating the location of activation. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Familiarize yourself with the Fire Alarm Pull Stations so in an event of a fire you will know where they are located.