

Welcome to HUNTER COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

Graduate Catalog
2003 - 2006

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GRADUATE

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.

GRADUATE STUDY AT HUNTER

HUNTER COLLEGE, THE SECOND OLDEST COLLEGE in The City University of New York, offers master's degrees in more than 50 fields of study. We have graduate programs in the arts, sciences, languages and literature — as well as in the professional fields of education, health sciences, nursing, social work and urban planning — and all are considered exceptional. We currently enroll more than 5,000 students in these programs.

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

The Hunter College Schools of the Health Professions comprise the Hunter-Bellevue School of Nursing and the School of Health Sciences, both nationally recognized for new approaches to teaching, research and service in health care. The School of Nursing provides a wide array of accredited programs designed to prepare students for leadership positions in health care; the School of Health Sciences offers outstanding graduate programs in communication sciences, physical therapy, environmental and occupational health and urban public health.

The Hunter College School of Social Work, which offers several flexible program options leading to the master of social work degree, is one of the top graduate social work schools in the country. Its faculty is renowned both for train-

ing leaders and innovative thinkers in social work and for providing expert service to New York's multicultural community. Through leading-edge course work as well as opportunities for challenging field experience, through method-based training and a practice-centered education, the Hunter College School of Social Work provides unequalled opportunities to learn and excel in our dynamic urban environment.

The School of Arts and Sciences has a first-rate roster of graduate programs in the fine arts, humanities, social sciences, sciences and mathematics. Throughout the long history of graduate studies at Hunter, graduates of these programs have gone on to elite doctoral programs and to 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 program in integrated media arts brings together contemporary media technologies to explore innovative ways to communicate in the new century.

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 \$40 million annually in research grants and awards, Hunter's faculty is internationally respected for its creativity, energy and scholarship.



HEGIS AND ADMISSION/CURRICULUM CODES

	Degree	HEGIS	ADM/ CURR		Degree	HEGIS	ADM/ CURR
SCHOOL OF ARTS & SCIENCES				Adult Health	MS		602
Anthropology	MA	2202	500	Maternal – Child Nursing	MS		609
	BA/MA	2202	412	Pediatric Nurse Practitioner	MS		615
Art (Creative)	MFA	1002	501	Pediatric Nurse Practitioner Advanced Certificate	Cert		306
Art History	MA	1003	503	Psychiatric Nursing	MS		604
Biochemistry	MA	414	505				
Biological Sciences	MA	401	506				
Medical Laboratory Sciences/ Biological Sciences	BS/MA	1223	401	SCHOOL OF SOCIAL WORK		2104	
Biological Sciences	BA/MA	401		Social Work	MSW		
Biopharmacology	BA/MA	0499		Infant and Parent Development and Early Intervention with Bank Street College of Education (MSED Bank Street)/MSW (Hunter)	MSEd/MSW	0823/2104	
Biological sciences/environmental and occupational health sciences	BA/MS	0401/1299					
Communications	MA	601	560	SCHOOL OF EDUCATION			
Creative Writing	MFA	1507	523	Childhood Education 1-6	MSEd	802	170
Economics	MA	2204	517	Childhood Education w/Bilingual Teacher Extension, 1-6	MSEd	802	171
	BA/MA	2204	424	Childhood Education with a Concentration in Mathematics and Science, 1-6	MSEd		172
English	BA/MA	1501	426	Early Childhood Education, Birth-2	MSEd	823	172
English Literature	MA	1502	521	Early Childhood Education w/ Bilingual System Extension	MSEd	823	168
French	MA	1102	522	Literacy: Birth-Grade 6	MSEd	830	173
Geography	MA	2206	549	School of Guidance and Counseling	MSEd	826.01	850
Post-Baccalaureate Certificate Program in Geographic Information Science (GIS)	Cert.	2206	301	School Guidance and Counseling with Bilingual Extension	MSEd	826.01	
History	MA	2205	526	Rehabilitation Counseling	MSEd	2104.1	852
	BA/MA	2205	440	Adolescence Education: Offered in collaboration with the following departments or programs	MA		
Integrated Media Arts	MFA	606	525	Biology 7-12		401.01	185
Italian	MA	1104	528	Chemistry 7-12		1905.01	186
Mathematics (Pure)	MA	1701	527	Earth Science 7-12		1917.01	187
(Pure or Applied)	BA/MA	1701	454	English 7-12		1501.01	188
(Applied)	MA	1703	529	French 7-12		1102.01	189
Music	MA	1004	531	Italian 7-12		1104.01	190
	BA/MA	1004	456	Latin 7-12		1109.01	191
Physics	MA	1902	539	Mathematics 7-12 (also BA/MA)		1701	192
	BA/MA	1902	462	Music (All grades) (also BA/MA)		1004	193
Psychology	MA	2001	542	Physics 7-12		1902.01	194
Sociology and Social Research	BA/MS	2208	478	Social Studies 7-12		2201.01	195
Social Research	MS	2208	550	Spanish 7-12		1105.01	196
Spanish	MA	1105	555	Teaching English to Speakers of Other Languages, (All grades)	MA	1508	182
Theatre	MA	1007	559				
Urban Affairs	MS	2214	554	Special Education	MSEd		
Urban Planning	MUP	2214	553	Childhood Special Education 1-6		808	176
Urban Planning/Law (with Brooklyn Law School)	MUP/JD	2214/1401		Childhood Special Education 1-6 w/an Annotation in Severe or Multiple Disabilities		808	177
				Early Childhood Special Education		808	174/175
				Early Childhood Special Education w/an annotation in Severe/Multiple Disabilities		808	169
				Deaf or Hard-of-Hearing		812	178
				Blind or Visually Impaired		814	179
				Blind and Visually Impaired, Advanced Certificate		814	179
				Visual Impairment: Rehabilitation Teaching		814	179
				School Administrator and Supervisor Advanced Certificate		828	854
SCHOOLS OF THE HEALTH PROFESSIONS							
School of Health Sciences							
Communication Sciences	MS	1220	556				
Urban Public Health	MPH	1214	618				
Community Health Nursing/ Urban Public Health	MS/MPH	1203.1/1214	614				
Environmental and Occupational Health Sciences	MS	1299	605				
Physical Therapy	MPT	1212	617				
Teachers of Students with Speech and Language Disabilities	MS	815	130				
Teachers of Students with Speech and Language Disabilities w/ Bilingual Extension	MS	815					
School of Nursing		1203.1					
Adult Nurse Practitioner	MS		616				
Community Health Nursing	MS		610				
Dual Community Health Nursing	MS/ MPH	1203.1/1214	614				
Gerontological Nurse/Adult Nurse Practitioner	MS	1203.1	601				

GRADUATE PROGRAMS

ACCREDITATION

The programs of Hunter College are registered by Regents of the State of New York. The college is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Individual programs are recognized and accredited by their national bodies. These are: the National Council for Accreditation of Teacher Education; the Council of Social Work Education; the Commission of Collegiate Nursing Education of the American Association of Colleges of Nursing; the Planning Accreditation Board of the American Planning Association, the Association of Collegiate Schools of Planning and the American Institute of Certified Planners; the Council on Rehabilitation Education; the Council on Academic Accreditation of the American Speech-Language-Hearing Association, the Council on Education for Public Health, the American Dietetic Association Council on Accreditation of Dietetic Education; the Commission on Accreditation in Physical Therapy; Accreditation Board for Engineering and Technology.

GRADUATE PROGRAMS

Page 3 contains a list of graduate-degree, advanced-certificate, and combined undergraduate/graduate-degree programs offered at Hunter. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, www.highered.nysed.gov/ocue

Next to each program are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admissions/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 School and University Center, offers a PhD in the following academic disciplines: anthropology, art history, 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, musical arts, philosophy, physics, political science, psychology, social welfare (DSW), sociology, speech and hearing sciences, and theatre. The doctoral faculty is composed of faculty members from the senior colleges who hold CUNY Graduate School appointments. Doctoral courses are taught at the Graduate Center and on the senior college campuses. The Graduate School and University Center is located at 365 Fifth Avenue, New York NY 10016.

<http://www.gc.cuny.edu/>
(212) 817-7000

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.170.)

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 suc-

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

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

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

4. Competency Examinations

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

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

The Test of English as a Foreign Language (TOEFL)* is required of all applicants whose native language is not English and/or who have taken all or part of their post-secondary education in a country where English is not the native language. Such applicants, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Depending on the program selected, an applicant may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service. Applicants should plan to take these examination(s) at least nine months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained by writing to TOEFL Bulletins, P.O. Box 6151, Princeton, NJ 08541-6151, (609) 771-7100, <http://www.toefl.org>. The Hunter College institution code is 2301.

International Students

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

If the applicant plans to enter or remain in the U.S. on a student visa (F-1), it will be necessary to complete a Certification of Finances form and provide documented proof of financial support confirming that he or she has the funds necessary to cover all college tuition and personal expenses (approximately \$18,000-\$21,000 per year). This form and documentation are required in order to obtain the I-20 AB Certificate of Eligibility. This procedure takes place after determination of academic eligibility and before registration for the first semester.

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

Applicants are responsible for the payment of all tuition fees at the time of registration. 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 depending upon the curriculum. Please refer to the "Table of Programs and Supplemental Information" provided in the graduate-degree application.

Procedure

An application packet should be obtained from the college Welcome Center, Room 100 Hunter North, 695 Park Avenue, New York, NY 10021, (212) 772-4490, <http://www.admissions.hunter.cuny.edu>. The deadline for application varies by program. The earliest deadlines are 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 \$50, 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 adviser in order to obtain course approval. The nonmatriculation application fee of \$50.00 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. (Note: If the course is later accepted for graduate transfer credit within a program at Hunter, the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course.)

DEGREE REQUIREMENTS

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 Hunter North, and may be filed in the Office of Admissions, Room 203 HN. There is a \$10 nonrefundable readmission fee. The fee is \$50 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 \$50 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.

Bursar's Office

Address: Room 238, Hunter North Building, (212) 772-4400

The Bursar's Office collects all tuition and fees, and issues a Bursar's Receipt as proof of course registration. This office also accepts cash and issues receipts for payments to other Hunter College offices, which do not have the facilities to accept cash, such as readmissions application and transcript fees.

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. Details concerning payment are included with each bill and are also available in the Bursar's Office.

A tuition payment plan can be arranged through Academic Management Services (AMS). For a small fee, the AMS Tuition Pay Plan permits students to pay semester expenses over a five-month period. AMS can be contacted directly by telephone at (800) 635-0120, 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, and of the time and method of payment.

TUITION AND FEES

Effective Fall 2003

Detailed payment information is outlined with each semester bill and printed in each semester 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 residence to the

DEGREE REQUIREMENTS

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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 Hunter North, and may be filed in the Office of Admissions, Room 203 HN. There is a \$10 nonrefundable readmission fee. The fee is \$50 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 \$50 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.

Bursar's Office

Address: Room 238, Hunter North Building, (212) 772-4400

The Bursar's Office collects all tuition and fees, and issues a Bursar's Receipt as proof of course registration. This office also accepts cash and issues receipts for payments to other Hunter College offices, which do not have the facilities to accept cash, such as readmissions application and transcript fees.

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. Details concerning payment are included with each bill and are also available in the Bursar's Office.

A tuition payment plan can be arranged through Academic Management Services (AMS). For a small fee, the AMS Tuition Pay Plan permits students to pay semester expenses over a five-month period. AMS can be contacted directly by telephone at (800) 635-0120, 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, and of the time and method of payment.

TUITION AND FEES

Effective Fall 2003

Detailed payment information is outlined with each semester bill and printed in each semester 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 residence to the

DEGREE REQUIREMENTS

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Students who now live in New York State but have had an address out of the state must submit proof of New York State residence to the

Registrar's Office. Applications for proof of New York State residency can be obtained in the Office of the Registrar, Room 217 Hunter North, Hunter College, 695 Park Ave., New York, NY 10021. If, at the time of registration, proof of New York State residence has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar's Office during the semester, a refund can be applied for from the Bursar's Office.

TUITION:

New York State Resident

Master's (other than Social Work and Physical Therapy)

Full-time.....	\$ 2,720/semester
Part-time.....	\$230/credit
Maintenance of Matriculation	\$ 630/semester
Excess hours	\$65/hour

Master's in Social Work (MSW) and Physical Therapy (MPT)

Full-time	\$2,970/semester
Part-time.	\$250/credit
Excess hours	\$65/hour

Out-of-State Resident

Master's (other than Social Work and Physical Therapy)

Full-time.	\$425/credit
Part-time.	\$425/credit
Maintenance of Matriculation	\$1,070/semester
Excess hours	\$85/hour

Master's in Social Work (MSW) and Physical Therapy (MPT)

Full-time.....	\$440/credit
Part-time.....	\$440/credit
Excess hours	\$85/hour

Fees:

Student Activity Fee.....	\$7.85
Technology Fee (Full-time)	\$75.00
Technology Fee (Part-time)	\$37.50
Application for matriculation.....	\$50.00
Late registration.....	\$15.00
Late payment fee	\$15.00
Consolidated Service	\$5.00
Change of program	\$10.00
Maintenance of matriculation (Resident).....	\$630.00
Maintenance of matriculation (Non-resident and foreign)	\$1,070.00
Duplicate identification card	\$5.00
Comprehensive examination	\$15.00
Thesis Binding fee.....	\$15.00
Duplicate receipt	\$5.00
Transcript of records	\$4.00
Readmission.....	\$10.00
Returned check reprocessing fee	\$10.00
Duplicate diploma.....	\$15.00

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, Hunter North, (212) 772-4474.

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

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

Cancellation Policy:

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 by the number of weeks that a student has attended. fall and spring semesters consist of 15 weeks. A student's refund is pro-rated up until the 60% point of the semester, usually the end of the ninth week. The bursar, along with the Financial Aid Office, will calculate and determine how the refund will be disbursed to federal programs and the student. A recalculated tuition liability will be produced by the Bursar's Office.

Federal Other Than Pro Rata Refund:

This refund applies to federal financial aid recipients who totally withdraw within the 50% point of attendance for the semester. This is for students who are beyond their first semester of attendance at Hunter 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 along with the Financial Aid Office will calculate and disburse refunds to federal programs and the student accordingly. A recalculated tuition liability will be produced by the Bursar's Office.

Financial Aid Processing Center

Address: Room 1605 Hunter East, (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, issues medical/economic hardship deferrals, processes emergency loans and maintains accountability over all financial aid funded book vouchers.

FINANCIAL AID

FINANCIAL AID

The Office of Financial Aid helps graduate students with limited funds meet their educational expenses through a variety of programs, including loan, work, and grant programs. The college participates in Title IV federal financial aid programs and New York State financial aid programs. The federal programs include the Federal Direct Loan program, the Federal Perkins Loan program, and Federal Work-Study program. The New York State financial aid programs include the Tuition Assistance Program (TAP) and Professional Opportunity Scholarships.

For information on other scholarships and grants, students may contact their individual academic department, the Office of Student Services (11th floor, East Building, (212) 772-4878) and the Office of the Provost (17th floor, East Building, (212) 772-4150).

For information on graduate assistantships, students may contact their departmental advisor.

The Office of Financial Aid is located in 241 North Building. The OASIS (Office of Administrative and Information Services), located in 217 North Building, 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 application online. FAFSA on the Web is available at www.fafsa.ed.gov. When the student completes the FAFSA (Free Application for Federal Student Aid), Hunter College should be included among the colleges to which the application information is reported. 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 in the application information.

New York State resident students 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 complete the FAFSA and complete an on-line Federal 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, that calculates the Expected Family Contribution (EFC), the amount that the student and the family are expected to contribute toward the student's education.

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:

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

The Office of Financial Aid takes the Cost of Attendance and subtracts the Expected Family Contribution (EFC). If there is anything left over, the student is considered to have 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. 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 2003-04 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:

	Living With Parents	Living Away From Parents
Tuition	\$5,440.00	\$5,440.00
Social Work [MSW]	(\$5,940.00)	(\$5,940.00)
Physical Therapy [MPT]	(\$5,940.00)	(\$5,940.00)
Fees	\$175.70	\$175.70
Book and Supplies	\$759.00	\$759.00
Transportation	\$714.00	\$714.00
Housing	\$1,500.00	\$4,448.00
Food	\$1,020.00	\$2,348.00
Personal	\$1,656.00	\$3,376.00
<hr/>		
Total	\$11,264.70	\$17,260.70
Social Work [MSW]	(\$11,764.70)	(\$17,760.70)
Physical Therapy [MPT]	(\$11,764.70)	(\$17,760.70)

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 postsecondary 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 has no bearing in determining the student's academic progress.

A student seeking his/her first graduate award from the same institution that he/she received his/her undergraduate degree would be evaluated for program pursuit on the basis of the last semester that he/she received state support as an undergraduate. A student seeking his/her first graduate award from a different institution would be considered a transfer student and therefore automatically eligible for the first graduate award.

When the graduate full-time course load does not consist of credits (e.g., the clinical practicum courses), college documentation recording the student's demonstrated program pursuit must support the student's continued eligibility.

Waiver of Academic Standing Requirements

Students who become academically ineligible to receive assistance from state programs because of a documentable unusual circumstance (e.g., illness) may apply for a one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Office of Student Services at (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 when the student applies, the student's level of need, and the availability of funds.

Federal Perkins Loans

A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter 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 interest on the loans ("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 \$8,500 of that amount in Subsidized Loan funds. A student may receive less than the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance.

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

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

NEW YORK STATE FINANCIAL AID PROGRAMS

Tuition Assistance Program (TAP)

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

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 2003-2004 the deadline would be May 1, 2004).

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,

SCHOLARSHIPS AND GRANTS

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.

SCHOLARSHIPS AND GRANTS

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

Among the awards available to students are the Presidential Grants and Scholarships supported by the office of the Hunter College president. Guidelines for these awards are contained in "Hunter College Grant Competitions," a publication of the college Research Administration, 1424 East Building, (212) 772-4020.

Information about grants, fellowships, and scholarships can be obtained from the Office of Student Services, 11th floor, East Building, (212) 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 Room 217 Hunter North or (212) 650-3995.

REGISTRATION

Registration instructions are mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register via the Web or by telephone; instructions for both options 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 registrar's 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 "permit" basis and receiving credit toward their Hunter degree. In order to take courses on a permit basis, students need to get departmental approval for the Hunter equivalent of the course(s) in which they wish to enroll in the other school. In order to guarantee credit, this approval must be obtained prior to registration. This approval must be granted on a Permit Application Form, which is available in the OASIS, Room 217 Hunter North. Instructions on permit requirements and procedures are available with the Permit Application in the OASIS. Students who would like to enroll in courses at a NON-CUNY COLLEGE do not register for those credits at Hunter. In order to guarantee credit, it is recommended that departmental approval be obtained prior to registering for the course(s). The student registers at the other college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to Hunter College, Attention: Records Division/Permits.

Students Matriculated at Other Colleges of the City University

Students matriculated in a graduate program at any other branch of the City University who want to register for a course or courses at Hunter College are required to obtain a permit from their home institution giving them permission to pursue specified graduate courses at Hunter College. The permit must be filed in the OASIS, Room 217 HN, before registration. Check the Schedule of Classes for specific deadline dates for registration.

Students who have registered in courses for the appropriate semester at their home colleges should also present their student receipts to the OASIS.

Maintaining Matriculation

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

SCHOLARSHIPS AND GRANTS

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.

SCHOLARSHIPS AND GRANTS

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

Among the awards available to students are the Presidential Grants and Scholarships supported by the office of the Hunter College president. Guidelines for these awards are contained in "Hunter College Grant Competitions," a publication of the college Research Administration, 1424 East Building, (212) 772-4020.

Information about grants, fellowships, and scholarships can be obtained from the Office of Student Services, 11th floor, East Building, (212) 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.

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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 in the OASIS.

Unapproved Leaves

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

ACADEMIC POLICIES AND REGULATIONS

Change of Name or Address

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

Withdrawal from Courses

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

A student should notify the graduate 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:

Grade	Definition	Quality Points (GPA Index)
A+	97.5 - 100%	4.0
A	92.5 - 97.4%	4.0
A-	90.0 - 92.4%	3.7
B+	87.5 - 89.9%	3.3
B	82.5 - 87.4%	3.0
B-	80.0 - 82.4%	2.7
C+	77.5 - 79.9%	2.3
C	70.0 - 77.4%	2.0
F	77.0 - 69.9%	0
P =	Satisfactory completion. Used only for the thesis research or equivalent course where required in the particular graduate program.	
IN	Incomplete	
SP	Satisfactory progress — restricted to thesis and research courses requiring more than one semester for completion	
W	Official withdrawal (without prejudice)	
WU	Unofficial withdrawal (counts as failure)	
WA	Administrative withdrawal	

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.

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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.

SERVICES AND FACILITIES

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, or see the updated graduate catalog on the Web at <http://www.hunter.cuny.edu>.

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 **Brookdale Center Auditorium** seats 848. It is used for lectures, concerts, and dramatic performances. Call the Brookdale residence office for further information (212) 481-4310.

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) 772-4448, <http://kayeplayhouse.hunter.cuny.edu>.

The **Ida K. Lang Recital Hall**, which has 149 seats, is used for a variety of musical performances by Hunter students, faculty, and other artists. 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.

CAREER DEVELOPMENT SERVICES

Career counselors assist graduate students and alumni of graduate programs in planning for and obtaining full- and part-time positions. The Career Development Office maintains contact with potential employers at academic institutions, businesses, government, and nonprofit organizations. Over 7,000 positions are listed annually in the Alumni Job Bank.

A wide variety of general career information is available to students in the Career Reference Library: reference books, current publications in business, directories, recruiting literature, company annual reports, and employment guide books about career planning and job search strategies.

The Career Development Office is located in Room 805 East; for more information, contact the office at (212) 772-4850 or career@hunter.cuny.edu.

READING/WRITING CENTER

Address: 416 Thomas Hunter Building

The Hunter College Reading/Writing Center is a comprehensive service for the college community providing tutorial and computer-assisted instruction to students and technical support and development to faculty and staff. The center offers tutorial services to all registered students at the college and provides computer facilities for Hunter students, faculty, staff and alumni.

Students may utilize the center on an individual basis during scheduled hours of operation or access the center's online tutorial service. 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 HELENE FULD MEDIA/LEARNING RESOURCE CENTER (MLRC)

Address: Mezzanine floor, Brookdale West Building

Director: Martin Dornbaum, (212) 481-5129,
mdornbau@ms1.hunter.cuny.edu

Website address: www.hunter.cuny.edu/health/mediahp.html

The center maintains regular office hours throughout the academic year. Monday – Thursday, 9am – 9pm and Fridays, 9am – 5pm.

The MLRC 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 & Environmental Health, The Center on AIDS, Drugs, and Community Health, and the Brookdale Center on Aging. The MLRC provides vital services to faculty and students in supporting teaching, learning and research initiatives.

The MLRC is organized into six functional units:

The Learning Center The MLRC 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 work with faculty on the integration of instructional technologies into the curriculums and on-line test development.

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Address: 416 Thomas Hunter Building

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Students may utilize the center on an individual basis during scheduled hours of operation or access the center's online tutorial service. 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 HELENE FULD MEDIA/LEARNING RESOURCE CENTER (MLRC)

Address: Mezzanine floor, Brookdale West Building

Director: Martin Dornbaum, (212) 481-5129,
mdornbau@ms1.hunter.cuny.edu

Website address: www.hunter.cuny.edu/health/mediahp.html

The center maintains regular office hours throughout the academic year. Monday – Thursday, 9am – 9pm and Fridays, 9am – 5pm.

The MLRC 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 & Environmental Health, The Center on AIDS, Drugs, and Community Health, and the Brookdale Center on Aging. The MLRC provides vital services to faculty and students in supporting teaching, learning and research initiatives.

The MLRC is organized into six functional units:

The Learning Center The MLRC 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 work with faculty on the integration of instructional technologies into the curriculums and on-line test development.

Electronic Resource Lab The MLRC features hundreds of computer assisted instructional packages (CAIs), interactive video discs (IVDs) and multimedia CD-ROMs complete with digital projection capabilities. 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 the Health Professions. 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 Media Library The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University (more than 3,000 titles). Students wishing to preview materials may do so in private screening rooms or at study carrels.

Audio Visual Services The MLRC provides AV services to the Brookdale Campus. MLRC staff conduct the purchasing, maintenance and training of all equipment. This includes: overhead, slide, opaque and digital computer/video projectors; 1/2", 3/4" VHS video, 8mm video, 16mm film, video monitors, public address systems, speakers, cassette, reel to reel and compact disc. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

ACCESS AND ACCOMMODATIONS (Services for Students with Disabilities)

Address: 1124 East Building

Access and Accommodations (Office for Students with Disabilities) is committed to providing an accessible education to students with disabilities to enable them to accomplish, graduate and succeed. In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the office ensures the availability of accommodations for disabled students. A disabled student, with supportive documentation, 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, HIV-AIDS, cancer, cerebral palsy, epilepsy, traumatic brain injury, multiple sclerosis, muscular dystrophy, lupus, heart disease, Crohn's disease, sickle cell anemia, epilepsy.
2. Psychological conditions as anxiety disorder, attention deficit disorder, depression, mania, manic-depression, schizophrenia, recovery from alcoholism and substance abuse, obsessive-compulsive disorder.
3. Learning disabilities
4. Deaf and hard of hearing
5. Visually impaired, legally blind, and blind
6. Mobility impairment conditions such as 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. Temporary conditions such as broken leg, sprained ankle, wrist injury or sprained back.

Current medical or psychological documentation must be submitted to Access and Accommodations and will be kept confidential by the office. The services and accommodations provided for each student are determined from the documentation presented by the student.

The **Access and Technology Center** for students with disabilities, located in Room 205 Thomas Hunter Hall, serves as a place for students to network, socialize, attend specialized workshops and use adaptive technology designed for students with disabilities. Equipment includes PC and Mac computers with adaptive software: voice, scanner, enlarging, screen reading (Jaws – PCs and Outspoken – Macs) and LD (Wordsmith and Inspiration), voice reading machines, Visual Tek text magnifiers, height-sensitive computer work stations, The Omni 1000 and 3000, wireless auditory assistance units, telephone devices for the deaf, magnifier tables, Perkins Braille writers, 4-track tape recorders, and public phone amplifiers.

For information, contact the Office for Access and Accommodations (Office for Students with Disabilities) in

Student Services
Room 1124 East
(212) 772-4857
TTY: (212) 650-3230
Fax: (212) 650-3449

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 Student Services, Room 1119 East.

The Section 504/ADA Coordinator at Hunter College, Professor Tamara Green, is responsible for enforcement of the provisions of Section 504 and ADA. She may be contacted in 1429 West, (212) 772-5061.

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

GENERAL AND PSYCHOLOGICAL COUNSELING

It is not unusual for graduate students to experience problems that involve both their own search for identity and their relationships with other people. Speaking with a trained counselor for just a few sessions can often make a great difference. When appropriate, counselors will assist students to arrange for professional help outside the college at a price they can afford. All meetings with counselors are confidential.

Appointments may be made with counselors in the Office of Student Services, Room 1119 East.

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://www.hunter.cuny.edu/~reslife/>. 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

SERVICES AND FACILITIES

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.

LANGUAGE CENTER

Address: The Leona and Marcy Chanin Language Center, Room 209, Hunter West

The Chanin Language Center is a new state-of-the-art facility that includes a classroom and an independent study lab equipped with 55 multimedia workstations. Students supplement their language learning with computerized study modules, CD-ROMs and digitized audio programs. They have Internet access to dictionaries and other writing tools, as well as a video and DVD collection.

HUNTER COLLEGE LIBRARIES

Website address: <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 765,000 volumes, 2,160 print periodical subscriptions and approximately 10,000 electronic periodicals, 1,168,000 microforms, 10,000 sound recordings and music CDs, 3,000 videocassettes, 250,000 art slides, and 20,000+ 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 masters 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 & 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 World Wide 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 a 250-seat computer work area in Room 1001 Hunter North for Hunter students, a 14-seat faculty development room, a 15-seat computer training room and two distance learning centers. Other services available to faculty, students and staff include: computer training, consultation, audiovisual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on-campus and off-campus) and student information services. The access to and use of these services and facilities are defined in posted rules and regulations for each facility and are subject to the rules and regulations of the college.

Computer work areas are managed in several areas of the college and on each of its five campuses. Hours, locations and a general description of

the facilities available in each area are posted under the Hunter College 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 college policy in matters related to:

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

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

Fifteen 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.

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

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

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

HUNTER COLLEGE OMBUDSMAN

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

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

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

THE OASIS (The Office of Administrative and Information Services)

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

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

OFFICE OF HEALTH SERVICES

307 Hunter North: (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 is also available. In addition, the office is also 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

Address: Brookdale Campus (BC), 1028 West Building, (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 ON AIDS, DRUGS AND COMMUNITY HEALTH

Address: Brookdale Campus (BC), 10th floor West Building, (212) 481-7672

The Hunter College Center on AIDS, Drugs 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, bkrauss@hunter.cuny.edu.

THE BROOKDALE CENTER ON AGING

Address: Brookdale Campus BC, 13th floor, North Building

The Brookdale Center on Aging, established in 1974, is the largest multidisciplinary academic gerontology center in the tri-state area. The center was established to meet the need for education and updated information for students entering the field of gerontology and for professionals working with the elderly in a variety of service settings. Through its educational programming, research and advocacy, the center addresses the needs of all older people, with particular attention to low income, minority or frail aged persons. Current projects address the legal rights and entitlements of older people, support for older people with Alzheimer's and their caregivers, the special needs of grandparents caring for young children, and

various policy issues affecting older populations.

Center courses are taught by leading professionals in the gerontological field including psychiatrists, clinical psychologists, attorneys, agency administrators, social workers, nurses, bioethicists and university professors.

CENTRO DE ESTUDIOS PUERTORRIQUEÑOS/ CENTER FOR PUERTO RICAN STUDIES

Mission

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.

History and Institutional Capacity

Centro is the only university-based research institute in the United States devoted to the interdisciplinary study of the Puerto Rican experience and the oldest and largest Latino research and archival institution in the Northeast. Founded in 1973 by a coalition of faculty, students and community leaders, Centro seeks to link scholarly inquiry to social action and policy debates through its network of education, research, archival, advocacy and community-based partners. Centro research bears important implications for the study of Puerto Ricans, Latinos and other racial and ethnic communities in the U.S.

Centro, housed at Hunter College since 1983, is a CUNY-wide research center. CUNY faculty teaching and researching Puerto Rican and Latino Studies are affiliated with Centro. Centro staff guide and mentor Latino and other students, assist and advise community organizations and other research institutions, and serve on local, national and international committees concerned with issues of social, economic, educational and cultural policy.

Centro is also a founding member of the Inter-University Program for Latino Research [IUPLR] since 1989. The IUPLR, currently composed of 16 affiliate centers, is the most extensive consortium of Latino research centers in the US.

Research Interests

As a university-based Puerto Rican research center, Centro staff and researchers are interested in a comprehensive understanding of the Puerto Rican Diaspora experience in the US and in relevant socioeconomic and historical aspects regarding Puerto Rico. Given its history and role within CUNY, the Centro is particularly interested in New York's Puerto Rican and ethnic communities. The following are research areas of current interest and attention in the Centro:

- History and political economy
- Migration
- Race, class, gender and sexuality
- Education
- Community development
- Political and human rights
- Public policy and political participation
- Cultural and literary studies

This list reflects the current combination of staff strengths and expertise and the academic, community and policy networks the Centro has developed throughout its history. Given the changing needs in Puerto Rican communities, in academia, and in the Centro's staff, these areas of current interest are reviewed periodically.

For Centro General Information:

Administrative Office: Hunter East 1429, (212) 772-5688 or visit our website: <http://www.centro.org>

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For Centro General Information:

Administrative Office: Hunter East 1429, (212) 772-5688 or visit our website: <http://www.centro.org>

RESEARCH CENTERS

Library and Archives

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. Its mission is to identify, collect, preserve and make accessible information sources that document the Puerto Rican experience. The library houses a comprehensive collection of books, periodicals, microform and audio-visual materials in all areas of Puerto Rican Studies. Centro library holdings are available on the City University's union catalog, CUNY+. Centro's archival holdings include about 90 archival collections and over 5000 cubic feet of archival material, including the records of major institutions and community organizations and the papers from elected officials, community activists, labor leaders, intellectuals, and artists.

For more information on the Library please contact (212) 772-4197. For archives please call (212) 772-5151.

Journal of the Center for Puerto Rican Studies is the major academic publication for the compilation and dissemination of articles focusing on the Puerto Rican experiences both in the USA and Puerto Rico. *CENTRO Journal* (ISSN: 1538-6279) is indexed or abstracted in: *Alternative Press Index*; *America: History and Life*; *Caribbean Abstracts*; *CONUCO-Consorcio Universitario de Indización*; *HAPI* (Hispanic American Periodical Index); *Historical Abstracts*; *International Bibliography of the Social Sciences* (IBSS); *Left Index*; *Linguistics and Language Behavior Abstracts*; *MLA International Index*; *OCLC PAIS*; *Social Services Abstracts*; *Sociological Abstracts*; *Ulrich's Periodicals Directory*; *Worldwide Political Science Abstracts*.

To contact the editor, write to: centro-journal@hunter.cuny.edu. Exchange Programs

CUNY/UPR Academic Exchange Program (Intercambio) and CUNY-Caribbean Exchange Program

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 has four major components: undergraduate students' research projects and joint research and other projects. 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. Intercambio provides special activities and continuous support from UPR and CUNY program staff.

The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean. Through a broad range of scholarly projects, this CUNY-wide program aims to:

- foster ongoing dialogue between faculty and students from CUNY and other universities and other scientific research centers in the Caribbean;
- contribute to an enhanced mutual understanding of culture and scholarship;
- strengthen the network of CUNY faculty and students whose research and professional interests focus on the Caribbean; and
- strengthen CUNY curricula pertaining to the Caribbean and advance the field of Caribbean studies.

For deadline information of both programs please contact: Rosie Matos (Assistant to the Program Director) at Center for Puerto Rican Studies, Hunter College (1404 HE), 695 Park Avenue, New York, NY 10021, (212) 772-4198; fax (212) 650-3903, Rosmato@hunter.cuny.edu.

THE CENTER FOR STUDY OF GENE STRUCTURE & FUNCTION

Address: Hunter North 315, (212) 772-5532, fax (212) 772-4109

Director: Mekbib Gameda

Website: <http://sonhouse.hunter.cuny.edu>

The Center for Study of Gene Structure & Function (Gene Center) was established in 1985. It consists of 39 research faculty who are biologists, chemists, bio-physicists and bio-psychologists. Their work ranges from the structure and interactions of biomolecules to the regulation of genomes by stimulatory molecules. The Gene Center is supported with a major grant from the Research Centers in Minority Institutions Program of the National Center for Research Resources, an agency of the National Institutes of Health. Co-funding comes from the City University of New York and Hunter College.

The Gene Center supports state-of-the-art core research facilities for sequencing, synthesis, and separation of nucleic acids and proteins, x-ray diffraction, nuclear magnetic resonance, bioimaging, computational chemistry and computer graphics. Professional managers run the core facilities.

Areas of investigation at the Gene Center include:

- Bioinformatics
- Biomolecular theory and computer graphics
- Drug design and synthesis
- Drug and protein interaction with nucleic acids
- Gene expression and signal transduction
- Molecular immunology
- Structural biology
- Neurobiology and biopsychology

The Gene Center has made significant contributions to research in diseases that disproportionately affect minority populations such as stroke, drug addiction, cancer and AIDS. Gene Center scientists have been recognized for their outstanding research in these areas with distinguished awards such as the Ameritex Prize for Paralysis Research and the Presidential Award for Research. The Gene Center is also committed to recruiting outstanding faculty, postdoctoral fellows and graduate students and makes a special effort to identify underrepresented minority scientists.



COURSE DESIGNATIONS

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

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

Prefix	Field	Department/Program	Prefix	Field	Department/Program
ADSUP	School Administration and Supervision	Curriculum & Teaching	LAT	Latin	Classics
ANTH	Anthropology	Anthropology	LATED	Latin Education	Classics
ARTCR	Art (studio)	Art	LING	Linguistics	Linguistics
ART H	Art (theory and history)	Art	MATH	Mathematics	Mathematics & Statistics
BILED	Bilingual Education	Curriculum & Teaching	MUS	Music	Music
BIOCHEM	Biochemistry	Interdisciplinary (Biological Sciences & Chemistry)	MUSED	Music Education	Music
BIOL	Biological Sciences	Biological Sciences	NURS	Nursing	Hunter-Bellevue School of Nursing
CHEM	Chemistry	Chemistry	NUTR	Public Health Nutrition	School of Health Sciences
COCO	Counseling	Educational Foundations	PGEOG	Physical Geography	Geography
COMHE	Community Health Education	School of Health Sciences	PH	Public Health	School of Health Sciences
COMSC	Communication Sciences	School of Health Sciences	PHYS	Physics	Physics & Astronomy
COUNR	Counseling/Rehabilitation	Educational Foundations	PSYCH	Psychology	Psychology
COUNS	Counseling	Educational Foundations	PT	Physical Therapy	School of Health Sciences
CSCI	Computer Science	Computer Science	RLNG	Romance Languages Linguistics	Romance Languages
ECC	Early Childhood	Curriculum & Teaching	SEDC	Adolescence Education	Curriculum & Teaching
ECF	Early Childhood	Educational Foundations	SEDF	Adolescence Education	Educational Foundations
ECO	Economics and Accounting	Economics	SHS	Health Sciences — Interdisciplinary	School of Health Sciences
CEDC	Childhood Education	Curriculum & Teaching	SPAN	Spanish	Romance Languages
CEDCF	Childhood Education	Curriculum & Teaching/Educational Fdns	SPED	Special Education	Special Education
EDESL	English as a Second Language	Curriculum & Teaching	SPEDE	Early Childhood Special Education	Special Education
CEDF	Childhood Education	Educational Foundations	SSW	Social Work	School of Social Work
EDLIT	Literacy Education	Curriculum & Teaching	STAT	Statistics	Mathematics & Statistics
ENGL	English	English	THC	Theatre	Theatre
EOHS	Environmental and Occupational Health Sciences	School of Health Sciences	URBG	Urban Affairs	Urban Affairs & Planning
FREN	French	Romance Languages	URBP	Urban Planning	Urban Affairs & Planning
GEOG	Geography	Geography	The following course designations are not in use at Hunter College for currently offered courses:		
GEOL	Geology	Geography			
GSR	Social Research-graduate	Sociology			
GTECH	Geography Technology & Methods	Geography			
HED	Health Education	Curriculum & Teaching			
HIST	History	History	CMC	Communications	Film and Media Studies
IMA	Integrated Media Arts	Film and Media Studies	EDCS	Secondary Education	Curriculum and Teaching
ITAL	Italian	Romance Languages	EDFS	Secondary Education	Curriculum and Teaching
			EDSPC	Special Education	Special Education
			REH	Rehabilitation Counseling	Educational Foundations

ABBREVIATIONS

ABBREVIATIONS

APTS	Aid for part-time study	lab	laboratory
BA	Bachelor of Arts	lec	lecture
BS	Bachelor of Science		
COR	Career Opportunities in Research and Education	MA	Master of Arts
CORE	Council on Rehabilitation Education	MARC	Minority Access to Research Careers
coreq	corequisite	MBRS	Minority Biomedical Research Support
cr	credit(s)	MFA	Master of Fine Arts
CSAF	CUNY Student Aid Form	MS	Master of Science
CUNY	City University of New York	MSEd	Master of Science in Education
CWS	College Work Study	MSW	Master of Social Work
		MPT	Master of Physical Therapy
		MUP	Master of Urban Planning
dept	department	NSL	Nursing Student Loan
DSW	Doctor of Social Work	NYSHESC	New York State Higher Education Services Corporation
EdD	Doctor of Education		
FAFSA	Free Application for Federal Student Aid	perm	permission
FWS	Federal Work Study	PhD	Doctor of Philosophy
ff	following	pract	practicum
GMAT	Graduate Management Admission Test	pre-K-12	Pre-kindergarten-12th grade
GPA	Grade point average	prereq	prerequisite
GRE	Graduate Record Examination		
GSA	Graduate Student Association	rec	recommendation
		recit	recitation
HE	Hunter East (Building)	sem	semester
HEGIS	Higher Education General Information Survey	TAP	Tuition Assistance Program
HN	Hunter North (Building)	TBA	to be arranged
hr(s)	hour(s)	TEP	Teacher Education Program
HW	Hunter West (Building)	TESOL	Teaching English to Speakers of Other Languages
		TH	Thomas Hunter Hall
ID	identification	TOEFL	Test of English as a Foreign Language
IN	incomplete		
instr	instructor	W	withdrawal without penalty
		WA	administrative withdrawal without penalty
JD	Doctor of Jurisprudence	WU	unofficial withdrawal
K-12	Kindergarten through 12th grade	yr	year





GRADUATE PROGRAMS IN THE SCHOOL OF ARTS & SCIENCES

KNOWN FOR ITS ACADEMIC EXCELLENCE and extraordinary faculty, Hunter College has a long-standing commitment to graduate education. Graduate courses were introduced at Hunter College in September 1921. Most departments of the school offer graduate programs leading to MA, MS, and MFA degrees. Many departments offer PhD degrees through the Graduate School and University Center of the City University of New York.

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

Departments offering master's degrees or doctoral-level coursework include:

ANTHROPOLOGY	HISTORY
ART	MATHEMATICS AND
BIOCHEMISTRY	STATISTICS
BIOLOGICAL SCIENCES	MUSIC
CHEMISTRY	PHYSICS AND ASTRONOMY
CLASSICAL AND ORIENTAL	PSYCHOLOGY
STUDIES	ROMANCE LANGUAGES
ECONOMICS	SOCIOLOGY
ENGLISH	THEATRE
FILM AND MEDIA STUDIES	URBAN AFFAIRS AND
GEOGRAPHY	PLANNING

Some of these departments include a number of discrete programs, and in other departments there are various concentrations. For example, the Department of Romance Languages offers master's degrees in French, Italian, and Spanish. In addition to its MA in English, the Department of English also offers an MFA in creative writing. The Department of Geography offers graduate courses in

Geographic Information Systems through a post-baccalaureate certificate program. Many of Hunter's master's-level graduate programs work closely with the School of Education to prepare future teachers. These include the programs in biological sciences, chemistry, classics (Latin education), English, geography, history, mathematics and statistics, music, physics, and Romance languages. In addition, there are joint-degree programs with several other units of the City University of New York, such as that between the Department of Urban Affairs and Planning and John Jay College. There are also opportunities for non-degree advanced study.

All applicants for matriculant admission 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; 772-4490. For further information on admission and degree requirements, consult individual departmental listings in this catalog and at our Website: www.hunter.cuny.edu.

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



Department Office: 722 North Building; (212) 772-5410

Chair: Gregory A. Johnson, 723 North Building; (212) 772-5410

Graduate Adviser: Marc Edelman, 706 North Building; (212) 772-5659

Website: <http://maxweber.hunter.cuny.edu/anthro>

FACULTY

Edward H. Bendix, Professor; PhD, Columbia; Linguistics, Semantics, Creole Languages, Nepal

Timothy G. Bromage, Professor; PhD, Toronto; Biological Anthropology, Dental Morphology, Hominid Origins

Jacqueline N. Brown, Assistant Professor; PhD, Stanford; Diasporic Subjectivities, Race, Space and Place, Transnationalism and the Local, Black Identities, Britain

Uradyn Bulag, Associate Professor; PhD, Cambridge; Ethnic Minorities, Nationalism, Colonialism, Cultural Politics, East and Central Asia

Gerald W. Creed, Associate Professor; PhD, CUNY; Political/Economic Anthropology, Eastern Europe, Families and Households, Rural Societies, Ritual; Joint Appointment with Graduate Center

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 Julian Hodges, Professor; PhD, NYU; US 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

Susan H. Lees, Professor; PhD, Michigan; Ecological Studies, Economic Anthropology, History of Anthropological Theory, Development

Louise Lennihan, Associate Professor; PhD, Columbia; Agrarian Change, Development, Social History, Sub-Saharan Africa

Thomas H. McGovern, Professor; PhD, Columbia; Archaeology, Paleocology, 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, Psychological Anthropology, 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

Ida Susser, Professor; PhD, Columbia; Medical Anthropology, Contemporary U.S., Urban, Political Economy, Gender, South Africa

MASTER OF ARTS

The Department of Anthropology at Hunter College offers the only master's program in general anthropology within the City University. The program has a commitment to a four-field approach to graduate training, requiring a substantial background in ethnology, biological anthropology, anthropological archaeology and anthropological linguistics, in order to prepare students for flexibility in future careers in research, teaching and related fields.

The entire program is scheduled in the evening, to accommodate students who hold full-time jobs.

Degrees offered HEGIS

Anthropology	BA*	2202
Anthropology	BA/MA*	2202
Anthropology	MA	2202

* See Hunter College Undergraduate Catalog 2002-2004, p. 58ff for information concerning the undergraduate program in anthropology and the BA/MA in anthropology, which is designed for freshmen and, under certain circumstances, sophomores.

Virtually all students who complete the MA program and apply to PhD programs at other institutions are admitted to those programs.

A substantial proportion of MA students are accepted in PhD programs before completing requirements for the Hunter MA. Many students go on for training in the doctoral program in anthropology at the CUNY Graduate School and University Center. Hunter MA students may take courses at the Graduate School. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate School doctoral program in anthropology.

Students are encouraged to participate in faculty research, much of which is externally funded, providing limited opportunities for part-time employment. Write or telephone the graduate adviser for further information.

Requirements for Admission

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

Requirements for the Degree

1. A minimum of 30 credits beyond the BA.
2. The program of study must be chosen to fulfill a general knowledge in all four fields of the discipline. The four fields are: anthropological linguistics, anthropological archaeology, biological anthropology, and ethnology.
3. The following courses are required: **ANTH 701** (Ethnology), **ANTH 750** (Archaeology), **ANTH 770** (Linguistics) and **ANTH 790** (Biological Anthropology). The final examination in each of these courses will be the qualifying exam for each of the four fields. 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 704 Field Research

Introduces basic techniques of ethnographic research including a practical exercise carried out under supervision.

ANTH 705 Quantitative Methods

Covers basic statistical concepts and techniques so that students can analyze their own data, develop knowledge of more advanced techniques, and evaluate published research.

ANTH 707 Kinship and Social Structure

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

ANTH 708 Religion and Ideology

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

ANTH 709 Folklore and Mythology

Anthropological approaches to oral, visual, and musical traditions as they occur in a popular, non-professional context.

ANTH 710 Psychological Anthropology

Factors related to cross-cultural variation in personality, including male-female relationships and sexual preferences. Psychological explanations of different customs (initiation, folktales, games).

ANTH 711 Economic Anthropology

Analysis of culturally varying systems of production and exchange with emphasis on sources of change in developing world.

ANTH 712 Hunters and Gatherers

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

ANTH 713 Peasant Societies

Comparative study of contemporary and historic rural, agrarian populations in terms of ecology, economics, social organization, and world view.

ANTH 715 Cultural Ecology

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

ANTH 716 Medical Anthropology

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

ANTH 718 Applied Anthropology

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

ANTH 720 Political Anthropology

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

ANTH 721 Anthropology of Art

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

ANTH 725 Sex and Gender in Anthropological Perspective

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

ANTH 726-745 Ethnology and Ethnography of Selected Areas

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

ANTH 726 Ethnology of Africa

ANTH 727 Ethnology of Europe

ANTH 728 Ethnology of Near East

ANTH 729 Ethnology of Southeast Asia

ANTH 730 Ethnology of China and East Asia

ANTH 731 Ethnology of Caribbean

ANTH 734 Ethnology of South America

ANTH 735 Ethnology of North American Indians

ARCHAEOLOGY

ANTH 750 Archaeology (Core Course)

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

ANTH 751 Seminar in Archaeology

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

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

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

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

ANTHROPOLOGY

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

ANTH 756 Prehistoric Human Ecology

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

ANTH 758 Rise of Civilization

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

ANTH 759-769 Archaeology of Selected Areas

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

ANTH 759 Archaeology of Europe

ANTH 760 Archaeology of Africa

ANTH 761 Archaeology of Near East

ANTH 762 Archaeology of New World

ANTH 763 Archaeology of Mesoamerica

LINGUISTICS

ANTH 770 Linguistics (Core Course)

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

ANTH 771 Seminar in Linguistics

ANTH 772 Phonological Analysis and Theory

prereq: ANTH 770 or perm instr.

ANTH 773 Grammatical Analysis and Theory

prereq: ANTH 770 or perm instr.

ANTH 775 Linguistic Field Techniques and Methods

prereq: ANTH 770 or perm instr

ANTH 776 Cognitive Anthropology

Structuring of society and culture by means of linguistic meaning in communicative interaction.

ANTH 777 Language and Culture

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

ANTH 778 Seminar in Sociolinguistics

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

BIOLOGICAL ANTHROPOLOGY

ANTH 790 Biological Anthropology (Core Course)

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

ANTH 791 Seminar in Biological Anthropology

ANTHROPOLOGY

ANTH 792 Human Ecology and Population Dynamics

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

ANTH 793 Human Evolutionary Genetics

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

ANTH 794 Primate Ecology and Behavior

Focuses on social behavior of wild populations of infra-human primates in relation to environment in terms of size, age-sex composition, interaction patterns, communication, reproduction patterns, etc.

ANTH 795 Primate Paleontology

Survey of primate evolutionary history using fossil evidence to interpret adaptations and phylogenetic relationships of prosimians, monkeys, and apes.

ANTH 799 Human Fossil Record

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

THESIS

ANTH 706 Master's Thesis Seminar

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

INDEPENDENT STUDY OR RESEARCH

ANTH 785, 786 Independent Study or Research in Anthropology.

Directed research in any of the 4 subdisciplines on topic chosen by student.

*permission of instructor and grad adviser required prior to registration.
3 cr each*

ART

Department Office: 11054 North Building; (212) 772-4995

Chair: Sanford Wurmfeld,
11054 North Building; (212) 772-4990

Graduate Advisers:

Joel Carreiro, Studio Art,
11022 North Building; (212) 650-3398;
grad.studioartadvisor@hunter.cuny.edu

Ülkü Bates, Art History,
11021 North Building; (212) 650-3752
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, Assistant 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

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;
MFA, Hunter

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

Degrees Offered

HEGIS

Studio Art 24-credit	BA*	1002
Studio Art 42-credit	BA*	1002
Studio Art 61-credit	BFA*	1002
Art History 24-credit	BA*	1003
Art History 42-credit	BA*	1003
Art History	MA	1003
Creative Art	MFA	1002

* See Hunter College Undergraduate Catalog 2002-2004, p 61 for information on undergraduate degree programs in art.

History and Criticism

William Agee, 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

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

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

Elinor Richter, Associate Professor;
PhD, Columbia; Renaissance Art

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

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

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

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

MASTER OF ARTS
IN ART HISTORY

Hunter College is situated in close proximity to a range of resources unmatched anywhere for the study of art history: a host of outstanding museums, galleries and specialized research libraries; and lecture series in art history at Hunter and other area graduate programs. The MA in art history, granted by Hunter College since 1952, and one of the most comprehensive in the country, serves as a degree for professional work in museums, galleries, curatorial consulting, arts organizations and art publishing; and as a degree leading to doctoral study.

Requirements for Admission

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

All supporting material requested by the college's Graduate Admissions Office (GRE score, official transcript, two letters of recommendation) should be supplied as soon as possible.



ANTHROPOLOGY

ANTH 792 Human Ecology and Population Dynamics

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

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THESIS

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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

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;
MFA, Hunter

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

Degrees Offered

HEGIS

Studio Art 24-credit	BA*	1002
Studio Art 42-credit	BA*	1002
Studio Art 61-credit	BFA*	1002
Art History 24-credit	BA*	1003
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Wayne Dynes, Professor; PhD, NYU;
Medieval Art, 20th-century Theory
and Criticism

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

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PhD, Columbia; Renaissance Art

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Columbia; Modern Painting and Sculpture

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

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

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

MASTER OF ARTS
IN ART HISTORY

Hunter College is situated in close proximity to a range of resources unmatched anywhere for the study of art history: a host of outstanding museums, galleries and specialized research libraries; and lecture series in art history at Hunter and other area graduate programs. The MA in art history, granted by Hunter College since 1952, and one of the most comprehensive in the country, serves as a degree for professional work in museums, galleries, curatorial consulting, arts organizations and art publishing; and as a degree leading to doctoral study.

Requirements for Admission

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

All supporting material requested by the college's Graduate Admissions Office (GRE score, official transcript, two letters of recommendation) should be supplied as soon as possible.



MA Application Deadlines:
for fall admission, March 1;
for spring admission, October 1.

Requirements for the MA in Art History (30 cr)

1. Course distribution: 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. Students are required to take **ART H 602** (Research Methods in Art History), as early as possible in their course of study. In addition, at least one course must be taken in each of three of the following areas:
 - (a) Ancient or Medieval Art
 - (b) Renaissance, Baroque, or 18th-century Art
 - (c) Modern (19th- or 20th-century) or American Art
 - (d) Non-Western Art
2. With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.
3. No more than 9 credits may be taken at an outside institution (including the City University Graduate School and University Center) for credit toward the MA in art history.
4. Foreign language: Each student must demonstrate reading knowledge of French, German, or Italian. The language examination is given in the fall and spring semesters. Dates will be posted.
5. Comprehensive examination: A written examination in the history of art is required of all candidates and is given in the fall and spring semesters. Dates will be posted.
6. Mid-program evaluation: The progress of each student will be reviewed upon the completion of 15 credits. At this point, a student must have passed the comprehensive and foreign language examinations.
7. Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.
8. Master's thesis: A thesis is required. **ART H 799** (Thesis Research) (3 cr) is an elective.

For further information write the Graduate Adviser, Art History Program.

MASTER OF FINE ARTS IN CREATIVE ART

Hunter's ideal location in Manhattan offers students and faculty many sources of intellectual, cultural and creative activity. In New York, as nowhere else, the student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of our educational goal: to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artists 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.

Requirements for Admission

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 Studio Graduate Adviser, 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

The Art Department Graduate Admissions Committee will select finalists for admission to the MFA program. All finalists will be scheduled for an interview. Final decisions will be determined by mid-April.

MFA Application Deadline:

January 15 for admission in the following academic year.

Requirements for the MFA in Creative Art (48 cr)

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

Candidates must complete 48 credits, distributed as follows:

- 18 credits of participation in the seminar/tutorial section for that area of concentration;
- 6 credits in the MFA course for the completion of the MFA project (**ARTCR 791**) under the guidance of a faculty tutor;
- 9-15 credits of studio electives (exclusive of the area of concentration);
- 9-15 credits of liberal arts electives, primarily courses in the history, theory, and criticism of art.

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

FOREIGN EXCHANGE PROGRAM

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

APPRENTICESHIPS

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

FACILITIES

The department functions in two main locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The North Building at 68th Street houses the administration and the library and has fully equipped, newly renovated workshops on the 11th floor in photography, graphics, metal, wood, plaster, computer graphics and general painting studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop. The MFA Building houses the graduate studios, the MFA Gallery, and the graduate photo, wood, metal and ceramics studios.

GALLERIES

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Art Department of Hunter College.

The MFA Gallery at 450 West 41st Street is a 5,000-sq.-ft. space renovated by graduate students and faculty.

The entire exhibition program maximizes student and faculty participation to expand the parameters of the graduate programs in both fine arts and art history.

SCHOLARSHIPS AND TRAVEL GRANTS

The Esther Fish Perry Award for outstanding students is given each year to an MFA student in the final year of study. Enrolled students are encouraged to apply for the William Graf Travel Grant: approximately two awards of up to \$1,200 each are given every semester to an MA and MFA student. Tony Smith Awards are given to students at the discretion of faculty.

COURSE LISTINGS

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

STUDIO COURSES

ARTCR 611, 612, 613 Advanced Painting I, II, III

Individual tutorial with full-time faculty member.
(MFA majors in painting only)

ARTCR 621, 622, 623 Advanced Sculpture I, II, III

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

ARTCR 625, 626, 627 Advanced Graphic Arts I, II, III

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

ARTCR 629 Combined Media

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

ARTCR 631, 632, 633 Advanced Photography I, II, III

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

ARTCR 635, 636, 637 Advanced Ceramics I, II, III

Individual tutorial with full-time faculty member.
(MFA majors in ceramics only.)

ARTCR 640, 641, 642 Advanced Drawing I, II, III

A studio elective for MFA students.

ARTCR 651, 652, 653 Seminar in Two- Dimensional Art I, II, III

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

coreq: to be taken simultaneously with

ARTCR 611, 612, 613 (*Advanced Painting I, II, III*), **ARTCR 625, 626, 627** (*Advanced Graphic Arts I, II, III*), **ARTCR 631, 632, 633** (*Advanced Photography I, II, III*), or **ARTCR 640, 641, 642** (*Advanced Drawing I, II, III*)

ARTCR 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
ARTCR 621, 622, 623 (*Advanced Sculpture I, II, III*) or **ARTCR 635, 636, 637** (*Advanced Ceramics I, II, III*).

ARTCR 661 Seminar in Combined Media

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

coreq: to be taken simultaneously with

ARTCR 629 (*Combined Media*).

ARTCR 750 Independent Study in Studio Art 1, 2

prereq: permission of the graduate adviser

ARTCR 751 Special Topics in Studio Art

Special projects in photography, ceramics, color theory, three-dimensional form theory, and related topics.

ARTCR 790 Thesis Project

prereq: permission of the graduate adviser

ARTCR 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 credits

ART HISTORY COURSES

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.

fall only

ART H 620 Roman Art

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

spring only

ART H 621 Modern Art I

Origins and history of modern art in 19th century.

fall only

ART H 622 Modern Art II

Modern art in 20th century.

spring only

ART H 623 Renaissance Art I

Studies in art of 14th and 15th centuries.

fall only

ART H 624 Renaissance Art II

Studies in art of 16th century.

spring only

ART H 625 Baroque Art

Studies in art of 17th century.

fall only

ART H 636 Chinese and Japanese Art

Studies in Chinese and Japanese painting.

spring only

ART H 637 Medieval Art I

Studies in art of early Middle Ages.

fall only

ART H 638 Medieval Art II

Studies in art of later Middle Ages.

spring only

ART H 641 Islamic Art

Art and architecture of Islamic world from Spain to India.

fall only

ART H 722 Seminar in Contemporary Art

Research topics related to recent trends in modern art.

ART H 724 Seminar in Renaissance Art

Research topics from art of Renaissance.

ART H 725 Seminar in Religious Iconography in Italian Renaissance

Renaissance themes and their origins in medieval and ancient literature.

not offered every semester

ART H 729 Seminar in American Art I

Studies in art and architecture of Colonial and Federal periods.

ART H 730 Seminar in American Art II

Studies in art and architecture of 19th and 20th centuries.

ART H 731 Early Netherlandish Painting

Studies in Flemish and Dutch painting of the 15th century.

ART H 734 Theory and Criticism of Art

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

ART H 760 Architecture and the City

Problems in history of the city and its architecture with emphasis on space and form relationships. Open to students in master of urban planning program; may be credited toward either concentration.

not offered every semester

ART H 780 Special Topics in Art

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

INDEPENDENT RESEARCH COURSES

ART H 755 Independent Study

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.

BIOCHEMISTRY

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

Department Office, 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

Department Office, Chemistry: 1307 North Building; (212) 772-5330; nfernand@hunter.cuny.edu
Chair: Dixie J Goss, 1307 North Building; dgoss@hunter.cuny.edu

Graduate Adviser: Maria Tomasz, 1407A North Building; (212) 772-5387; mtomasz@hunter.cuny.edu

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 School and University Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General admission requirements to Hunter's graduate programs are observed, including GRE; TOEFL (for foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Requirements for the Degree

Courses: In addition to the general degree requirements in effect in the graduate programs in the School of Arts and Sciences, the student must complete the following courses: Each course 45 hrs, 3 cr, unless otherwise noted

- CHEM 640 Biochemistry I** Proteins, enzymes, bioenergetics, recombinant DNA.
prereq: 1 yr of undergraduate organic chemistry fall only.
- CHEM 641 Biochemistry II** Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.
prereq: CHEM 640 or BIO 710.13 or 300. spring only.
note: Courses 1 and 2 may be substituted by courses 3 and 4.)
- BIOCHEM U710.1 Advanced Biochemistry 1**
prereq: a 1-semester course in biochemistry or equiv and physical chemistry.
fall only. Offered at the Graduate Center.
- BIOCHEM U710.2 Advanced Biochemistry 2**
prereq: BIOCHEM U710.1 or equivalent.
spring only. Offered at the Graduate Center.
- BIOCHEM U711 Basic Laboratory Techniques for Research in Biochemistry**
Individual projects arranged with a faculty member. Lab and conferences.
8 hrs, 4 cr

- BIOCHEM 715.51, .52, .53, .54 Seminars in Biochemistry**
each 1 hr, 1 cr
- BIOCHEM 799.01 Thesis Research** (Master's) 1 cr
799.02 Thesis Research (Master's) 2 cr
799.03 Thesis Research (Master's) 3 cr
Open only to students writing a thesis as part of their requirements.
- 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 hrs, 4 cr
fall only
- BIOCHEM U750 Bioorganic Chemistry**
fall only. Offered at the Graduate Center
- BIOLOGY** The student is required to take graduate courses in biology totaling 8 to 10 credits. This requirement may be satisfied by one course in the field of cell biology, molecular biology, genetics, or developmental biology and a second course chosen by the student in consultation with the adviser.

Comprehensive Examination or Thesis

Students may complete the requirements for the MA through either of the following plans: (1) A minimum of 30 credits of course work plus a passing grade in a comprehensive examination, or (2) a minimum of 24 credits of course work plus a thesis on an original research problem and a minimum of 6 credits in research. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Note: A student who completes the requirements for the MA and wishes to continue for the doctorate must reapply for matriculation and be subject to the conditions thereof.

Degree offered

Biochemistry

MA

HEGIS

0414

*COURSE LISTINGS

* 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.

Optional electives:

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

BIO 710.13 Molecular Biology Lecture

Topics covered include structures and function of nucleic acids and proteins as well as bioenergetics.

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

BIOCHEM U880 Physical Biochemistry

prereq: calculus, physical chemistry, and 1 semester biochemistry
spring only

Additional courses are listed above in the section Requirements for the Degree, see above.



BIOLOGICAL SCIENCES

Department Office: 927 North Building; (212) 772-5293

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

Master's Graduate Adviser: Rivka Rudner, 901 North Building; (212) 772-5231; rudner@genectr.hunter.cuny.edu

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

FACULTY

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

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

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

Richard L. Chappell, Professor; PhD, Johns Hopkins; Cellular Neural Interactions of the Retina

William D. Cohen, Professor Emeritus; PhD, Columbia; Cytoskeletal Structure and Function-Cellular Morphogenesis

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; Molecular Mechanisms of Neurodegeneration

Marie T. Filbin, Distinguished Professor; PhD, Bath; Molecular Neurobiology

David A. Foster, Professor; PhD, Columbia; Oncogenes and Signal Transduction

S. Marvin Friedman, Professor; PhD, Purdue; Translational Machinery of Archaeobacteria

Mitchell Goldfarb, Professor; PhD, MIT; Molecular Neurobiology: Functions of Fibroblast Growth Factor-Homologous Factors (FHF) and other Signalling Molecules

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

Peter N. Lipke, Professor; PhD, California (Berkeley); Molecular Mechanism of Cell-Cell Adhesion in Eukaryotes

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

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

Weigang Qiu, Assistant Professor; PhD SUNY at 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; PhD, Columbia; Redundancy and Function of Ribosomal RNA Genes in Bacillus

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

Ezra Shahn, Professor; PhD, Pennsylvania; Science Education

The Department of Biological Sciences has graduate and postgraduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience.

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

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

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:

Degrees offered

HEGIS

Biological sciences Major I	BA*	0401
Biological sciences Major II	BA*	0401
Biology education for teachers of adolescence education (grades 7-12)	BA*	0401
Biological sciences	MA	0401
Biological sciences MA with specialization in biotechnology	MA	0401
Biology education for teachers of adolescence education (grades 7-12) (see p. 82)	MA	0401.01
Biopharmacology	BA/MA	0499
Biological sciences/environmental and occupational health sciences	BA/MS	0401/1299
Biological sciences BA/MA with specialization in biotechnology	BA/MA	0401
Med lab sciences/biological sciences with specialization in biotechnology	BS/MA**	1223/0401
Biochemistry (with chemistry department; see p. 29)	MA	0414

* See Hunter College Undergraduate catalog 2002-2004, p. 66 for information about undergraduate courses and programs in biological sciences.

*** See Hunter College Undergraduate catalog 2002-2004, p. 177 for information about undergraduate courses and programs in medical lab sciences.

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

Requirements for the Degree

Courses: 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 (e.g., in another science such as biochemistry) may be credited toward the degree.

Comprehensive Examination and Thesis

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

Plan A

A minimum of 30 credits of course work plus a passing grade in a comprehensive written exami-

nation in four of the required areas. The comprehensive examination is given annually in August.

Plan B

A minimum of 24 credits of course work plus a passing grade in a comprehensive examination, and a thesis on an original research problem and a minimum of 6 credits in research. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

MA IN BIOLOGY WITH SPECIALIZATION IN BIOTECHNOLOGY

Requirements for Admission

GPA 3.0

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

Requirements for the Degree

30 credits plus comprehensive examination or a thesis

Core Courses for the MA (21-28 credits)

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

Electives (5-13 credits)

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

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

Requirements for Admission

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

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview.

Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission and program requirements. Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources.

Requirements for the Degree BIOLOGY (minimum of 15 credits)

Core Requirements

BIOL 610.55	Laboratory Workshop	4 cr
	in Biology Education	
BIOL 630	Science and Society	3 cr
BIOL 660	Challenging Concepts	4 cr
	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	Genetics	4 cr
BIOL 710	Molecular Biology	5 cr
BIOL 714	Cell Biology	4 cr
BIOL 750.03	Developmental Biology	4 cr

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

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

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

Pedagogical Sequence: See School of Education section of this catalog for required pedagogical courses and other requirements (p. 82).

BA/MA IN BIOPHARMACOLOGY

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

A combined BA/MA program in biopharmacology is open to a limited number of departmental majors. The program offers promising students the opportunity to complete both the BA and MA requirements in five years, taking the final two years of lab and course work in the Department of Pharmacology at the Mount Sinai School of Medicine. Students have the chance to develop a deeper knowledge of pharmacology, physiology, and neuroscience useful for work in the pharmaceutical industry, as well as to prepare for doctoral research in pharmacology, neuroscience, or other related biomedical sciences.

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

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

BA/MA PROGRAM WITH SPECIALIZATION IN BIOTECHNOLOGY

In this five-year program, qualified undergraduate 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 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 offers courses and research training leading to the PhD in biology in the following areas: molecular, cellular, and developmental biology; physiology and neurosciences; ecology; evolutionary biology and behavior; and plant sciences. Requirements for admission and further information may be found in the Bulletin of the Graduate School.

COURSE LISTINGS

Each course 45 hrs, 3 cr, unless otherwise noted. Prior to registration, students must obtain the approval of the instructor and/or graduate adviser to attend courses. The specific prerequisites listed below are aids for evaluation of the background required.

MOLECULAR AND CELL BIOLOGY

BIOL 710.13 Molecular Biology Lecture

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

BIOL 770.06 Fine Structure of Cells Laboratory

Course emphasizes cellular architecture and biochemistry, methodology of tissue preparation for morphological analysis and evaluation of ultrastructural components visualized in electron micrographs. Independent laboratory exercises are emphasized. Enrollment limited to 4 or 5 students since individual instruction is required.

prereq: perm instr
30 hrs lecture/demonstration, 90 hrs lab, 4 cr
fall only

BIOL 771.01 Analysis of Mammalian Cells in Tissue Culture

Laboratory and associated lectures on mammalian cells in culture. Cell growth and division, cloning, isolation of mutants, cell hybrids, and autoradiographic analysis.

prereq: perm instr
30 hrs lec, 60 hrs lab, 4 cr
spring only

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 722.02 Endocrinology

Vertebrate hormone biochemistry and metabolism; mechanism of action at the molecular level, and relationship to whole animal physiology.

prereq: BIOL 710.13 and 714.01
fall only

* Neuroscience I

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level. *Students must register for Neuroscience I at City College.*

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

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 perm. instructor
30 hrs/wk for 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 650 Cell and Tissue Culture

Lecture includes molecular biology of the cell and recent technological applications to treating human disease. Laboratory procedures include basic introduction to animal cell maintenance and experimental approaches, such as cell viability measurements, monoclonal antibody production, cell fractionation and tumor cell studies.

prereq: BIOL 610
3 hrs lab, 2 hrs lec
3 cr

SEMINARS

BIOL 790.51— BIOL 790.99

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

THESIS RESEARCH — MA

BIOL 799.1, .2, .3

prereq: perm grad adviser
each 15, 30, or 45 hrs, 1, 2, or 3 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 ADOLESCENCE 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, or permission of instructor
fall only*

BIOL 602.10 Molecular Genetics for Science Teachers

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

*prereq: BIOL 600 or equivalent
spring 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, 4 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*

CHEMISTRY

Department Office: 1307 North Building;
(212) 772-5330

Chair: Dixie J. Goss,
1308 North Building; (212) 772-5330

PhD Adviser: Klaus Grohmann,
1401 North Building; (212) 772-5333;
gklaus@hunter.cuny.edu

MA in TEP Adviser: Pamela Mills,
1319A North Building, (212) 772-5331,
pam.mills@hunter.cuny.edu

Website:
<http://patsy.hunter.cuny.edu/chemistry.html>

FACULTY

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

Max Diem, Professor; PhD, Toledo; Physical
Chemistry

Charles M. Drain, Associate Professor; PhD,
Tufts; Bioinorganic Chemistry; Joint
Appointment with Graduate Center; Adjunct
Faculty, The Rockefeller University

Lynn Francesconi, Associate Professor; PhD,
Illinois; Inorganic Chemistry and Materials
Chemistry, Radiochemistry

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

Dixie J. Goss, Professor and Chair; PhD,
Nebraska; Biophysical Chemistry

Klaus Grohmann, Professor; PhD, Heidelberg;
Organic Chemistry

William E. L. Grossman, Professor Emeritus;
PhD, Cornell; Analytical Chemistry

Akira Kawamura, Assistant Professor; PhD,
Columbia; Bioorganic Chemistry, Genomics

Namby Krishnamachari, Assistant Professor;
PhD, CUNY; Vibration Spectroscopy

Louis Massa, Professor; PhD, Georgetown;
Physical Chemistry

Hiroshi Matsui, Associate Professor; PhD,
Purdue; Materials Chemistry; Joint
Appointment with Graduate Center

Pamela Mills, Professor; PhD, Wisconsin;
Theoretical Chemistry, Chemical Education

D. R. Mootoo, Professor; PhD, Maryland;
Organic Chemistry

Karen E. S. Phillips, Assistant Professor;
PhD, Columbia; Organic Chemistry

Tatyana Polenova, Assistant Professor; PhD,
Columbia; Biophysical Chemistry; Molecular
Biophysics and Structural Biology

Gary J. Quigley, Professor; PhD, SUNY
(Syracuse); Biophysical Chemistry

Angelo Santoro, Professor; PhD, Kansas;
Organic Chemistry

William Sweeney, Professor; PhD, Iowa;
Physical Biochemistry, Chemical Education

Maria Tomasz, Distinguished Professor;
PhD, Columbia; Biochemistry

MASTER OF ARTS

An MA in chemistry is no longer offered, but the department participates with the Department of Biological Sciences in an interdisciplinary program leading to an MA in biochemistry (see biochemistry listing, p. 25).

Degrees offered	HEGIS	
Chemistry I	BA*	1905
Chemistry II	BA*	1905
Biochemistry	MA	0414
(see Biochemistry listing)		
Chemistry 7-12	MA	1905.01

* See Hunter College Undergraduate Catalog 2002-2004, p. 69 for information about undergraduate programs in chemistry.

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

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

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

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

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

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

Requirements for the Degree

Chemistry (minimum 15 credits)

CHEM 655	3 cr
Demonstrations, Models, and Technology	
CHEM 630	3 cr
Science and Society	
CHEM 660	4 cr
Challenging Concepts in Chemistry	
Plus two electives chosen from 600- or *700-level courses in chemistry or biochemistry.	

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

CHEM 650	4 cr
Biophysical Chemistry	

PROGRAM FOR TEACHERS OF ADOLESCENCE 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, or permission of instructor
fall only*

BIOL 602.10 Molecular Genetics for Science Teachers

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

*prereq: BIOL 600 or equivalent
spring 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, 4 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*

CHEMISTRY

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Illinois; Inorganic Chemistry and Materials
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PhD, Cornell; Analytical Chemistry

Akira Kawamura, Assistant Professor; PhD,
Columbia; Bioorganic Chemistry, Genomics

Namby Krishnamachari, Assistant Professor;
PhD, CUNY; Vibration Spectroscopy

Louis Massa, Professor; PhD, Georgetown;
Physical Chemistry

Hiroshi Matsui, Associate Professor; PhD,
Purdue; Materials Chemistry; Joint
Appointment with Graduate Center

Pamela Mills, Professor; PhD, Wisconsin;
Theoretical Chemistry, Chemical Education

D. R. Mootoo, Professor; PhD, Maryland;
Organic Chemistry

Karen E. S. Phillips, Assistant Professor;
PhD, Columbia; Organic Chemistry

Tatyana Polenova, Assistant Professor; PhD,
Columbia; Biophysical Chemistry; Molecular
Biophysics and Structural Biology

Gary J. Quigley, Professor; PhD, SUNY
(Syracuse); Biophysical Chemistry

Angelo Santoro, Professor; PhD, Kansas;
Organic Chemistry

William Sweeney, Professor; PhD, Iowa;
Physical Biochemistry, Chemical Education

Maria Tomasz, Distinguished Professor;
PhD, Columbia; Biochemistry

MASTER OF ARTS

An MA in chemistry is no longer offered, but the department participates with the Department of Biological Sciences in an interdisciplinary program leading to an MA in biochemistry (see biochemistry listing, p. 25).

Degrees offered	HEGIS
Chemistry I	BA* 1905
Chemistry II	BA* 1905
Biochemistry	MA 0414
(see Biochemistry listing)	
Chemistry 7-12	MA 1905.01

* See Hunter College Undergraduate Catalog 2002-2004, p. 69 for information about undergraduate programs in chemistry.

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

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

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

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

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

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

Requirements for the Degree

Chemistry (minimum 15 credits)

CHEM 655	3 cr
Demonstrations, Models, and Technology	
CHEM 630	3 cr
Science and Society	
CHEM 660	4 cr
Challenging Concepts in Chemistry	
Plus two electives chosen from 600- or *700-level courses in chemistry or biochemistry.	

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

CHEM 650	4 cr
Biophysical Chemistry	

Education

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

Culminating Project

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

DOCTOR OF PHILOSOPHY

Students are encouraged to apply directly to the PhD program, which is offered through the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered through the CUNY Graduate School and University Center. For further information contact Professor Klaus Grohmann, 1401 North Building, (212) 772-5333 or visit the website at <http://web.gc.cuny.edu/chemistry>.

COURSE LISTINGS

Courses 45 hrs, 3 cr unless otherwise noted.

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

CHEM 640 Biochemistry 1

Proteins, enzymes, bionergetics

prereq: 1 year of organic chemistry fall only

CHEM 641 Biochemistry 2

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

prereq: CHEM 640 or BIO 710.13 or 300 spring only.

CHEM 655 Demonstrations, Models, and Technology**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

prereq: CHEM 655, CHEM 630, and one elective course or permission of instructor.

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

CLASSICS**Department Office:**

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1425 West Building;
(212) 772-4960;
tgreen@hunter.cuny.edu

Director, MA in Adolescence

Education (Grades 7-12), Latin:

Ronnie Ancona,
1402 West Building;
(212) 772-4960,
rancona@hunter.cuny.edu

Website: www.hunter.cuny.edu/classics/classics/Grad_Prog.html

FACULTY**Ronnie Ancona, Associate Professor; PhD,**

Ohio State; Latin Poetry, Latin Pedagogy, Horace, Women in Classical Antiquity

Tamara M. Green, Professor and Chair; PhD,

NYU; Ancient History, Late Antiquity, Greek and Roman Religion

Adele J. Haft, Associate Professor; PhD,

Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization

Robert B. Koehl, Associate Professor; PhD,

Pennsylvania; Classical Archaeology

William J. Mayer, Lecturer; MA, Columbia;

Latin Pedagogy, Cicero, Vergil

Joanne M. Spurza, Assistant Professor; PhD,

Princeton; Classical Archaeology, Ancient Roman Architecture and Urban Studies

Robert J. White, Professor; PhD, Yale; Greek

Literature, Classical Mythology, Greek Tragedy, Classics in Translation, Caesar

Faculty Emeriti**Sarah B. Pomeroy, 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, 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 Japanese. It also participates in the interdepartmental programs in Russian and East European Area Studies, and Religion.

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

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

This program differs from the traditional MA program in Latin in two ways. First, each of the language courses provides the student with both increased linguistic competency and a pedagogical methodology for teaching Latin

Degrees Offered**HEGIS**

Latin	BA*	1109
Greek	BA*	1110
Latin and Greek	BA*	1504
Classical Studies	BA*	1504
Archaeology	BA*	2203
Latin — Grades 7-12	MA	1109.01

** See the Hunter College Undergraduate Catalog, 2002-2004, p. 73 for description of undergraduate degrees and courses in classics.*

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, 6 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history and geography), and 12 credits in math/science/technology.

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

Requirements for the Degree

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

1. 18 credits in Latin, including Latin composition. Up to two courses (6 credits) in Latin may be taken in the graduate program in classics at the CUNY Graduate Center.
2. 12 credits in classical culture, including **CLA 705**
3. 22-24 credits in education

Education

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

Culminating Project

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

DOCTOR OF PHILOSOPHY

Students are encouraged to apply directly to the PhD program, which is offered through the CUNY Graduate School and University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. A PhD in biochemistry is also offered through the CUNY Graduate School and University Center. For further information contact Professor Klaus Grohmann, 1401 North Building, (212) 772-5333 or visit the website at <http://web.gc.cuny.edu/chemistry>.

COURSE LISTINGS

Courses 45 hrs, 3 cr unless otherwise noted.

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prereq: 1 year of organic chemistry fall only

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prereq: CHEM 640 or BIO 710.13 or 300 spring only.

CHEM 655 Demonstrations, Models, and Technology**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

prereq: CHEM 655, CHEM 630, and one elective course or permission of instructor.

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Princeton; Classical Epic and Tragedy, Classical

Mythology, Greek and Roman Civilization

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Pennsylvania; Classical Archaeology

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Latin Pedagogy, Cicero, Vergil

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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. Pomeroy, 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, 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 Japanese. It also participates

in the interdepartmental programs in Russian

and East European Area Studies, and Religion.

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

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

This program differs from the traditional MA program in Latin in two ways. First, each of the language courses provides the student with both increased linguistic competency and a pedagogical methodology for teaching Latin

Degrees Offered**HEGIS**

Latin	BA*	1109
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Latin — Grades 7-12	MA	1109.01

** See the Hunter College Undergraduate Catalog, 2002-2004, p. 73 for description of undergraduate degrees and courses in classics.*

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.

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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, 6 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history and geography), and 12 credits in math/science/technology.

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

Requirements for the Degree

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

1. 18 credits in Latin, including Latin composition. Up to two courses (6 credits) in Latin may be taken in the graduate program in classics at the CUNY Graduate Center.
2. 12 credits in classical culture, including **CLA 705**
3. 22-24 credits in education

Program of Study

- 1. 18 cr in Latin** **credits**
- A. 9 cr from the following:** 9
- LAT 701** Literature of the Early Republic
- LAT 702** Literature of the Late Republic
- LAT 703** Literature of the Early Empire
- LAT 704** Literature of the Late Empire
- B. 6 cr from the following:** 6
- LAT 705** Caesar
- LAT 706** Cicero
- LAT 707** Vergil
- LAT 708** Supervised Reading
- C. LAT 709 Latin Composition** 3
- 2. 12 cr in Classical Culture** **credits**
- A. 9 cr from the following:** 9
- CLA 701** The Legacy of Ancient Greece
- CLA 702** The Legacy of Ancient Rome
- CLA 703** Classical Literature in Translation I
- CLA 704** Classical Literature in Translation II
- B. CLA 705 Greek and Latin Roots of English** 3
- 3. 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** 3
- Social Foundations of Adolescence Education
- SEDF 704** 2
- Adolescent Development, Grades 7-12
- SEDF 705** 2
- Educational Psychology: Applications to Adolescence Education
- SEDF 706** 2
- Assessment of Teaching and Learning in Adolescence Education
- SEDC 710** 3
- Building the Foundations of Literacy in Adolescence Education
- LATED 712** 3
- Methods 1: Intensive Study of Classroom Organization, Management, and Instruction in Latin, Grades 7-12
- SEDC 720** 1
- Adolescent Health and Safety
- LATED 713** 2
- Methods 2: Intensive Study of Teaching Diverse Learners in Latin, Grades 7-12
- EITHER:**
- LATED 731** 5
- Student Teaching in Latin in Grades 7-12
- OR** one of the following:
- LATED 751.10** 3
- Student Teaching in Latin in Grades 7-9
- LATED 741.10** 2
- Practicum in Latin, Grades 7-9
- PLUS** one of the following:
- LATED 751.20** 3
- Student Teaching in Latin in Grades 10-12
- LATED 741.20** 2
- Practicum in Latin, Grades 10-12

See the School of Education section of this catalog for descriptions of the **SEDC** and **SEDF** courses (p. 135).

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

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

See the School of Education section of this catalog (p. 90) 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.

DOCTOR OF PHILOSOPHY

Several members of the Hunter College program in classics participate in a joint PhD program at the City University Graduate Center. Information concerning degree requirements, courses, etc., may be obtained from Professor Dee Clayman, Executive Officer, PhD Program in Classics, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or at <http://web.gc.cuny.edu/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.



CLASSICS

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.

prereq: completion of 18 cr of graduate-level Latin courses; prereq or coreq: SEDF 704, SEDC 710

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.

prereq: LATED 712, SEDF 703; prereq or coreq: SEDF 705
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 will further develop their skills in the delivery of instruction and will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences
5 cr

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 751.20** or **LATED 741.20**

prereq: LATED 713;
prereq or coreq: SEDF 706
30 hrs plus conferences
2 cr

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 741.10**.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs plus conferences
2 cr

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 will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706. Students who enroll in LATED 751.10 must also complete LATED 751.20 or LATED 741.20
30 hrs, plus 30 days and conferences, 3 cr

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 will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706. Students who enroll in LATED 751.20 must also complete LATED 751.10 or LATED 741.10
30 hrs, plus 30 days and conferences 3 cr

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

COMPUTER SCIENCE

Department Office: 1008 North Building;
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Chair: Virginia Teller, 1008 North Building;
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Website: <http://www.compsci.hunter.cuny.edu/>

FACULTY

Daniel I. A. Cohen, Professor; PhD, Harvard; Combinatoric Algorithms, Theory of Computability, 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, Assistant Professor; PhD, CUNY; Computational Linguistics, Cognitive Models of Natural Language Acquisition

Cullen R. Schaffer, Associate Professor; PhD, Rutgers; Machine Learning, Data Analysis, Artificial Intelligence

Eric Schweitzer, Lecturer; MA, SUNY (Stony Brook); Computer-aided Language Learning, Logic

Subash Shankar, Assistant Professor; PhD, Minnesota; Software Engineering, Formal Methods

Ioannis Stamos, Assistant 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

MASTER OF ARTS

An MA in computer science is not currently offered at Hunter College, but the department participates in the PhD program in computer science through the CUNY Graduate School and University Center. For further information, call the PhD program in computer science at (212) 817-8190 or visit the website <http://web.gc.cuny.edu/Computerscience/>.



CLASSICS

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.

prereq: completion of 18 cr of graduate-level Latin courses; prereq or coreq: SEDF 704, SEDC 710

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.

prereq: LATED 712, SEDF 703; prereq or coreq: SEDF 705
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 will further develop their skills in the delivery of instruction and will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences
5 cr

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 751.20** or **LATED 741.20**

prereq: LATED 713;
prereq or coreq: SEDF 706
30 hrs plus conferences
2 cr

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 741.10**.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs plus conferences
2 cr

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 will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706. Students who enroll in LATED 751.10 must also complete LATED 751.20 or LATED 741.20
30 hrs, plus 30 days and conferences, 3 cr

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 will assume significant responsibility for classroom instruction and management.

prereq: LATED 713; prereq or coreq: SEDF 706. Students who enroll in LATED 751.20 must also complete LATED 751.10 or LATED 741.10
30 hrs, plus 30 days and conferences 3 cr

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

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MASTER OF ARTS

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ECONOMICS

Department Office: 1524 West Building; (212) 772-5400

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Graduate Adviser: Randall Filer, 1502 West Building; (212) 772-5399; grad.econadvisor@hunter.cuny.edu

Website: <http://econ.hunter.cuny.edu/>

FACULTY

Temisan Agbeyegbe, Professor; PhD, Essex;
Econometrics, Economic Development,
Environment and Resource Economics, Time Series

Howard Chernick, Professor; PhD,
Pennsylvania; Public Economics, Urban
Economics, Fiscal Federalism, Urban Public
Finance, Financing of Redistribution

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

Devra Golbe, Professor; PhD, NYU; Corporate
Control and Governance, Industrial
Organization, Government Regulation

Timothy Goodspeed, Professor; PhD, Maryland;
International Taxation; Public Economics

Marjorie Honig, Professor; PhD, Columbia;
Applied Microeconomics, Labor Economics,
Retirement, Public Policy

Kenneth McLaughlin, Associate Professor;
PhD, Chicago; Job Turnover and Incentives,
Labor Economics

Ingmar Nyman, Assistant Professor; PhD, Columbia;
Corporate Finance, Industrial Organization

Purvi Sevak, Assistant Professor; PhD, Michigan;
Labor Economics, Public Economics

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 and income in Ethiopia; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.

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

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. All candidates are required to complete **ECO 701** (Microeconomic Theory), **ECO 703** (Macroeconomic Theory), **ECO 721** (Economic Statistics) and **ECO 722** (Econometrics). The degree can be earned in two ways:

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

Degrees Offered HEGIS

Accounting	BS*	0502
Economics	BA*	2204
Economics	MA	2204
Economics	BA/MA	2204

* See Hunter College Undergraduate Catalog 2002-2004, p. 81 for information about bachelor's degrees in accounting and economics.

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.

DOCTOR OF PHILOSOPHY

The PhD program in economics is based at the City University Graduate School and University Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. In addition, students in the PhD program who wish to transfer to the Hunter MA program may transfer up to 12 credits towards the Hunter MA. PhD students at the City University Graduate School who wish to earn an en passant master's degree after completing 45 credits at the Graduate School in cooperation with Hunter College should consult the executive officer of the PhD program. <http://web.gc.cuny.edu/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 or 111;

prereq or coreq: MATH 155 and ECO 721
fall only

ECO 703 Macroeconomic Theory

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

prereq: ECO 301, MATH 150,
MATH 160 or 111;

prereq or coreq: MATH 155 and ECO 721
spring only

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

ECO 711 Banking and Financial Factors Determining Banking and Financial Structure in US.

Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 210;
prereq 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;
prereq or coreq: MATH 155
fall only

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, MATH 155, and
MATH 160 or MATH 111
spring only

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 or 421

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 731 American Economic

History Evolution of American economy since colonial times. Rise of manufacturing, urbanization, and role of government; trends in resource mobilization, allocation, productivity, and distribution.

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

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 prereq 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 747 Income Distribution and Public Policy

Economic analysis of social insurance and income maintenance programs; objectives of the programs; effects on individuals, firms, and the economy.

prereq or coreq: ECO 701 and ECO 721

ECO 750 Comparative Economic Systems

Capitalism and other methods of organizing economic activity; emphasis on price system and central planning.

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

ECO 751 Economic Development of Latin America

Economic theories, policies, and world conditions influencing economic policies and economic development of Latin American nations; emerging interdependence and common markets.

prereq or coreq: ECO 701 or ECO 703,
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 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 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 785 Internship

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

ECO 790 Independent Study

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
1 cr

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

ENGLISH

Department Office: 1212 West Building; (212) 772-5070; fax (212) 772-5411

Chair: Sylvia Tomasch, 1212 West Building; 772-5079; stomasch@hunter.cuny.edu

Adviser, MA, TEP: Cristina León Alfar, 1216 West Building; (212) 772-5187; calfar@hunter.cuny.edu

Acting Director, MFA: Donna Masini, 1223 West Building; (212) 772-5166; dmasini@hunter.cuny.edu

Website: <http://www.hunter.cuny.edu/~english>

FACULTY

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

Cristina León Alfar, Associate Professor; PhD, Washington; Shakespeare, Renaissance Drama, Critical Theory, Women's Studies

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

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

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

Louise DeSalvo, Jenny Hunter Professor of Creative Writing; PhD, NYU; Modern British Fiction, Creative Writing, Biography and Memoir

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

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

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

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

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

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

Jan Heller Levi, Assistant Professor; BA, Sarah Lawrence; 20th-century American Poetry, Women's Studies

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

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

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

Angela Reyes, Assistant Professor; PhD Penn; linguistics, sociolinguistics, urban linguistics, discourse analysis, linguistic anthropology, ethnography, video, Asian American studies, education

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

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

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

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

Alan Vardy, Assistant Professor; PhD, Washington; Romanticism

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

Four-Year BA/MA Program in English. For a limited number of outstanding undergraduate students, the department offers a four-year, BA/MA program in English. Designed principally for incoming freshmen, the program may be completed in 125-128 credits of college work (95-98 undergraduate, 30 graduate). Requirements include the ability to read a foreign language, a comprehensive examination, and a master's essay. Graduate work begins in the junior year. Interested undergraduate students should consult the graduate adviser at the earliest possible date. See Hunter College undergraduate catalog 2002-2004, p. 87.

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.

Requirements for Admission

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

Requirements for Degree

One full year of satisfactory work in English or the completion of the same in not more than four years.

Degrees Offered	HEGIS
	BA* 1502
Adolescence Education	BA* 1501
English Language Arts	BA** 1501
	BA/MA 1501
	MA 1502
Adolescence Education	MA 1501.01
Creative Writing	MFA 1507

* See Hunter College undergraduate catalog 2002-2004, p. 85.

** See Hunter College undergraduate catalog 2002-2004, p. 89.

Courses. Each candidate must complete an approved program of study of at least 30 credits, which must include **ENGL 700** (Master's Essay). We strongly recommend that students take **ENGL 793** (Studies in Literary Criticism) in their first or second semester. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate 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 Essay. The candidate must submit a satisfactory master of arts essay, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser. Two copies prepared for binding are required.

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



ENGLISH

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 ADOLESCENCE EDUCATION (Grades 7-12) — ENGLISH MA**Requirements of Admission**

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

Students must have earned 21 credits in courses acceptable to the department, consisting of 15 credits of advanced courses in British and American literature, 3 credits of world literature, and 3 credits of intermediate or advanced writing (a senior essay earning 3 credits in English may be counted as advanced writing). Students are also advised to take 3 credits in spoken communications. A cumulative GPA of 2.8 or better and an index of 3.0 in English courses are required, as is one year of college study of a language other than English.

Students who have a 3.0 or better index in English courses but whose cumulative GPA is below 2.8 should consult the School of Education section of the catalog for additional information (see p. 86).

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

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

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

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

Spoken Language. 3 credits in spoken communication, e.g., **THC 776** (Creative Dramatics), **THC 777** (Theatre for Youth), **THC 778** (Sociodrama); an equivalent undergraduate course may be used to fulfill this requirement.

Education. 22-24 credits (See School of Education section of this catalog, MA-Adolescence Education.) (see p 86.)

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 615 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.

1-3 cr

ENGLISH AND AMERICAN LITERATURE: GENERAL**ENGL 700 Master's Essay**

Individual research under supervision. Required of all candidates for MA degree in British and American literature.

ENGL 702 Special Studies in British, American, and Comparative Literature: Seminar

Intensive study of a major figure, type, or trend. Subject will vary from semester to semester.

ENGL 754 Selected Studies in Work of Major American Writers

Subject will vary from semester to semester.

ENGL 775 Selected Studies in British and American Literature

Subject will vary from semester to semester.

ENGL 776 Selected Studies in Multicultural/Minority Literature

Subject will vary from semester to semester.

ENGL 781 Reading Credit

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

ENGL 793 Studies in Literary Criticism

Literary theory as explored by major critics.

MEDIEVAL LITERATURE**ENGL 705 Chaucer: The Canterbury Tales**

Detailed study of *The Canterbury Tales*.

ENGL 706 Chaucer's Work Exclusive of The Canterbury Tales

Emphasis on *Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls*, *Troilus and Criseyde*, *The Legend of Good Women*.

ENGL 708 Medieval Literature in England from 13th to 15th Century

Selected readings include lyric poetry, romances, allegory, prose, and works of the Pearl-Poet, Langland, Gower and Malory.

RENAISSANCE LITERATURE

ENGL 712 Spenser

Study of *The Faerie Queene* with emphasis on recent criticism and theories of allegory.

ENGL 713 Shakespeare: Comedy

Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 714 Shakespeare: Tragedy

Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 716 Renaissance Drama Exclusive of Shakespeare

The predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theaters in 1642.

ENGL 720 High Renaissance in England

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

SEVENTEENTH-CENTURY LITERATURE

ENGL 717 The Drama of the 17th and 18th Centuries

Comic and tragic drama as exemplified by such playwrights as Etherege, Wycherley, Dryden, Congreve, Goldsmith and Sheridan.

ENGL 722 Milton: Lyric and Dramatic Poems, Selected Prose

Study of development of the poet.

ENGL 723 Milton: *Paradise Lost* and *Paradise Regained*

A critical study of Milton's epics.

ENGL 724 Earlier 17th-Century Literature

Readings in Jonson, Donne, Herbert, Crashaw, Herrick, the Cavalier poets, Bacon, Browne, Burton, Walton and the writers of "characters."

ENGL 725 Later 17th-Century Literature

Readings in Dryden, Marvell, Butler, Denham, Cowley, Vaughan, Traherne, Evelyn, Pepys, Bunyan, Hobbes, Locke and religious prose writers.

EIGHTEENTH-CENTURY LITERATURE

ENGL 731 Augustan Age

Reading and analysis of major works by Dryden, Swift, Pope, Addison, Steele, Gay.

ENGL 732 Age of Johnson

Study of Dr. Johnson and his circle, and of growth of pre-Romanticism.

ENGL 733 The Age of Enlightenment

Selected works by such authors as Swift, Pope, Johnson, Diderot, Voltaire, Rousseau, Lessing, Goethe and Schiller.

ENGL 771 Studies in the 18th-Century Novel

Selected novels by such writers as Defoe, Le Sage, Prévost, Richardson, Fielding, Sterne, Diderot, Rousseau, Walpole and Goethe.

NINETEENTH-CENTURY LITERATURE

ENGL 740 Romanticism

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

ENGL 741 The Romantic Poets

Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley and Keats.

ENGL 742 Victorian Poets

Major tendencies of the period as exemplified by such poets as Tennyson, Robert Browning, Elizabeth Barrett Browning, Arnold, Christina Rossetti, Dante Gabriel Rossetti, Swinburne and Hopkins.

ENGL 743 Victorian Prose, 1832-1890

Major tendencies of the period as exemplified in works of Carlyle, Ruskin, Arnold, Eliot, Dickens, Morris and Pater.

ENGL 772 Studies in the 19th-Century Novel

Selected novels by such authors as Austen, Eliot, Trollope, Thackeray, Dickens, Stendhal, Balzac, Flaubert and James.

MODERN BRITISH LITERATURE

ENGL 755 Modern British Literature from 1890-1914

Studies centering in work of such writers as Shaw, Hardy, Yeats and Conrad.

ENGL 756 Modern British Literature from 1914 to the Present

Studies centering in work of such writers as Joyce, Lawrence, Eliot and Auden.

AMERICAN LITERATURE

ENGL 748 American Literature: Colonial and Federal Periods

A study of the period from 1607 to 1810, with emphasis on the effect of the American experience on European ideas.

ENGL 749 American Prose to 1860

Selected works by such authors as Emerson, Thoreau, Hawthorne, Poe and Melville.

ENGL 750 American Prose, 1860-1914

Study of selected works by such authors as Howells, Twain, James, Crane, Dreiser and Adams.

ENGL 751 American Prose, 1914 to the Present

Writers ranging from Hemingway, Fitzgerald and Faulkner to the contemporaries.

ENGL 752 American Poets of the 19th Century

Studies in a selected number of representative poets, among them Poe, Emerson, Whitman and Dickinson.

ENGL 753 American Poets of the 20th Century

Studies in a selected number of major poets, including Frost, Eliot and Stevens.

CREATIVE WRITING

ENGL 790 Fiction Workshop

Studio-style workshop of students' fiction, with weekly submissions and critique.

ENGL 791 Poetry Workshop

Studio-style workshop of students' poetry, with weekly submissions and critique.

ENGL 792 Topics in the Craft of Fiction

Seminar in craft of fiction; topics and readings will vary by semester.

ENGL 794 Topics in the Craft of Poetry

Seminar in craft of poetry; topics and readings will vary by semester.

ENGL 798 Writing in Conference

Individual tutorial directed by a member of the writing faculty.

To be taken in sequence with ENGL 799 (MFA Thesis).

ENGL 799 MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

To be preceded in sequence by ENGL 798 (Writing in Conference).

Not all courses are offered every term. Please consult the department.



FILM & MEDIA STUDIES

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

MFA Program Director: Stuart Ewen, Distinguished Professor,
501C North Building, 212-772-4950, Email: drstu@bway.net

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

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, Assistant Professor; MFA,
Iowa; Interactive Art and Multimedia Design

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

Ivone Margulies, Associate 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, Associate Professor; PhD,
Indiana; Literary Journalism, News
Narrative, Criticism

Isabel Pinedo, Associate Professor; PhD,
CUNY; Media and the Public Sphere;
Media and Society

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

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

Joel Zuker, Associate Professor; PhD, NYU;
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 new 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.

In a world where the future will belong to the versatile, 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.

Requirements for Admissions

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:

- 1) A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 2) 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- 3) A portfolio of media works, indicating talent and promise. Submitted works may include journalistic writings, videos and films, interactive digital design, layout and graphic design, etc.
- 4) 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.
- 5) An official transcript of undergraduate studies.
- 6) A completed graduate application form (GRE scores must be submitted before matriculation.)
- 7) Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination.

Degrees Offered		HEGIS
Media Studies	BA*	601
Film	BA*	1010
Integrated Media Arts	MFA	606
Communications	MA**	601
* see Hunter College Undergraduate Catalog 2002-2004, p. 90		
** no new students accepted. Program will be phased out in spring 2005 to allow students currently in the program to complete their degrees.		

Requirements for the Degree

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, a graduate level seminar or formal independent study project with a faculty member in an appropriate department and/or interdisciplinary program at Hunter or at The Graduate Center.

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:

IMA 701 3 cr
Social and Historical Roots of Mass Culture

At least two additional **ANALYTICAL** seminars 6 cr

Interdisciplinary research in ancillary field 3 cr

Ten workshops within: 30 cr
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.

IMA 781 3 cr
Collaborative Media Project/Creative Residency

IMA 798 3 cr
MFA Thesis Project

Total for MFA in IMA 48 cr

COURSE LISTINGS

Nonmatriculated 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 Understanding Interactive Media

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

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 760 is a co- or prerequisite for this workshop.

prereq or coreq: IMA 760

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

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, IMA 762 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 documentary that explores a general theme or issue, with all students producing segments for the project. The workshop also examines the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.

prereq: IMA 760, IMA 740

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

4 hrs, 3 cr



FILM & MEDIA STUDIES

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 744, IMA 760
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 741, IMA 743, IMA 760 or permission of instructor
4 hrs, 3 cr

CHANNELS WORKSHOPS

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

IMA 760 Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the Web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. This course may be counted towards the **VISIONS** or **CHANNELS** cluster requirement.

4 hrs, 3 cr

IMA 761 Public Relations

A critical examination of the role of public relations in a democracy, including practice in public relations writing and campaigns.

4 hrs, 3 cr

IMA 762 Interactive Expression

All nonmatriculated students must have permission of instructor. Aesthetics and techniques of Web-site design, encompassing both graphic presentation and information architecture. This course may be counted towards the **VISIONS** or **CHANNELS** cluster requirement.

prereq: IMA 760 or permission of instructor
4 hrs, 3 cr

IMA 763 Advanced Interactive Expression

The production of websites incorporating animation, sound and video. This course may be counted towards the **VISIONS** or **CHANNELS** cluster requirement.

prereq: IMA 760, IMA 762 or permission of instructor
4 hrs, 3 cr

IMA 764 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 Independent Study

Rubric for student's independent study.

Hrs to be arranged, 3 cr

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.

IMA 799 Master's Thesis

Available only to those students completing the MA in Communications (see below)

MASTER OF ARTS (MA) IN COMMUNICATIONS

(Degree will be phased out by spring 2005)

This master of arts program fosters critical and analytical approaches to the study of film, television, print journalism, and telecommunications as important fixtures in contemporary society. The focus is on analysis of the ways in which artistic forms and social meanings are generated and circulated through such popular cultural pursuits as newspapers, theatrical films, television series, and documentaries. Issues of art, ideology, and propaganda are analyzed within social and historical contexts, and attention is given to how government policies and institutional practices affect the global dissemination of ideas, information, and images. Production courses apply analytical concepts to the creation of film, video, graphic, and print projects.

Application Process

Presently enrolled students must complete their degrees by the end of spring 2005. No new applications for the Master of Arts in Communications are being accepted or considered.

Degree Requirements

Courses Each candidate must complete an approved program of study of at least 30 credits. Courses taken in other departments may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits. A maximum of 3 credits of independent study may be applied toward the degree.

Comprehensive Examination The student is required to pass a comprehensive examination related to the sequence of courses taken. This may, with departmental permission, include courses taken outside the department.

Master's Thesis or Project The candidate for the degree must present a master's thesis on a subject approved by the department or a master's project approved by the department adviser.

Note: Students enrolled in the master's in communications program (CMC) may complete their degree requirements by taking IMA courses.

Please contact the Film and Media Studies department for detailed information.



GEOGRAPHY

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

Chair: Charles Heatwole, 1006 North Building, (212) 772-5265, cah@geo.hunter.cuny.edu

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

Adolescence Education Advisers

Social Studies: Ines Miyares, 1006 North Building, (212) 772-5443, imiyares@geo.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>

FACULTY

Sean Ahearn, Professor; PhD, Wisconsin (Madison); Geographical Information Systems, Remote Sensing, Digital Image Processing, Natural Resources, Habitat Studies

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, Assistant Professor; PhD, Rutgers; Climatology, Global Climate Change, Environmental Modeling, Water Resources

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, Associate Professor; PhD, Arizona State; Population, Migration, Ethnicity, Latin America, Caribbean, Geographic Education

Wenge Ni-Meister, Assistant Professor; PhD, Boston Univ; Remote Sensing, Biogeography, Land-Atmosphere Interaction, Climatology

Jeffrey P. Osleeb, Professor; PhD, SUNY (Buffalo); Economic Geography, Location Theory, Urban Geography, Transportation Planning, Geographic Information Systems; Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center

Rupal Oza, Assistant Professor; PhD, Rutgers; Feminist Theory, Globalization, Gender Studies, Cultural Studies, South Asia; member of the Women's Studies Program

Marianna Pavlovskaya, Assistant Professor; PhD, Clark; Urban-social Geography, Geographic Information Systems, Gender Studies, Environmental Perception, Russia, Eastern Europe

Randy Rutberg, Assistant Professor; PhD, Columbia; Geochemistry, Oceanography, Paleoclimatology, Earth Systems Science

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

William Solecki, Professor; PhD, Rutgers; Urban Environmental Change and Management, Land Use/Land Cover Studies, Hazards, GIS Applications

Karl Szekielda, Assistant Professor; PhD, Marseille; Oceanography, Remote Sensing, Marine Resources; International Pollution Issues

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 Adolescence 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. At the doctoral level, the department is associated with the PhD Program in Earth and Environmental Sciences at the CUNY Graduate School and University Center.

MASTER OF ARTS IN GEOGRAPHY

The Department of Geography offers a master of arts in geography with emphasis on analytical geography. Courses are offered in human geography, physical geography, regional geography, and geographic techniques and methods. Concentrations are available in four areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program focuses on geographic skills as they are applied to human, physical and regional geography, and to environmental policy issues. It is designed for students and professionals with backgrounds in engineering, computer science, and social science as well as traditional geography.

An MA in geography from Hunter can lead to employment with corporations, local and national governments, international agencies, consultants and computer companies. The New York area is a center of corporate headquarters in the United States, and Hunter is close to this activity. Students wishing to continue graduate work at the PhD level will find themselves more than adequately prepared by this program, and well equipped with the research and technical skills necessary for advanced research.

The Department of Geography features two computer labs open 24/7, one for general under-

Degrees Offered

HEGIS

Geography	BA*	2206
Geography/Social Studies	BA*	2205
7-12 Teacher		
Environmental Studies	BA*	4999
Geography	MA	2206
Certificate Program in		2206
Geographic Information Science		
Teachers of Earth Science	MA	1917.01
7-12		
Teachers of Social Studies	MA	2201.01
7-12		

* See Hunter College Undergraduate Catalog 2002-2004, p. 95 for information about undergraduate courses and degree programs in geography.

graduate and graduate use and the other for advanced work and grant-related projects.

There are more than 35 Windows NT and UNIX workstations in the labs and over 65 in the department connected to a 100BaseT local area network. A full array of input and output devices are supported as well as numerous software programs, including all major GIS software packages.

The GeoSeminar Series, an integral part of the graduate program, allows students to meet and hear noted American and international scholars with expertise in various areas of geography, geology and cartography.

The Center for Advanced Research of Spatial Information (CARS) 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 CARS 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.

The Department of Geography has been authorized to establish a Center for Geographic Learning. In association with the Hunter College School of Education and the New York City Department of Education, this new center will address the issues of presenting concepts of geography and earth science to children in grades K-12. Students interested in geographic education, especially materials development and teacher workshops, should contact the department.

Admissions Requirements

For up-to-date information, contact the 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.

GEOGRAPHY

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 systematic and regional geography, while **PGEOG** classes cover physical geography and environmental issues. **GTECH** courses cover geographic methods and techniques, and are divided into geographic information science, quantitative methods, remote sensing, cartography and computer applications. Classes vary in their structure from laboratory classes to lecture/discussions and seminars. Graduate courses outside of the **GEOG**, **GTECH** and **PGEOG** prefixes may be applied to the degree within the parameters listed below.

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

- A. Thesis Option:** A minimum of 31 credits consisting of:
1. A minimum of 30 credits of course work (exclusive of **GEOG 799**) consisting of:
 - a. **GEOG 701** and **GEOG 702** (4 credits).
 - b. A minimum of 14 additional credits selected from **GEOG**, **GTECH**, and **PGEOG** courses.*
 - c. A maximum of 12 credits selected from other than **GEOG**, **GTECH**, and **PGEOG** courses as approved by the graduate adviser.**
 2. One credit of **GEOG 799** leading to a thesis approved by the student's graduate advisers.
 3. A completed thesis.
 4. A formal presentation of the student's thesis research.
- B. Examination Option:** A minimum of 36 credits consisting of:
1. **GEOG 701** and **GEOG 702** (4 credits).
 2. A minimum of 20 additional credits selected from **GEOG**, **GTECH**, and **PGEOG** courses.*
 3. A maximum of 12 credits selected from other than **GEOG**, **GTECH**, and **PGEOG** courses as approved by the graduate adviser.**
 4. A passing grade on the comprehensive examination conducted by the student's graduate committee.
 5. A research paper of publishable quality prepared in the format of *The Professional Geographer* or its equivalent.
 6. A formal presentation of the student's research paper.

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.

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

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

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 nonmatriculated students. As such, they are not eligible for financial aid and they cannot apply for a student visa under current INS 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** (Geographic Information Systems), a minimum of two core courses, and 0-2 elective courses. The core courses provide basic and advanced training in GIS programming, cartography and spatial analysis. Students who are interested in GIS development will be encouraged to take the two programming-oriented core classes (**GTECH 731** and **GTECH 733**); while students planning a career in GIS applications will be encouraged to take the core courses in cartography and spatial data analysis (**GTECH 705** and **GTECH 722**).

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

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

Required Course (3 cr)

GTECH 732 3 cr
Geographic Information Systems

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

SEDF 703 3 cr
Social Foundations of Adolescence Education

GTECH 705 3 cr
Spatial Data Analysis

GTECH 722 3 cr
Automated Cartography

GTECH 731 4 cr
Computer Programming for Geographic Applications

GTECH 733 3 cr
GIS: Modeling and Problem Solving

Electives

GEOG 705.72 3 cr
GIS Law

GTECH 702 3 cr
Quantitative Methods in Geography

GTECH 711 4 cr
Principles of Photogrammetry and Air Photo Interpretation

GTECH 712 4 cr
Remote Sensing

GTECH 713 3 cr
Digital Image Processing

GTECH 721 4 cr
Advanced Cartography

GTECH 731 4 cr
Computer Programming for Geographic Applications

GTECH 733 3 cr
GIS: Modeling and Problem Solving

GTECH 785xx 3 cr
GIS Applications

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 graduate adviser.

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.

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

PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (Grades 7-12) — EARTH SCIENCE 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:

- A major of at least 30 credits in arts or sciences.*
- At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.*
- 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 Adolescence 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	
Mapping Sciences	
PGEOG 630	3 cr
Science and Society	
PGEOG 660	4 cr
Challenging Concepts in Earth Science	

and:

One elective chosen from **600-** or **700-**level courses with a **PGEOG** or **GTECH** prefix (3-4 credits). 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. 85) for further information on admission, progress, and exit standards, as well as pedagogical sequence and the culminating experience of pedagogy.

PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (Grades 7-12) — SOCIAL STUDIES 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 School and University Center. Students in this program may select Hunter College as their "home" college and geography as their specialty. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, The Graduate School and University Center, The City University of New York, 365 Fifth Avenue, New York, NY 10016 or go to <http://web.gc.cuny.edu/Ees/home.html>

COURSE LISTINGS

Check with the department during middle of prior term for tentative course schedule including list of special topics.

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 evening/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 703 Location Theory and Spatial Analysis

Spatial interaction; diffusion; development; decision-making. Methods of spatial analysis; spatial modeling.

*prereq: GEOG 221 or 341 or equivalent
45 hrs including conference, 3 cr*

GEOG 704 Topics in Human Geography

Studies of specialized areas within human geography. May be repeated for credit as topics change.

45 hrs including conference, 3 cr

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 705.72 GIS Law

This course in geographic information systems law will acquaint students with legal issues raised by GIS. The course is organized to confront legal issues in the order that they might arise during the life cycle of a typical GIS project.

prereq: one course in GIS 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 perspectives on urban development and internal urban space from a geographic point of view. Issues of class, gender and ethnicity will be discussed as well as how people perceive and interact with their urban environment.

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

GEOGRAPHY

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

An investigation of the impacts of the interactions between people and the natural environment on economic, political and cultural endeavors. Theories of land use, transportation and location are employed to understand them; modeling is discussed.

45 hrs including conference, 3 cr

GEOG 711 Environmental Conservation

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

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 721 Transportation Geography

A geographic study and modeling of transportation routes and their influences on the location of economic activity.

45 hrs including conference, 3 cr

GEOG 741 Population Geography

Theoretical and empirical analysis 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

Quantitative examination of historic and contemporary international migration patterns. Spatial demographic impacts of immigration policy in the United States with a focus on major urban centers. Comparative analysis of ethnic and racial minorities in the United States.

45 hrs including conference, 3 cr

GEOG 743 Urban Geographic Theory

Spatial analysis of functions of metropolitan areas. Social and economic characteristics of cities and suburbs. Land use and transportation patterns.

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.

coreq: GEOG 709 and permission from the department
One month summer intersession in Peru, 3 cr

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 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 701 Quantitative Methods I

Use of statistical methods for geographic problems; probability, sampling, hypothesis testing, correlation; lab exercises.

prereq: permission of the instructor
45 hrs including conference, 3 cr

GTECH 702 Quantitative Methods II

Multivariate analysis of spatial data; prediction, analysis and explanation of spatial and environmental phenomena; statistical software packages; lab exercises.

prereq: GTECH 701 or equivalent or permission of the instructor
45 hrs including conference, 3 cr

GTECH 703 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
45-75 hrs including conference, 2-4 cr

GTECH 704 Seminar in Spatial Modeling

Development of advanced spatial models; in-depth consideration of specific topics; statistical modeling, mathematical modeling, computer modeling, and simulation.

prereq: GTECH 701 or equivalent or permission of the instructor
45 hrs including conference, 3 cr

GTECH 705 Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: One course in statistics. 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 Mapping Science

Survey of the principles of cartography, map design, geographic information science (GIS), air photograph interpretation and remote sensing; data analysis will be presented. The use of computers for geoscience applications will be stressed.

60 hrs including conference (2 lectures, 2 labs weekly), 3 cr
spring and fall

GTECH 711 Principles of Photogrammetry and Air Photo Interpretation

Use and interpretation of air photos as applied to agriculture, forestry, urbanization, planning; lab exercises.

prereq: GTECH 710 or equivalent
90 hrs including conference (2 lectures, 4 labs weekly), 4 cr

GTECH 712 Principles of Remote Sensing

Fundamentals of remote sensing; theory and techniques; applications, image analysis systems.

prereq: GTECH 710 or equivalent and one course in statistics
90 hrs including conference (2 lectures, 4 labs weekly), 4 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), 4 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 721 Advanced Cartography

Acquisition of professional-level skills in manual cartography; production and photographic methods; scribing; color separations; use of automated techniques; lab exercises.

prereq: GTECH 710 or equivalent
105 hrs including conference (1 lecture, 6 labs weekly), 4 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 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 731 Computer Programming for Geographic Applications

Programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTEC 710 or equivalent

90 hrs including conference (2 lectures, 4 labs weekly), 4 cr

GTECH 732 Introduction to Geographic Information Systems

An introduction to the principles of geographic information systems (GIS) including an overview of data structures, data types, methods of data analysis, and cartographic modeling. Comparison of GIS software packages. Laboratory exercises.

prereq: GTECH 710

45 hrs including conference, 3 cr

GTECH 733 Geographic Information Science: Modeling and Problem Solving

Theory and applications of Geographic Information Science (GIS). Data models and advanced techniques of GIS to solve problems through the analysis of research articles and the application of spatial models in the laboratory.

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

PGEOG 630 Science and Society

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

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, 3 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 702 Seminar in Physical Geography

Team research in specific topic area of physical geography; individual research projects; may be repeated for credit.

prereq and topic to vary with instructor and student interest

45 hrs including conference, 3 cr

PGEOG 703 Coastal Dynamics

Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. Map exercises; field work.

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.

45 hrs including conference, 3 cr

spring only

PGEOG 705 Topics in Earth Science

Studies of specialized areas within earth science. May be repeated for credit as topics change.

45 hrs including conference, 3 cr

PGEOG 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

PGEOG 705.64 Introducing Earth Science at the Museum of Natural History

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

45 hrs including conference, 3 cr

PGEOG 705.65 The Oceans

A review of the basic concepts in oceanography, including physical properties and dynamics with emphasis placed on environmental aspects and the role of oceans in global climate change. Illustrations of the use of technology, especially satellite monitoring, will be shown.

45 hrs including conference, 3 cr

PGEOG 732 Global Climatic Change

Examination of the pre-Quaternary, Quaternary, post-glacial, historical and instrumentally recorded climates; greenhouse gases; aerosols; radiative forcing; processes and modeling; feedbacks; observed changes; detecting the greenhouse effect; sea level rise; effects on ecosystems.

prereq: a course in atmospheric, geological or environmental science.

45 hrs including conference, 3 cr

fall only

The following courses are part of the MA Teacher Education Program in Earth Sciences:

PGEOG 630 Science and Society**PGEOG 660 Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning****PGEOG 705.63 Earth Science Today****PGEOG 705.64 Introducing Earth Science at the Museum of Natural History****GTECH 710 Mapping Science**

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 Graduate School and University Center (GSUC). In most semesters the Hunter College German Department offers one course (a "bridge course") which maybe taken by undergraduates who are about to enter graduate school in German in GSUC.

For information on these courses please consult Professor K.E. Kuhn-Osius at 212 772-5068, or Professor Annette Kym.

For information about the German program at the Graduate School and University Center please contact Professor Tamara Evans, Acting Dean of Humanities, Queens College, CUNY, (718) 997-5790.

HISTORY

Department Office:

1517 West Building, (212) 772-5490,
history@hunter.cuny.edu

Chair and Graduate Adviser:

Barbara Welter,
1512 West Building;
(212) 772-5480;
bwelter@hunter.cuny.edu

Website:

<http://maxweber.hunter.cuny.edu/histo/>

FACULTY

Richard Belsky, Assistant Professor; PhD, Harvard; East Asian History, Modern Chinese Social and Political History

Margaret E. Crahan, Dorothy Epstein Professor of Latin American History; PhD, Columbia; Latin American Social and Political History

Dolores Greenberg, Professor; PhD, Cornell; U.S. Economic and Energy History, Late 19th-century and Western U.S. History

Thomas Head, Professor; PhD, Harvard; Medieval History, History of Pre-Modern Christianity

Michael M. Luther, Associate Professor; PhD, Columbia; European History, History of Russia and Soviet Union, International Relations, Soviet Foreign Policy, Russian Intellectual History

Bernadette McCauley, Associate Professor; PhD, Columbia; 20th-Century U.S., Immigration, Ethnicity, Health Care

Marta Petrusiewicz, Professor; Laurea (dottorato), University of Bologna; Modern European History, European Economic History

Robert M. Seltzer, Professor; PhD, Columbia; Jewish History, Historiography, Intellectual History

Nancy G. Siraisi, Distinguished Professor; PhD, CUNY; European Renaissance History, History of Science and Medicine to 17th Century

Degrees Offered

HEGIS

History	BA*	2205
History/Social Studies	BA*	2205
7-12 Teacher		
History	MA	2205
Social Studies 7-12	MA	2201.01

* See Hunter College Undergraduate Catalog 2002-2004, p. 106 for information concerning undergraduate degrees and courses in 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

MASTER OF ARTS

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD within the City University. The university's doctoral program in history is described in the Bulletin of the Graduate School, <http://web.gc.cuny.edu/History/>. Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate School and University 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. Students who enter the program through an accelerated BA/MA program in history must complete the undergraduate distribution requirement before any graduate course work may be started.

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.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's essay (prepared in conjunction with the thesis seminar), approved by two faculty scholars in the appropriate field of history. Guidelines for the writing of the master's essay are available from the graduate adviser.



GERMAN

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Robert M. Seltzer, Professor; PhD, Columbia; Jewish History, Historiography, Intellectual History

Nancy G. Siraisi, Distinguished Professor; PhD, CUNY; European Renaissance History, History of Science and Medicine to 17th Century

Degrees Offered

HEGIS

History	BA*	2205
History/Social Studies	BA*	2205
7-12 Teacher		
History	MA	2205
Social Studies 7-12	MA	2201.01

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General admission requirements to the graduate programs in the arts and sciences are observed. Students who enter the program through an accelerated BA/MA program in history must complete the undergraduate distribution requirement before any graduate course work may be started.

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.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's essay (prepared in conjunction with the thesis seminar), approved by two faculty scholars in the appropriate field of history. Guidelines for the writing of the master's essay are available from the graduate adviser.



Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar (**HIST 779**).

Courses other than those in the Department of History may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits. At least 6 credits in a field of history other than the area of concentration must be taken and passed with a grade of B or better.

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

Admission

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of social studies. Provisionally certified teachers should apply for the master of arts in history. (With the approval of the History Department adviser, such students may take 3 or 6 credits of course work in advanced courses from the secondary education sequence.)

Requirements for Admission

1. A bachelor's degree from an accredited institution acceptable to Hunter College.
- *2. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. A cumulative grade point average of 2.8 and a history grade point average of at least 3.0. Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an onsite writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission. See the School of Education section of this catalog for additional information on admission, progress standards, and exit criteria.
4. One year of college-level study of a language other than English.
5. **CSCI 100** (Introduction to Computer Applications) or its equivalent (or other evidence of computer literacy).

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

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

Requirements for Program

1. (An additional) 15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.
2. 3 credits in geography, selected from the following: **GEOG 701** (Geographic Thought and Theory), **GEOG 705** (Cultural and Social Geography), **GEOG 706** (Latinist American Geography), **GEOG 709** (Geography of Selected World Regions), **GEOG 712** (Sustainable Development in Developing Countries), **GEOG 741** (Population Geography), **GEOG 742** (International Migration and Ethnicity), or a graduate-level special topics seminar with permission of an adviser.
3. A sequence of course work, field experiences, and a culminating experience in pedagogy. See the School of Education section of this catalog for additional information.
4. A comprehensive examination in history.

COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr

ANCIENT HISTORY

HIST 701 History of Greece

Significant political, economic, and social development of Greece.

HIST 702 History of Rome

Significant political, economic, and social development of Rome.

MEDIEVAL HISTORY

HIST 711.50 Intellectual History of Europe in Middle Ages

Survey of medieval thought and learning to about 1300 AD.

WESTERN EUROPEAN HISTORY

HIST 704 European History from Congress of Vienna to World War I

Political, social, and economic developments of major powers from Age of Metternich to World War I.

HIST 710.50 Economic and Social History of Western Europe, 1500-1750

Study of economic and social conditions in preindustrial Europe.

HIST 712.52 Intellectual History of Modern Europe in 19th and 20th Centuries

Political, social, religious, economic and scientific thought and the arts from Romantic era to present.

HIST 715 Western Europe Between the Two World Wars

Political, social and economic conditions and international relations of countries of western Europe.

HIST 752 Reformation and Counter-Reformation

Early modern European history, with emphasis on religious, political, social and economic changes.



HISTORY

HIST 753 Medicine, Science and Society: Greek Antiquity to 17th Century

Topics in the history of European medicine, considered both as scientific knowledge and healing activity, from the time of Hippocrates to that of William Harvey.

HIST 754 Contemporary Europe

Study of Europe since 1939; emphasis on political, social, and economic developments; efforts at European unity; Europe and world community.

BRITISH HISTORY

HIST 718 Significant Aspects of English History

Study of selected topics in English history from Middle Ages through 19th century.

HIST 719 Social History of England in 20th Century

Early expansion of social legislation and more recent developments in such fields as housing, education, and medicine.

HIST 724.51 England from Pitt to Gladstone

Economic, social and political developments that fashioned Victorian England. Attention given to radical thought and challenge to aristocratic government.

AMERICAN HISTORY

HIST 727 History of African Americans in the United States

Socioeconomic, political and cultural development of African Americans.

HIST 741.51 Era of American Revolution

Survey of origins and course of American Revolution and U.S. during revolutionary era.

HIST 742.50 Nineteenth-Century United States: Early Republic

Economic, social, and political aspects of American history from 1789 to 1828.

HIST 743 History of Civil War and Reconstruction Era in United States

Examination of racial, economic, and political factors leading to war and of postwar adjustment.

HIST 744 Twentieth-Century United States

Study of reform movements and of political, economic, and social developments in U.S. during 20th century.

HIST 745 Twentieth-Century United States: United States as a World Power

Diplomatic history from Spanish-American War to the present.

HIST 747 19th Century American Reform Movements

Reform leaders and activities of major reform organizations.

HIST 749 Representative Americans

History of U.S. as seen through biographies and autobiographies of representative women and men.

HIST 750 History of the American Labor Movement

Changing work experience, organizational efforts, and political activity of working people from the late 18th century to the present.

HIST 755 Growth of the American City

Development of the city as physical environment, social experience, political entity, and cultural symbol from the colonial era to the present.

HIST 757 History of Religion in United States

Selected topics, including development of main denominational systems, church/state relations, and social thought of the churches.

LATIN AMERICAN HISTORY

HIST 751 South America in Modern World

South America since Independence.

JEWISH HISTORY

HIST 740 Modern Jewish Social and Intellectual History

Jewish movements and thinkers since 18th century; changing aspects of Jewish identity, new philosophies, impact of anti-Semitism and Zionism.

HIST 748 American Jewish History

Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

EASTERN EUROPEAN HISTORY

HIST 729 Soviet Foreign Relations in a Changing World

Objectives and strategies which the Soviet leadership adopted and mapped out at each stage in the period 1917 to 1945.

MIDDLE EASTERN HISTORY

HIST 709.50 History of Middle East: Rise of Islam

History of Islam and Islamic civilization from Muhammad to Mongol invasions.

HIST 709.51 History of Middle East: History of Ottoman Empire

History and culture of the Turks from Seljuqid invasions to World War I.

HIST 709.52 History of Middle East: Middle East in Modern Times

Major historical developments in Middle East in 20th century.

ASIAN AND AFRICAN HISTORY

HIST 722.50 History of China: Problems in History of Imperial China

Aspects of Chinese history from about 220 BC to 1911; emphasis on bureaucratic, financial and social problems in selected periods.

HIST 722.51 History of China: Problems in History of 20th Century China

Republican and Communist periods; emphasis on Chinese nationalism, revolution, and modernization.

HIST 726.50 History of Africa: Early History of Africa to 1800

Study of development of Africa's peoples from earliest times to era of European colonial penetration.

HIST 726.51 History of Africa: Africa in 19th and 20th Centuries

Examination of major historical forces leading to emergence of independent African nations.

HIST 728 History of Modern West Africa

Examination of process of transformation of traditional societies into independent modern states; social, cultural, and intellectual emphasis.

HISTORIOGRAPHY

HIST 770 Historical Method

Introduction to historical methodology and use of historical materials.

HIST 771 Studies in Historical Writing

Study of historians from ancient times to present, problems of historical interpretation, and research methods.

INTERNSHIP

HIST 798 Internship

Fieldwork in organizations engaged in historical research.

prereq: perm grad adviser

ADVANCED RESEARCH COURSES

HIST 760 Colloquium in Ancient History

HIST 761 Colloquium in Medieval History

HIST 762 Colloquium in British History

HIST 763 Colloquium in European History

HIST 765 Colloquium in American History

HIST 766 Colloquium in Latin American History

HIST 768 Colloquium in Asian History

HIST 769 Colloquium in African History

HIST 772 Seminars: American History

HIST 773 Seminars: European History-Medieval, British, European

HIST 774 Topics in History

HIST 775 Seminar: Teaching History on College Level

HIST 776 Seminar in Ancient History

HIST 778 Individual Tutorial Research

HIST 779 Thesis Seminar: Independent Research

Required of all candidates for MA in history.

MATHEMATICS AND STATISTICS

Department Office: 919 East Building; (212) 772-5300

Chair: Ada Peluso, 919 East Building; (212) 772-5300, peluso@math.hunter.cuny.edu

Graduate Adviser: Edward S. Binkowski, 914 East Building; (212) 772-4715;
grad.mathstatadvisor@hunter.cuny.edu

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

FACULTY

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

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

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

Barry M. Cherkas, Professor; PhD, Georgetown; Partial Differential Equations

Daniel S. Chess, Associate Professor; PhD, Princeton; Structure Theorems for Diffeomorphisms

Richard C. Churchill, Professor; PhD, Wisconsin; Dynamical Systems

Sandra P. Clarkson, Professor; EdD, Georgia; Mathematics Education

Lucille Croom, Professor; PhD, Columbia; Mathematics Education

Thomas F. Jambois, Associate Professor; PhD, California (Berkeley); Riemann Surfaces, Algebraic Geometry

John Loustau, Professor; PhD, California (Santa Barbara); Non-associative Algebras, Computer Graphics

Jane Matthews, Associate Professor; PhD, NYU; Group Theory

Ada Peluso, Professor; PhD, NYU; Group Theory

Joseph Roitberg, Professor; PhD, NYU; Algebraic Topology

Verna Segarra, Lecturer; MA, City College; Mathematics Education

Brian Shay, Associate Professor; PhD, CUNY; Algebraic Topology

Lev Shneyerson, Associate Professor; PhD, Ural State University; Semigroup Theory

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

Robert D. Thompson, Professor; PhD, Washington; Algebraic Topology

William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

teaching is designed for individuals without provisional certification in mathematics. Individuals who already have provisional certification in mathematics should pursue either the MA in pure mathematics or the MA in statistics and applied mathematics.

MASTER OF ARTS — PURE MATHEMATICS PROGRAM

Requirements for Admission

In addition to the general college requirements for admission, students must meet the following departmental requirements: at least 24 acceptable credits in mathematics with a B average in the courses involved. (In special cases, students who show evidence of unusual mathematical ability, but who do not meet both of the above requirements, will be considered.) See Undergraduate Catalog, p. 114 for major requirements and list of courses.

Requirements for Degree

Thirty credits from courses chosen as follows:

1. **MATH 721-722** (Modern Algebra I and II), or **MATH 725** (Linear Algebra) and **STAT 722** (Theory of Games).
2. **MATH 746-747** (Theory of Functions of a Real Variable I and II).
3. **MATH 742** (Theory of Functions of a Complex Variable).
4. **MATH 751** (General Topology).
5. At least 6 credits chosen from courses at the **MATH 700** and/or **STAT 700** level.

Degrees Offered	HEGIS	
Mathematics	BA*	1701
Mathematics Teaching	BA*	1701
Statistics	BA*	1702
Pure Mathematics	MA	1701
Statistics and Applied Mathematics	MA	1703
Mathematics Teaching (7–12)	MA	1701
Mathematics or Statistics & Applied Mathematics	BA/MA	1701
Mathematics Teaching (7–12)	BA/MA	1701

* See Hunter College Undergraduate Catalog 2002-2004, p. 114, for information concerning undergraduate programs in mathematics and statistics.

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

Requirements for Admission

The general college admission requirements must be satisfied. The department's requirements are minimal in order to encourage all those who may have the mathematical maturity to handle the program to apply. Some students, however, may only be accepted into the program conditionally, contingent upon their successful completion of **MATH 351/641** (Mathematical Analysis I) and **MATH 260** (Linear Algebra). Hence, irrespective of past specialization, the only requirement for entrance into the program is an adequate undergraduate record, one semester of advanced calculus, and one semester of linear algebra.

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



MATHEMATICS and STATISTICS

Requirements for Degree

Thirty credits from courses chosen as follows:

- 1. **STAT 720, 721** (Probability).
- 2. **STAT 711, 712** (Statistical Decision Theory).
- 3. Fifteen credits in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the **MATH 700** and/or **STAT 700** level.
- 4. **STAT 790** (Case Seminar). The student, guided by a member of the faculty, prepares a project in statistics or applied mathematics. This replaces the comprehensive examination requirement. Students may elect to fulfill this requirement by taking **MATH 777**, subject to the approval of the graduate adviser.

The student must exhibit a working knowledge of two useful computer languages. This replaces the foreign language requirement.

PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (Grades 7-12) — MATHEMATICS MA

Two program sequences are available for the preparation of teachers of mathematics in grades 7-12, each of them designed for a different group of students. Track I is a 37-39 credit MA designed for individuals who have completed an undergraduate major in mathematics but have little or no background in teacher education. Track II is a 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 115 and in this catalog (see below).

Track I: MA in Teaching 37-39 credits

Requirements for Admission

- 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.*

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

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

Course Sequences:

Education: 22-24 credits

See School of Education section of the catalog for specification of courses.

Mathematics: 15 credits

MATH 620	3 cr
Sequential Mathematics from an Advanced Standpoint I	
MATH 630	3 cr
Sequential Mathematics from an Advanced Standpoint II	
MATH 640**	3 cr
Topics in Calculus	
MATH 661***	3 cr
History of Mathematics	
STAT 614***	3 cr

Comprehensive Examination

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

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

*** Required unless a student has had both multivariate calculus and experience with calculus using graphing calculators and computer packages such as MAPLE and MATHEMATICA. Students who do not need to take this course may substitute another 3-credit course or two seminars of 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.*

Track II: MA in Teaching 34.5-38 Credits

Requirements for Admission

- 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.

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

Course Sequences:

Education: 9-11 credits

See School of Education section of the catalog 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 ADOLESCENCE 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**, **630**, **661**, and **STAT 720** (or the equivalent),
2. 12 additional credits at the 300 level or above, with at least half at the graduate level, selected with the approval of the departmental adviser.

COURSE LISTINGS

Each course 45 hours, 3 cr unless otherwise noted

PURE MATHEMATICS

MATH 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 Schrödinger equations.

prereq: a course in ordinary differential equations

MATH 620 Sequential Mathematics from an Advanced Standpoint I

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics.

prereq: a course in ordinary differential equations

MATH 621 Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

MATH 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

MATH 623 Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

MATH 630 Sequential Mathematics from an Advanced Standpoint II

Study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions. Open only to Teacher Education Program students.

MATH 634 Geometries I

Topics in affine and projective geometry and/or topics in differential geometry.

prereq: a course in linear algebra

MATH 640 Topics in Calculus

Topics in single and multi-variable calculus examined from an advanced standpoint and incorporating use of graphing calculators and such computer packages as MAPLE and MATHEMATICA.

prereq: MATH 630. Open only to Teacher Education Program students.

MATH 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.

MATH 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

MATH 645 Mathematical Analysis II

Continuation of **MATH 641** with an emphasis on functions of several variables.

prereq: MATH 641

MATH 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

MATH 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*

MATH 661 History of Mathematics

Survey of the history of mathematics and statistics to the present including roots in non-Western culture and contributions of women and minorities.

MATH 671 Fundamental Concepts of Modern Mathematics

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

MATH 672 Mathematical Logic

A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem Theorem; and Church's Theorem on undecidability.

prereq: a course in linear algebra or permission of instructor

MATH 685 Numerical Methods I

Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations.

Note: Cross-listed as PHYS 685

prereq: a course in ordinary differential equations

MATH 695 Numerical Methods II

Topics in numerical methods selected from: solution of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and fast Fourier transform, partial differential equations.

Note: Cross-listed as PHYS 695

prereq: MATH 685 or equivalent

MATH 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

MATHEMATICS and STATISTICS

MATH 722 Modern Algebra II

Continuation of **MATH 721**

prereq: MATH 721

MATH 746 Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

MATH 747 Theory of Functions of a Real Variable II

prereq: MATH 746

MATH 772 Seminar

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

MATH 773, 774 Independent Study

prereq: permission of the department
45 hrs, 1 cr each

MATH 775, 776 Independent Study

prereq: permission of the department
45 hrs, 2 cr each

MATH 777, 778 Independent Study

prereq: permission of the department

APPLIED MATHEMATICS

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 711 Statistical Decision Theory I

Bayes, admissible, and minimax decision rules. Geometric interpretations. Sufficiency. Theory of optimal point estimation.

prereq: a course in linear algebra; coreq: advanced calculus or permission of the department

STAT 712 Statistical Decision Theory II

Continuation of **STAT 711**. Hypothesis testing and confidence sets. Optimal tests, invariance. Applications to ANOVA, regression, design, non-parametric inference.

prereq: STAT 711

STAT 713 General Linear Models

A course in Analysis of Variance (ANOVA) and Regression Analysis which emphasizes building complex models from large, often "messy," data sets, using SAS statistical software. Lab sessions will alternate with lectures.

prereq: Satisfactory performance in an introductory level course in applied statistics, such as STAT 213 or 113. Familiarity with linear algebra is encouraged.
Familiarity with a Windows computing environment encouraged.

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

spring and/or fall, please check with the dept

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 720 Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: A course in multivariate calculus (MATH 250 or equivalent) or permission of department

STAT 721 Advanced Probability Theory II

Continuation of **STAT 720**. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 720 or permission of the department

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

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

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

Introduction to the techniques of modern sampling, including both the methods of sampling and the theory supporting these methods.

Efficient sampling, analysis and consideration of biases, precision and accuracy.

prereq: STAT 720 or equivalent, or permission of the department

STAT 730 Mathematical Statistics

Estimation and hypothesis testing, including t , Chi-squared, F tests. Applications of linear regression and ANOVA.

prereq: 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.

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 625 Introduction to Linear Algebra

MATH 628 Number Systems

MATH 670 Foundations of Mathematics

MATH 725 Linear Algebra

MATH 741 Functional Analysis

MATH 742 Theory of Functions of a Complex Variable

MATH 751 General Topology

STAT 632 Nonparametric Statistics

STAT 633 Analysis of Categorical Data

STAT 634 Regression Analysis

STAT 635 Continuous Multivariate Analysis

STAT 636 Sample Surveys

STAT 637 Experimental Design and Analysis of Variance

STAT 638 Special Topics in Applied Statistics

STAT 681 Numerical Methods

STAT 731 Operations Research I

STAT 732 Operations Research II

STAT 750 Theory of Linear Models

STAT 781 Advanced Numerical Methods

STAT 790 Case Seminar

MUSIC

Department Office: 416 North Building; (212) 772-5020

Chair: Paul F. Mueller, 417 North Building; (212) 772-5020;
music@hunter.cuny.edu

Director of Graduate Studies: L. Poundie Burstein, 400D North Building,
(212) 772-5152, HunterMusT@aol.com

Director of Music Education Program: Victor Bobetsky, 400A North Building,
(212) 650-3574, victor.bobetsky@hunter.cuny.edu

Website: <http://www.hunter.cuny.edu/~music/>

FACULTY

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

Victor Bobetsky, Assistant Professor; DMA,
University of Miami; Music Education

Richard Burke, Assistant 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

L. Michael Griffel, Professor; PhD, Columbia;
Music History

Barbara L. Hampton, Professor; PhD,
Columbia; Ethnomusicology

Shafer Mahoney, Associate Professor; PhD,
Eastman School of Music; Composition

Paul F. Mueller, Professor; DMA, Indiana;
Performance

Nicholas G.M. Ross, Assistant Professor;
DMA Arizona State; Performance

Mark Spicer, Assistant 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 teacher of their choice approved by the department or with one of the internationally renowned instructors who serve as performance associates on the faculty. Recent instructors have included Martin Canin, Edna Golansky, and Steven Graff (piano); Stephen Hamilton and Walter Hilse (organ), Mary Barto (flute); Michelle Michaelis (violin); Karen Dreyfus (viola); Sara Overholt (guitar); Mary Hastings (trumpet); Richard Faulkner (trombone); and Jan Eric Douglas and Norma Newton (voice).

The MA degree is offered either as a terminal degree or as the first year of work toward the PhD degree within City University. See Bulletin of the Graduate Center or visit http://www.gc.cuny.edu/doctrinal_programs/Music/Overview.htm for a description of the PhD program and the complete list of its courses.

The Department of Music offers courses of

study leading to the MA degree, with concentrations in composition, ethnomusicology, music history, and performance. Students whose interests include more than one area may pursue mixed programs with the approval of the graduate adviser.

Requirements for Admission

In addition to the general requirements for admission to graduate degree programs, applicants must have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They must have completed at least two semesters of music history, four semesters of music theory, and two semesters of solfège. They must also have at least elementary facility at the keyboard and a reasonable mastery of an instrument (which may be a keyboard instrument) or voice. In addition, applicants must submit to the department a sample of work in the area in which they plan to concentrate: an audition for performers, a portfolio of compositions for composers, and a research paper on a musical subject for music historians and ethnomusicologists. Students who plan to pursue mixed programs must submit a sample of work in their strongest area. The Graduate Record Examination is not required.

Applicants with deficiencies in any of the above requirements should consult the department's graduate 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.

Core courses required of all students:

MUS 700 3 cr
Bibliography and Research Techniques

MUS 724 3 cr
Advanced Studies in Music Theory 1

MUS 725 3 cr
Advanced Studies in Music Theory 2

Or

MUS 753 3 cr
Transcription and Analysis in
Ethnomusicology

MUS 751, 752 6 cr
Advanced Studies in Music History 1-2

MUS 775 or MUS 776 3 cr
Seminar in Ethnomusicology 1 or 2

Or

MUS 779 3 cr
World Music Education

Degrees Offered

HEGIS

Music 42-cr	BA*	1004
Music 25-cr	BA*	1004
Music	B.Mus.*	1004
Music	MA	1004
Music Pre-K-12	MA	1004
Music	BA/MA	1004
Music Pre-K-12	BA/MA	1004

* Please refer to the 2002-2004 Hunter College Undergraduate Catalog, page 118 for undergraduate courses and degree programs in music.

Recommended courses for each concentration (may be modified with permission of the graduate adviser):

Composition: 9 cr

MUS 731, 732 Composition

MUS 799 Thesis in Composition

Ethnomusicology: 9 cr

MUS 776 Seminar in Ethnomusicology 2

ANTH 701 Ethnology

MUS 798 Thesis in Ethnomusicology

MUS 775 must be included in core

History: 9 cr

MUS 742 Seminar in Style Criticism

MUS 760 Seminar in Music History

MUS 798 Thesis in Music History

Performance: 9 cr

MUS 781-3 Private Lessons

Electives in all concentrations: 3 cr

Foreign Language

The candidate must demonstrate a reading knowledge of a foreign language, preferably French, German, or Italian. The foreign-language examination must be passed before a student may proceed beyond 18 credits.

Proficiency Examination

Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Thesis or Final Project

A final project consisting of a thesis (**MUS 798** or **MUS 799**), a public recital, or another approved piece of work (such as a research project in music education, a lecture-recital, or an internship plus a written report) is required of each student. This project may receive 0-3 credits, depending on the nature and scope of the work involved. A written proposal must be approved by the music department before a student may begin work on the project. Approval of the completed project requires the agreement of two faculty members.

MUSIC

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 solfège. They must have at least elementary facility at the keyboard and reasonable mastery of an instrument (which may be a keyboard instrument) or voice.

Applicants with deficiencies in any of the above requirements should consult the department's graduate 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 for nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Examination, may also be submitted in support of admission. See the School of Education section (p. 94, 105) 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
<i>(Students who have studied these subjects on the undergraduate level may be exempted from these requirements.)</i>	
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. 94)

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. See the School of Education section of both the undergraduate (p. 119) and graduate catalogs (p. 94) for more information.

COURSE LISTINGS

Each course 22.5 hrs, 1 cr, unless otherwise noted.

MUS 619 Vocal Pedagogy
Fundamentals of teaching posture, breath control, and tonal production. Emphasis on physiological and acoustical nature of the voice. Vocalises and songs.

MUS 641 Strings
Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral, and chamber music; thorough review of basic string technique.

MUS 643 Woodwinds
Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production, and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

MUS 645 Brass
Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

MUS 681, 682, 683, 684 Private Instruction in Instrument or Voice
For students not concentrating in performance.
15 hrs, 1 cr

MUS 700 Music Bibliography and Research
Techniques Study of sources and bibliographical methods as applied to musical material.
45 hrs, 3 cr

Each course 30 hrs, 1 cr

MUS 710 Hunter Symphony
Rehearsal and performance of orchestral works. May be taken four times for credit.
prereq: audition and perm instr

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.
prereq: audition and perm instr

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.
prereq: audition and perm instr

MUS 715 Jazz Ensemble
Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz, and musical comedy. One public performance per semester. May be taken four times for credit.

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 repertoire 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.

prereq: permission of department

Each course 45 hrs, 3 cr unless otherwise noted

MUS 724 Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth-century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

MUS 725 Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem of undergraduate music theory courses

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.

prereq: 2 semesters of undergraduate music theory and permission of the instructor

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.

prereq: permission of the instructor

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

*May be taken 4 times for credit.
15 hrs, 1 cr*

MUS 792

*May be taken 4 times for credit.
30 hrs, 2 cr*

MUS 793

*May be taken twice for credit.
45 hrs, 3 cr*

MUS 794

*May be taken twice for credit.
60 hrs, 4 cr*

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; 772-4970;
fkirklan@hunter.cuny.edu

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

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

It may also be obtained at <http://web.gc.cuny.edu/Philosophy/>

PHYSICS AND ASTRONOMY

Department Office:
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pharris@hunter.cuny.edu

Chair: Godfrey Gumbs,
1247 North Building;
(212) 650-3935;
ggumbs@hunter.cuny.edu

Master's Graduate Adviser:
Steven Greenbaum, 1220A North Building, (212) 772-4973;
Steve.greenbaum@hunter.cuny.edu

Adolescence or Teacher Education Program Adviser: Rodney Varley, 1216 North Building, (212) 772-5252, rvarley@hunter.cuny.edu

Website: www.ph.hunter.cuny.edu

Degrees Offered HEGIS

Physics	BA*	1902
Physics 7-12	BA*	1902
Physics	MA	1902
Physics 7-12	MA	1902.01
Physics	BA/MA	1902

* See Hunter College Undergraduate Catalog 2002-2004, p. 124 for information about undergraduate programs and courses in physics and astronomy.

FACULTY

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics

Ying-Chih Chen, Professor; PhD, Columbia; Laser Physics, Quantum Electronics, Ultra-fast Optics, Light Matter Interaction

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem

Marten denBoer, Professor; PhD, Maryland; Experimental Condensed Matter, Surface Physics

Greg Foster, Assistant Professor; PhD, SUNY, Stony Brook; Quantum Optics/Computing

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

Edward P. Tryon, Professor; PhD, California (Berkeley); Particle Physics, Cosmology

Rodney L. Varley, Associate Professor; PhD, Brandeis; Non-equilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

Siu-Tung Yau, Associate Professor; PhD, Biophysics and Nanotechnology

Marilyn W. Rothschild, Associate Professor; PhD, Rutgers; Dir. Physical Sciences Learning Center, Credit Evaluation Adviser.

Bo T. Lawergren, Professor Emeritus; PhD, Australian National University; Musical Acoustics, Experimental Nuclear Physics

MASTER OF ARTS

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate School and University Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

Requirements for Admission

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.

Requirements for the Degree

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.



PHILOSOPHY

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

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

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It may also be obtained at <http://web.gc.cuny.edu/Philosophy/>

PHYSICS AND ASTRONOMY

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Adolescence or Teacher Education Program Adviser: Rodney Varley, 1216 North Building, (212) 772-5252, rvarley@hunter.cuny.edu

Website: www.ph.hunter.cuny.edu

Degrees Offered HEGIS

Physics	BA*	1902
Physics 7-12	BA*	1902
Physics	MA	1902
Physics 7-12	MA	1902.01
Physics	BA/MA	1902

* See *Hunter College Undergraduate Catalog 2002-2004*, p. 124 for information about undergraduate programs and courses in physics and astronomy.

FACULTY

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics

Ying-Chih Chen, Professor; PhD, Columbia; Laser Physics, Quantum Electronics, Ultra-fast Optics, Light Matter Interaction

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem

Marten denBoer, Professor; PhD, Maryland; Experimental Condensed Matter, Surface Physics

Greg Foster, Assistant Professor; PhD, SUNY, Stony Brook; Quantum Optics/Computing

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

Edward P. Tryon, Professor; PhD, California (Berkeley); Particle Physics, Cosmology

Rodney L. Varley, Associate Professor; PhD, Brandeis; Non-equilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

Siu-Tung Yau, Associate Professor; PhD, Biophysics and Nanotechnology

Marilyn W. Rothschild, Associate Professor; PhD, Rutgers; Dir. Physical Sciences Learning Center, Credit Evaluation Adviser.

Bo T. Lawergren, Professor Emeritus; PhD, Australian National University; Musical Acoustics, Experimental Nuclear Physics

MASTER OF ARTS

The MA in physics is offered as a terminal degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate School and University Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD may also be carried out at Hunter College.

Requirements for Admission

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.

Requirements for the Degree

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 daytime hours.
3. A maximum of 9 credits may be accepted in approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.
4. The candidate will be required to pass a comprehensive examination based on the required courses listed in section 2(c) above or complete a thesis, under a faculty member's supervision, that is approved by the department's Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.
5. A minimum residence of two semesters at Hunter College Courses taken as a nonmatriculant may be counted toward the degree upon matriculation with the approval of the department's Graduate Physics Committee.
6. There are no foreign-language requirements.

Financial Aid

Financial aid in the form of teaching assistantships is generally available, and there is a small amount of aid in the form of grants. In addition, opportunities exist to engage in paid research with various members of the staff.

PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (Grades 7-12) – PHYSICS MA

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

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

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

Requirements for the Degree

Physics (minimum 16 credits):

PHYS 630 Science and Society.....	3 cr
PHYS 660 Challenging Concepts in Physics.....	4 cr

Plus three electives chosen from:

PHYS 605 Mathematical Physics.....	3 cr
PHYS 615 Electromagnetic Theory	3 cr
PHYS 625 Introduction to Quantum Mechanics ..	3 cr
PHYS 645 Solid State Physics.....	3 cr
PHYS 685 Numerical Methods I.....	3 cr

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

Education

See the School of Education section of this catalog p. 96 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 2002-2004, pp. 124-127 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 School and University Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records may enter the PhD program by passing CUNY's first PhD examination (an exam required of all PhD applicants). If they are enrolled in the PhD program, the courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.

COURSE LISTINGS

First-level Courses: Each course 45 hrs, 3 cr, unless otherwise noted.

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 U605 Mathematical Physics

Introduction to basic mathematical techniques used in physics.

PHYS U615 Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

PHYS U621 Electronics

Fundamental ideas of electronic circuits with special emphasis on solid state devices.

PHYS U625 Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

PHYS 630 Science and Society

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 U645 Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

PHYS 660 Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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

prereq: PHYS 630 and two elective courses in physics or permission of instructor
60 hrs, 4 cr

PHYS U671 Modern Physics Laboratory

Selected experiments from various fields of physics using modern techniques.

PHYS 685 Numerical Methods I

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

prereq: MATH 155

PHYS 695 Numerical Methods II

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

prereq: PHYS 685

PHYSICS AND ASTRONOMY

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 U771, U772, U773

Research or Independent Study

Research or independent study done under supervision of faculty member.

each 30-120 hrs, 1-4 cr

Courses offered according to student demand:

PHYS U738 Introduction to Non-equilibrium Statistical Mechanics

Introduction to basic techniques for study of matter in non-equilibrium situations.

Prereq: **PHYS U711**

PHYS U741 Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

PHYS U745, U746 Solid State Physics

Basic theory and techniques for study of matter in solid state are developed including solid state devices.

prereq for **PHYS U746:** **PHYS U725**

800-level university courses are periodically offered at Hunter College according to student demand.

PHYS U611 Analytical Mechanics

PHYS U624 Plasma Physics

PHYS U757 Astrophysics

POLITICAL SCIENCE

Department Office: 1724 West Building;
(212) 650-5500

Chair Kenneth Sherrill, 1724 West Building;
(212) 772-5798;
kenneth.sherrill@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>

PSYCHOLOGY

Department Office: 611 North Building;
(212) 772-5550

Chair: Vita Rabinowitz,

611 North Building;
(212) 772-5550;
vita.rabinowitz@hunter.cuny.edu

MA Program Director and Adviser:

Martin Chodorow,
514 Thomas Hunter Hall;
(212) 772-5558; gradpsych@hunter.cuny.edu

Program Head for Biopsychology (CUNY PhD Program): **Peter Moller**, 611 North Building;
(212) 772-5621

Website: <http://maxweber.hunter.cuny.edu/psych/maprog/>

FACULTY

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

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

Sheila Chase, Professor; PhD, CUNY; Experimental Psychology: Animal Cognition, Memory and Decision Processes, Computer Models

Martin Chodorow, Professor; PhD, MIT; Experimental Cognition: Models of Memory, Psycholinguistics, Computational Linguistics

Darlene DeFour, Associate Professor; PhD, Illinois; Personality and Social Psychology: Coping with Stress, Psychology of Women, Social Networks, Black Psychology, Culture and Psychology

Tracy Dennis, Assistant Professor; PhD, Pennsylvania State; Clinical and Developmental Psychology: Emotion Regulation, Motivation, Developmental Psychopathology, Cultural and Contextual Influences on Self Development and Social Relationships

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

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Rebecca Farmer Huselid, Associate Professor; PhD, Kansas; Social Psychology: Gender Roles and Health, Links Between Ethnic Identity, Adjustment, and Achievement

Shirzad Jenab, Assistant Professor; PhD, Mount Sinai School of Medicine; Drugs of abuse, gene expression, neurochemistry and neuropharmacology, CNS degenerative diseases

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

Degrees Offered		HEGIS
Psychology	BA*	2001
Psychology	MA	2001

* See Hunter College Undergraduate Catalog 2002-2004, p. 132 for information about the bachelor's program in psychology

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

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

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

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

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

Sandeep Prasada, Assistant Professor; PhD, MIT; Cognitive and Developmental Psychology: Conceptual & lexical representation in mind and brain, Language acquisition

Vanya Quiñones-Jenab, Associate Professor; PhD, Rutgers; Molecular and Neuroendocrinological Bases of Behavior: Drug Abuse Effects on Maternal Behaviors and CNS/Endocrine Mechanism, Ovarian Hormones and Pain Pathways

Vita C. Rabinowitz, Professor; PhD, Northwestern; Social Psychology: Gender Issues in Health, Coping, Justice and Helping, Health

Salomon Rettig, Professor; PhD, Ohio State; Social Psychology: Therapeutic Group, the Kibbutz, Risk-taking, Philosophy and Sociology of Science

Bonnie Seegmiller, Associate Professor; PhD, NYU; Developmental Psychology: Intrafamily Abuse, Family Interactions, Cross-cultural Research, Second Language Acquisition

Joyce Slochower, Professor; PhD, Columbia; Clinical and Social Psychology: Psychotherapy, Psychoanalysis

Virginia Valian, Professor; PhD, Northeastern; Cognitive and Developmental Psychology: Language Acquisition, Sex Differences in Cognition and Achievement

PHYSICS AND ASTRONOMY

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 U771, U772, U773

Research or Independent Study

Research or independent study done under supervision of faculty member.

each 30-120 hrs, 1-4 cr

Courses offered according to student demand:

PHYS U738 Introduction to Non-equilibrium Statistical Mechanics

Introduction to basic techniques for study of matter in non-equilibrium situations.

Prereq: **PHYS U711**

PHYS U741 Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

PHYS U745, U746 Solid State Physics

Basic theory and techniques for study of matter in solid state are developed including solid state devices.

prereq for **PHYS U746:** **PHYS U725**

800-level university courses are periodically offered at Hunter College according to student demand.

PHYS U611 Analytical Mechanics

PHYS U624 Plasma Physics

PHYS U757 Astrophysics

POLITICAL SCIENCE

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kenneth.sherrill@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>

PSYCHOLOGY

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MA Program Director and Adviser:

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(212) 772-5558; gradpsych@hunter.cuny.edu

Program Head for Biopsychology (CUNY PhD Program): **Peter Moller**, 611 North Building;
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Website: <http://maxweber.hunter.cuny.edu/psych/maprog/>

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Martin Chodorow, Professor; PhD, MIT; Experimental Cognition: Models of Memory, Psycholinguistics, Computational Linguistics

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Robert Fried, Professor; PhD, Rutgers; Psychophysiology: Biofeedback Behavior Physiology, EEG

James Gordon, Professor; PhD, Brown; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants

Cheryl Harding, Professor; PhD, Rutgers; Behavioral Endocrinology: Hormone-Behavior Interactions, Sexual Differentiation of the Brain and Behavior, Brain Neurochemistry and Learning

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

Degrees Offered		HEGIS
Psychology	BA*	2001
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* See Hunter College Undergraduate Catalog 2002-2004, p. 132 for information about the bachelor's program in psychology

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

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Vita C. Rabinowitz, Professor; PhD, Northwestern; Social Psychology: Gender Issues in Health, Coping, Justice and Helping, Health

Salomon Rettig, Professor; PhD, Ohio State; Social Psychology: Therapeutic Group, the Kibbutz, Risk-taking, Philosophy and Sociology of Science

Bonnie Seegmiller, Associate Professor; PhD, NYU; Developmental Psychology: Intrafamily Abuse, Family Interactions, Cross-cultural Research, Second Language Acquisition

Joyce Slochower, Professor; PhD, Columbia; Clinical and Social Psychology: Psychotherapy, Psychoanalysis

Virginia Valian, Professor; PhD, Northeastern; Cognitive and Developmental Psychology: Language Acquisition, Sex Differences in Cognition and Achievement

PSYCHOLOGY

PSYCH U785 Advanced Physiological Psychology III*

PSYCH U790 Experimental Psychopharmacology*
30 hrs lec, 60 hrs lab, 4 cr

PSYCH U799 Seminar and Practicum on the Teaching of Psychology
prereq: instructor's permission

800-LEVEL: Open to doctoral students only, except by special permission of the graduate adviser or the program head for biopsychology.

PSYCH U800 Seminar in Current Psychological Research
15-45 hrs incl conf, 1-3 cr

PSYCH U801 Seminar in Special Topics

PSYCH U802 Independent Psychological Research

Individual research conducted under the supervision of a department faculty member
3 cr

PSYCH U803 Doctoral Dissertation Seminar
3 cr

PSYCH U816 Seminar in Comparative Psychology

PSYCH U819 Seminar in Biopsychology

PSYCH U821 Seminar in Reproduction: Behavior and Physiology*

PSYCH U823 Seminar in Psychopharmacology*

PSYCH U832 Seminar in Behavior Theory*

PSYCH U900 Doctoral Dissertation Supervision
prereq: perm program head, biopsychology
1 cr

ROMANCE LANGUAGES

Department Office:

1341 West Building, (212) 772-5108

Chair: Giuseppe Di Scipio,
1309 West Building, (212) 772-5109,
giuseppe.discipio@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:

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:

Carlos Hortas, 1409 West Building, (212) 772-5009, chortas@hunter.cuny.edu
James O Pellicer, 1333 West Building, (212) 772-5125, jpellice@hunter.cuny.edu

Graduate advisers, Adolescence Education in Romance Languages:

French: Julia Przybos, 1327B West Building, (212) 772-5097, jprzybos@hunter.cuny.edu
Italian Maria Paynter, 1312 West Building, (212) 772-5090, mpaynter@hunter.cuny.edu
Spanish Carlos Hortas, 1409 West Building, (212) 772-5009, chortas@hunter.cuny.edu
James O Pellicer, 1333 West Building, (212) 772-5125, jpellice@hunter.cuny.edu

Website: <http://www.hunter.cuny.edu/~romlang>

Degrees Offered

HEGIS

French	BA*	1102
Italian	BA*	1104
Romance Languages	BA*	1101
Spanish	BA*	1105
Italian (grades 7-12)	BA*	1104
French (grades 7-12)	BA*	1102
Spanish (grades 7-12)	BA*	1105
French	MA	1102
Italian	MA	1104
Spanish	MA	1105
French	MA (grades 7-12)	1102.01
Italian	MA (grades 7-12)	1104.01
Spanish	MA (grades 7-12)	1105.01

* See Hunter College Undergraduate Catalog 2002-2004, p.140 for undergraduate courses and degree programs in Romance languages.

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

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

Marta Bermúdez, Assistant Professor; PhD, Arizona; Comparative Hispanic Literature

Diana Conchado, Associate Professor; PhD, Brown; Literature of the Golden Age

Marithelma Costa, Professor; PhD, CUNY; Medieval Spanish Literature, Modern Latin-American Literature

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

Carlos R. Hortas, Professor; PhD, Yale; Colonial Spanish-American Literature

James O. Pellicer, Professor; PhD, NYU; Latin-American Literature

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

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

Alicia Ramos, Associate Professor; PhD, Pennsylvania; Applied Linguistics, Methodology

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 School 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 the Degree

- Courses.** The total 30 credits for the MA must include:
 - One of the following courses (3 cr.)
 - RLNG 701** Introduction to Romance Linguistics
 - FREN 701** History of the French Language
 - ITAL 701** History of the Italian Language
 - SPAN 701** History of the Spanish Language
 - 24-27 cr. in literature of specialization.
 - Thesis Seminar: required of all students who elect to write master's essay (3 cr).
- 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.
- Comprehensive Examination.** Candidates must pass a written examination on the field of study, in the language of specialization.
- Master's essay.** The Master's essay is optional. Topic is determined in consultation with the principal adviser. The 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 School and University Center. See the bulletin of the Graduate School for a description of the PhD programs and a complete list of courses or go to www.gc.cuny.edu/.

PROGRAM FOR TEACHERS OF ADOLESCENCE 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

- Degree.** A bachelor's degree from an accredited institution acceptable to Hunter College.
- Languages.** Proficiency in French, Italian, or Spanish.
- 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.

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

- English Proficiency Requirement.** English proficiency is required, including a satisfactory score on the TOEFL examination for students who have studied abroad.

Requirements for the MA (TEP) in French, Italian, or Spanish

A total of 43-45 credits, to be distributed as follows:

- 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.
- 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.
- 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.
- 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.
- 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.



COURSE LISTINGS

Each course 30 hrs plus conferences, 3 cr unless otherwise noted.

ROMANCE LANGUAGES

RLNG 701 Introduction to Romance Linguistics I

Comparative study of evolution of French, Italian, and Spanish.

Required for MA in Arts and Sciences, if RLNG 702 is not taken.

RLNG 702 Introduction to Romance Linguistics II

Development of phonology and morphology. Schools and theories of Romance linguistics.

May be taken independently of RLNG 701.

FRENCH

FREN 702 Studies in French Criticism.

Major literary and aesthetic theories and judgments through reading of essays, prefaces, and manifestoes.

FREN 708 Methods of Research

Presentation and discussion of ways to conduct research in the field of French literature

FREN 711 Medieval French Literature I

French literature of the 12th and 13th centuries. Analysis of texts and reading of criticism.

FREN 712 Medieval French Literature II

French literature of the 14th and 15th centuries. Analysis of texts and reading of criticism.

FREN 720 Concepts of French Poetry

From its origin to the present.

FREN 721 French Poetry of 16th Century

Classical and Italian influences. The Lyons poets, the Pléiade, Protestant poets.

FREN 722 Rabelais and Montaigne

Analysis of works of Rabelais and Montaigne. Study of their intellectual milieu and heritage.

FREN 725 Main Currents of French Renaissance

Study of different aspects of French Renaissance in the works of major authors.

FREN 731 Descartes and Pascal

Analysis of major texts of Descartes and Pascal. Study of their influence.

FREN 732 French Tragedy of 17th Century

Study of 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 742 Voltaire and Rousseau

Study of important aspects of their works. Emphasis on their philosophical differences and affinities.

FREN 750 Era of Chateaubriand

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

FREN 751 Romanticism and the Parnasse

Analysis and discussion of French poetry from Lamartine's *Méditations* to Leconte de Lisle's *Poèmes barbares*.

FREN 752 French Poetry from Baudelaire to Symbolism

Analysis of works by Baudelaire, Verlaine, Mallarmé, Rimbaud, Laforgue. Discussion of criticism, theories, and evolution of aesthetic movements of the period.

FREN 753 Balzac and Stendhal

Major novels of Balzac and Stendhal. Comparative analysis of their themes 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

Impact of antipositivistic thought on novel and related genres of 19th-century French fiction. Works by Hugo, Sand, Mérimée, Nerval, Gautier, Barbey d'Aurevilly, Huysmans, Villiers de l'Isle-Adam.

FREN 756 19th-Century French Theatre

Main trends from Melodrama to Théâtre Libre. Readings from Pixérécourt, Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

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 763 Major Currents of Modern French Poetry

Readings from Valéry, Apollinaire, Jacob, Reverdy, Breton, Eluard, and others; movements such as Cubism, Surrealism; contemporary trends.

FREN 765 Aspects of Modern French Theatre

Analysis and discussion of plays by such authors as Claudel, Giraudoux, Rostand, 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

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

ITALIAN

ITAL 702 Italian Stylistics and Rhetoric

History of Italian rhetoric art and stylistics applied to literary text.

ITAL 710 Dante's *Inferno*

A study of the *Inferno*, its background and its poetics

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, symbolism, poetical significance 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*, *Principe* and *Discorsi*.

ITAL 723 Poets, Philosophers, Historians and Scientists of the Baroque

ITAL 724 Lorenzo de' Medici and His Circle

Works of Lorenzo de' Medici, Ficino, Poliziano, Pulci, and writings of Leonardo.

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 751 Pre-Risorgimento Period

Study of works by Parini, Monti, Berchet, Porta, Belli and Giusti.

ITAL 752 Art and Humanism of Manzoni

Study of the *Promessi Sposi* and poetic, dramatic, and critical works.

ITAL 753 Foscolo and Leopardi

Foscolo's *Jacopo Ortis*, *Sepolcri*, *Grazie* and Leopardi's *Canti*, *Operette morali*, *Zibaldone*.

ITAL 754 Carducci, D'Annunzio, Pascoli

Representative poetic, dramatic and narrative works.

ITAL 755 Leopardi

Study of poetry and prose. Art of Leopardi in Italian and European context.

ITAL 756 Neoclassical Tradition from Parini to D'Annunzio

Main poetical works of Parini, Foscolo, Carducci, D'Annunzio.

ITAL 760 Independent Research in Italian Literature

ITAL 762 Italian Novel and Theatre Since 1900
Verga, D'Annunzio, Pirandello, Betti, Fabbri, and Fo.

ITAL 763 Modern Italian Novel From Verga's *I Malavoglia* to Novels of Moravia
Novel and modern Italian society; novel as art form 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 791 Studies in History of Italian Theatre

Advanced seminar on the development of Italian theatre.

ITAL 793.00 Special Topics in Italian Literature**ITAL 799 Thesis Seminar**

Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

3 cr

SPANISH**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 723 Theatre Before Lope de Vega**SPAN 725 Spanish Comedia**

Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

SPAN 726 Nonfictional Prose of Golden Age

Study of didactic, mystical, and satirical writers of 16th and 17th centuries.

SPAN 730 Spanish Neoclassic Poetry and Essay

New currents in Spanish thought and poetry through 18th century.

SPAN 742 Realism and Naturalism in the Spanish Novel of 19th Century

Development of modern fiction from *Costumbrismo* to second generation of Naturalistic novelists. Special emphasis on work and significance of Pérez Galdós.

SPAN 750 Contemporary Spanish Poetry

Trends in Spanish poetry from Generation of 1898 to Existentialism.

SPAN 751 Romantic Poetry from Rivas to Bécquer

Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

SPAN 754 The Modern Essay in Spain

Trends of thought in Spanish essayists of 19th and 20th centuries with special emphasis on Unamuno and Ortega y Gasset.

SPAN 756 The Contemporary Spanish Novel

Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

SPAN 760 Spanish-American Literature: The Colonial Period

From early chroniclers of Indies to Neoclassicism.

SPAN 763 Spanish-American Fiction I: From Origins through *Modernista* Novel

Lizardi's *El Periquillo Sarniento*, Romanticism, Realism, Naturalism, and *Modernismo*.

SPAN 764 Spanish-American Fiction II: From "The Novel of the Mexican Revolution" to the Present

Development of Spanish-American novel and short story since *Modernismo*.

SPAN 765 Spanish-American Poetry I: From Neoclassicism through *Modernismo*

Spanish-American poetry from La Independencia to World War I. Attention paid to development of *prosa artística* during *Modernista* period.

SPAN 766 Spanish-American Poetry II: From Post-*Modernismo* to the Present

Post-*Modernismo*, Vanguardism, most recent trends.

SPAN 769 Spanish-American Theatre I

Spanish-American theatre from pre-Columbian times through the mid-19th century. Development of colonial theatre. Main theatrical productions which 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.

SPAN 778 Spanish-American Thought II

Continuation of **SPAN 777**. Study of the main currents of thought that led to the present characteristics of Spanish America from the end of the 19th century to the present.

SPAN 791 Special Studies in Spanish Literature

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

SPAN 796 Special Studies in Spanish-American Literature

Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

Courses offered only if student demand is sufficient:

SPAN 611 Literature of the Spanish Renaissance and the Counter-Reformation**SPAN 612 Major Authors of Spanish Baroque****SPAN 614 Spanish Literature of 19th Century****SPAN 615 Contemporary Spanish Literature****SPAN 616 Spanish-American Literature from Its Origin Through Romanticism and Realism****SPAN 617 Spanish-American Literature: *Modernismo* and Contemporary Trends****SPAN 621 Main Trends in Spanish Thought and Art****SPAN 622 Main Trends in Latin-American Thought and Art**

SOCIOLOGY/ SOCIAL RESEARCH

Department Office: 1622 West Building; (212) 772-5587

Chair: Charles Green, 1622 West Building; (212) 772-5585

Program Director and Adviser: Naomi Kroeger, 1601 West Building; (212) 772-5581; nkroeger@hunter.cuny.edu

Email: masters.socialresearch@hunter.cuny.edu

Website: <http://maxweber.hunter.cuny.edu/socio/gsr/gsrbasic.html>

FACULTY

Juan Battle, Associate Professor; PhD, Michigan; Sociology of Education, Stratification, Survey Research, Race/Ethnic/Minority Relations; Joint Appointment with Graduate Center

Robert Carter, Assistant Professor; PhD, Columbia; Law and Society, Theory, Race/Ethnic/Minority Relations

Margaret Chin, Assistant Professor; Ph.D. Columbia; Family, Qualitative Research Methods.

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

Naomi Kroeger, Associate Professor, and Program Director, GSR; PhD, Chicago; Formal Organizations, Qualitative Methodology, Aging/Social Gerontology

Manfred Kuechler, Professor; PhD, Bielefeld (Germany); Political Sociology, Collective Behavior/Social Movements, Quantitative Methodology

Marnia Lazreg, Professor; Ph.D. NYU, Development, Political Economy, Cultural Movements, Gender, Biotechnology

Claus Mueller, Associate Professor; PhD, New School for Social Research; Media Research and Analysis, Political Sociology

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

Robert Perinbanayagam, Professor; PhD, Minnesota; Theory, Language/Social Linguistics, Social Psychology

Janet Poppendieck, Professor; PhD, Brandeis; Family, Social Policy

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

Jeanne Weiler, Assistant 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). 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/MSSR applicants do not need to take the GRE. Undergraduate students admitted to the program generally start their graduate work toward the end of their junior

Degrees Offered		HEGIS
Sociology	BA*	2208
Sociology/Social Research	BA/MS	2208
Social Research	MS	2208
Social Studies 7-12	MA	2201.01

* See Hunter College Undergraduate Catalog 2002-2004, p. 148 for information about undergraduate program and courses in sociology.

year. Interested students should consult the program's adviser at the earliest possible date.

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, non-profit 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 advisers, Robert Carter, (212) 772-5640, rcarter@hunter.cuny.edu and Naomi Kroeger, (212) 772-5581, nkroeger@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; Phillip Morris; 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.

Requirements for Admission

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and 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 of 550 on the Test of English as a Foreign Language (TOEFL). Two letters of recommendation are required.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Requirements for the Degree

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

- Statistics I (**GSR 708**), Statistics II (**GSR 709**), Research Methods I (**GSR 710**), Research Methods II (**GSR 711**)
- Contemporary Sociological Theory (**GSR 702**)
- Workshop in Using Information Technology for Research (**GSR 716**)
- Seminar in Applied and Evaluation Research (**GSR 717**)

2. Electives

Fifteen credits are taken in courses in the candidate's area of specialization. With permission of the graduate adviser, students may take some courses in related graduate programs at the City University of New York or other institutions.

- 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

Fall Semester

- GSR 708 Statistics**
- GSR 710 Research Methods I**
- GSR Elective**
- GSR Elective**

Spring Semester

- GSR 702 Contemporary Sociological Theory**
- GSR 709 Statistics II**
- GSR 711 Research Methods II**
- GSR Elective**

Second Year

Fall Semester

- GSR 716 Workshop in Using Informational Technology for Research***
- GSR 718 Research Internship (6 cr)**
- GSR Elective**

Spring Semester

- GSR 717 Seminar in Applied and Evaluation Research***
- GSR 719 Applied Research Seminar**
- GSR Elective**
- GSR Elective**

* These courses may be offered in either the fall or spring semesters.

Part-time study, 3 1/2 years

First Semester

- GSR 708 Statistics I**
- GSR 710 Research Methods I**

Second Semester

- GSR 709 Statistics II**
- GSR 711 Research Methods II**

Third Semester

- GSR 716 Workshop in Using Information Technology for Research**
- GSR Elective**

Fourth Semester

- GSR 702 Contemporary Sociological Theory**
- GSR 717 Seminar in Applied and Evaluation Research**

Fifth Semester

- GSR 718 Research Internship (6 cr)**
- GSR Elective**

Sixth Semester

- GSR 719 Applied Research Seminar**
- GSR Elective**

Seventh Semester

- GSR Elective**
- GSR Elective**

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted. Students must consult the program 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 Market

Investigation of new media and information technologies and the markets they create (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research.

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 **URBP 760** (Health Planning and Policy Issues).

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 TELEVISA model); the international digital divide, and related issues.

GSR 790.59 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 790.60 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 790.61 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 753 Critical Analysis of Higher
Education

Introductory research seminar focusing on problems of higher education in the U.S. Case studies, policy problems and basic theoretical and research issues.

GSR 767 Interpersonal Process in
Organizations

Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations and interdepartmental relations.

SPECIAL TOPICS SEMINARS
AND INDEPENDENT RESEARCH

GSR 790 Special Topics Seminar

The program offers experimental special-topics seminars.

Check with program office for more information.



THEATRE

Department Office:
522 North Building,
(212) 772-5149

Email: huntergraduate@hotmail.com

Chair: Jonathan Kalb, 522 North Building, (212) 650 3789, jkalb@hunter.cuny.edu

Graduate Advisers: Mira Felner, 520B North Building (212) 650-3338 mfelner@hunter.cuny.edu
or **Claudia Orenstein,** 520H North Building (212) 772-4642, corenste@hunter.cuny.edu

Website: <http://hunter.cuny.edu/theatre/>

FACULTY

Barbara Bosch, Professor; PhD, California (Berkeley); American Theatre, Acting, Directing

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television

Ruby Dee, Visiting Professor; BA, Hunter; Acting

Mira Felner, Professor; PhD, NYU; Theatre History, Acting and Directing Theory

Tina Howe, Visiting Professor; BA, Sarah Lawrence; Playwriting

Jonathan Kalb, Professor; DFA, Yale; Dramaturgy, Dramatic Criticism, Theatre History

Stanley Kauffmann, Visiting Professor; BA, NYU; Dramatic Criticism

Claudia Orenstein, Associate Professor; PhD, Stanford; Theatre History, Asian Theatre, Political Theatre

Vera Mowry Roberts, Professor; PhD, Pittsburgh; Theatre History

Michael E. Rutenberg, Professor; DFA, Yale; Directing, Acting, Playwriting

Patricia S. Sternberg, Professor; MA, Villanova; Developmental Theatre, Creative Dramatics, Theatre for Youth

Bill Walters, Assistant Professor; MFA Southern Methodist; Directing and Acting

MASTER OF ARTS

The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; production and performance studies; playwriting; and developmental drama. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis. Individual counseling is an integral part of the program. Through meetings with the graduate adviser, a program of study that meets each student's needs is developed.

The Hunter Playwrights Project offers playwriting students the opportunity to see their work performed in staged readings or in productions with professional actors and directors. Other worthwhile scripts by advanced writers in the Hunter graduate theatre program may be given workshop productions by their student colleagues.

Students concentrating in dramaturgy may work in internship programs at professional theatre companies.

Degrees Offered

Theatre	BA	1007
Theatre	MA	1007

HEGIS

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 School for a description of the PhD program and the complete list of courses or go to <http://web.gc.cuny.edu/theatre>. Students take their courses where they are offered, in any of the branches of CUNY and at the CUNY Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016. All Hunter's Theatre MA-program courses are accepted toward the CUNY PhD.

COURSE LISTINGS

Each course 30 hrs, including conferences, 3 cr, unless otherwise noted.

THC 701 Theatre Research and Bibliography

Introduction to theatre research, bibliography, and critical methodology.

THEATRE HISTORY, THEORY AND CRITICISM

THC 702 History of Theatrical Theory and Criticism

Study of major theorists and critics, including Aristotle, Hegel, Brecht, and Artaud.

THC 703 Development of Dramatic Structure I

Analysis of dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.

THC 704 Development of Dramatic Structure II

Analysis of dramatic structure in representative major plays of 18th- to 20th-century playwrights.

THC 705 Theatre in Society

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

THC 710 Studies in Dramatic Genre

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama. May be repeated for credit.

THC 711 Theatre Criticism

Analysis of practical modern criticism.

THC 751 History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

THC 752 History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

THC 753 History of American Theatre

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

THC 758 Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

THC 760 Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance. May be repeated for credit.

DRAMATURGY

THC 761 Dramaturgy Research and Case Studies

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

THEATER

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.

prereq: **THC 751, 752, 791**, or *perm instr*
45 hrs, 3 cr

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.

prereq: *perm instr*
45 hrs, 3 cr

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.

prereq: **THC 761, 762, 763**, or *perm instr*
hrs to be arranged, 3 cr

STUDIES IN PRODUCTION AND PERFORMANCE

THC 730 Harold Clurman Seminar in Theatre

A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

THC 754 Contemporary Styles of Production

Theories in style and method of dramatic production.

THC 755 Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

THC 756 Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: **THC 755**

THC 785 Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

45 hrs, 3 cr

THC 791 Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

45 hrs, 3 cr

THC 792 Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: **THC 791**
45 hrs, 3 cr

DEVELOPMENTAL DRAMA

THC 776 Creative Dramatics

Theory and technique of guiding children in creativity through dramatizing stories, poetry, life experiences.

45 hrs, 3 cr

THC 777 Theatre for Youth

Study of dramatic literature for children and its production for child audiences. Actual participation in production of plays for children.

45 hrs, 3 cr

THC 778 Sociodrama

Theory and methods of role-playing and role-reversal techniques for group social situations.

prereq: *perm instr*
45 hrs, 3 cr

THC 779 Participation Theatre for Child Audiences

Conception, organization, and development of ensembles that use a variety of direct and indirect methods of involvement for and with child audiences.

prereq: **THC 776** or *perm instr*
45 hrs, 3 cr

THC 780 Drama for Therapeutic Uses

Techniques of drama therapy with institutionalized and/or outpatient groups. Classroom lectures and practicum with supervised field-work observations.

prereq: *perm instr*
45 hrs, plus additional hrs for on-site visits, 3 cr

PLAYWRITING

THC 790 Play Analysis

Study of structural elements of play essential to playwright and director.

THC 793 Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

45 hrs, 3 cr

THC 794 Playwriting II

Writing and criticism of original material with emphasis on full-length form.

prereq: **THC 793**
45 hrs, 3 cr

THC 795 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.

prereq: **THC 794** or **792**
45 hrs, 3 cr

THC 796 Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

45 hrs, 3 cr

INDEPENDENT RESEARCH AND SPECIAL TOPICS

THC 720 Independent Research

Directed program of reading, research or creative presentation under supervision of graduate faculty member.

prereq: *perm instr*
hrs to be arranged, 1-3 cr

THC 725 Special Topics

Studies in specialized areas of theatre. May be repeated for credit.

THESIS

THC 799 Master's Essay

Individual research under supervision, leading to master's essay or equivalent.

3 cr



URBAN AFFAIRS and PLANNING

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FACULTY

Thomas Angotti, Professor; PhD, Rutgers; Community Planning and Development, Environment, International

Jill Simone Gross, Assistant Professor; PhD, CUNY; Comparative International Urban Planning, Policy and Development, Citizen Participation

Steven J. Johnston, AICP, Assistant Professor; BArch, PhD, Columbia; Urban Design, Land Use Planning

Peter Kwong, Professor; PhD, Columbia; Asian-American Studies, Immigration

Lynn E. McCormick, Assistant Professor; PhD, MIT; Regional Economics and Planning, Community Development

Susan Turner Meiklejohn, Associate Professor; PhD, Michigan; Urban and Regional Planning, Urban Poverty, Workplace and Residential Segregation, Planning Theory, Housing

William J. Milczarski, AICP, Assistant Professor; PhD, Michigan; Director, Urban Planning Program; Transportation, Environmental Policy, Methodology

Stanley Moses, Professor; PhD, Syracuse; Education, Employment, Planning Theory

Sigmund C. Shipp, Assistant Professor; PhD, Cornell; Economic Development, Urban Theory, Development Planning

Elaine M. Walsh, MSW, CSW, Associate Professor; PhD, Fordham; Director, Urban Affairs Program, and Director, Public Service Scholar Program; Social Policy, Strategic Planning, Nonprofits, Philanthropy, Youth, Women and Leadership

Urban Research Center

The Urban Research Center was established to expand scholarship in urban and metropolitan affairs and to involve faculty and students in urban research projects. It serves as the research and services arm of the Department of Urban Affairs and Planning. The center frequently functions as a liaison between governmental and social agencies and Hunter College. The Urban Research Center also plans and coordinates urban research projects and sponsors faculty seminars. Research studies cover such areas as urban housing, urban transportation, comparative urban bureaucracy, urban political behavior, urban education, intergovernmental relations and urban ecology. Urban Research Center activities present opportunities for graduate students to work as graduate assistants and to pursue research and applied work in a close working relationship with faculty members. Some of the center's studies serve as subjects for theses.

Urban Affairs/Urban Planning Fellowships and Grants

The Department of Urban Affairs and Planning has a limited amount of financial aid. It includes the Donald G. Sullivan Scholarship, the Robert C. Weaver Scholarship, the James Felt Scholarship, the Hans Spiegel Scholarship, and the Marilyn and Herbert Hyman Scholarship, awarded to selected students pursuing a master's degree in urban affairs or urban planning. For information write to: Chair, Department of Urban Affairs and Planning, Hunter College, 695 Park Avenue, New York, NY 10021.

MASTER OF URBAN PLANNING

The master of urban planning program has four integrated components: a core curriculum, an area of concentration, an internship and a studio. Its purpose is to train planners who, like their counterparts throughout the nation, share a general expertise in theory, methods and urban structure, have a specialized knowledge of a policy planning area and have the skills and intellectual maturity to operate in the professional arena.

The 60-credit program is structured to provide students with the expertise essential to professional practice and to allow for maximum flexibility to accommodate individual interests. The core curriculum (27 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal context and to teach the skills of the profession. The area of concentration (12 credits) allows for in-depth training in a specific subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics.

The program encourages students to undertake internships or independent research. Each student must take at least one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation.

In addition, the department has several internal work opportunities generated by the faculty and the Urban Research Center. Faculty members routinely include in their research grant proposals funds to support graduate research assistants. In the past, these assistantships have included conducting interviews for a

study of citizen participation, editorial assistance for an analysis of New York City demographic and economic trends, data collection for an affordable housing project and field observations reviewing the social impact of specific public investments. In organizing their programs, students work closely with faculty 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 urban and American studies), engineering and architecture. English majors and students of religion, art history and business have also enrolled. While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career.

Applicants must meet the general admission requirements for Hunter graduate programs, except for the Graduate Record Examination, which is not required. These requirements include the submission of transcripts and two letters of recommendation, along with a completed application form obtained from the Office of Admissions. All applicants are encouraged to visit the department and meet with the program director and faculty.

Degrees Offered

HEGIS

Urban Studies	BA*	2214
Urban Planning	MUP	2214
Urban Affairs	MS	2214
Urban Planning/Law	MUP/JD	2214/1401
(with Brooklyn Law School)		

* See Hunter College Undergraduate Catalog 2002-2004, p. 155 for information concerning the BA in Urban Studies.

URBAN AFFAIRS AND PLANNING

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:

Core Curriculum	27 cr
Area of Concentration	12 cr
Planning Studio	6 cr
Internship URBG 775	3 cr
Unrestricted Electives	12 cr

The Core Curriculum

The core curriculum has four sections. Students must take required courses within each section and elect others as designated. Students may take up to 9 credits in the core per semester.

Theories and Process of Urban Planning..... 6 cr

URBP 705 Introduction to the Planning Process

URBP 701 History of Planned Urban Development

Urban Structures 6 cr

URBP 719 Introduction to Land Use Planning

URBG 702 Structure of the Urban Region

Public Policy and Law 9 cr

URBP 720 Law of Land Use Regulation I

URBG 706 Introduction to Policy Analysis

URBP 747 Planning in the Budget Process

Planning Methods and Information Management (normally 6 cr; 3 cr if URBG 710 is waived)

URBG 710 Urban Data Analysis (qualified students may apply for a waiver)

URBP 712 Planning Methods of Analysis and Forecasting

Areas of Concentration

The graduate program offers the following areas of concentration: housing and real estate, economic development, land use and design, transportation and environment, human services, and general practice. In general, each concentration is designed to give the student a working knowledge of a broad functional area. To fulfill the concentration requirement students select four courses from the suggested list. Students with special interests may create their own concentration. In developing their programs, students may combine Hunter courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations might be international planning and development, budgeting and management, and advanced data analysis.

Representative Courses in the Areas of Concentration

Housing and Real Estate

URBG 727 Introduction to Housing

URBG 728 Housing and Community Development Seminar

URBG 730 Law of Housing and Urban Development

URBP 731 Neighborhood Planning Workshop

URBG 742 Economics of Real Estate Development

Economic Development

URBG 740 Planning for Economic Development

URBG 741 Employment Planning and Policies

URBP 746 Planning and Public Finance

URBG 751 Educational Planning and Policies

Land Use and Design

URBP 721 Law of Land Use Regulation II

URBP 722 Land Use Planning Workshop

URBP 723 Introduction to Urban Design

URBP 724 Urban Design Workshop

URBP 725 Infrastructure and Site Planning

URBP 726 Site Planning Workshop

Transportation and Environment

URBP 732 Introduction to Transportation Planning

URBP 733 Transportation Planning Methods and Models

URBP 734 Environmental Planning

URBP 735 Law of Environmental Planning

Human Services

URBG 741 Employment Planning and Policies

URBG 750 Social Planning and Policy

URBG 751 Educational Planning and Policies

URBP 753 Planning Services for New Types of Family Composition

URBG 755 Planning for Community Development and Implementation

URBG 756 Citizen Participation in Planning and Development

URBP 760 Health Planning and Policy Issues

URBG 762 Health Regulation

URBG 791 Urban Development Workshop II

General Practice

URBP 725 Infrastructure and Site Planning

URBG 727 Introduction to Housing

URBP 731 Neighborhood Planning Workshop

URBP 732 Introduction to Transportation Planning

URBG 755 Planning for Community Development and Implementation

URBG 756 Citizen Participation in Planning and Development

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a 6-credit planning studio. This requirement is satisfied by

completion of **URBP 737** (Planning Studio). Ordinarily students elect this course in their second year of study or after completion of at least 30 credits of course work.

MASTER OF SCIENCE IN URBAN AFFAIRS

The MS program in Urban Affairs is designed to educate students for effective advanced practice and professional leadership related to urban problems 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 multidiscipline lens; developing knowledge that adds to the public policy debates and strategies for change; addressing conditions that undermine urban communities and constituencies; integrating techniques and strategies that address the social, economic and political conditions in urban communities; and developing solutions to problems confronting people, agencies, and the environment in which agencies function. It encourages creative, critical thinking about the social, economic and political changes that are important to the survival of cities. The program also affords students unique training before or after graduate study in related specializations or professional schools.

The graduate program in urban affairs is an experientially based curriculum designed to give students a sound foundation in theory, research, strategies, policy and practice in the study of urban affairs. Using a variety of instructional approaches, including case analysis, case vignettes and actual policy and management problems posed by nonprofit and public agencies, the program provides students with the settings and issues they are likely to face in their careers. Graduates of the program achieve an understanding of the urban environment and the interconnectedness of urban problems; they gain appreciation of the structure of the urban community and the people who live and work there, and skill in developing, managing and evaluating programs, in utilizing the results of policy analysis in decision making, and in designing strategies to address complex urban issues.

Recent economic, social and political changes as well as new and more complex regulatory requirements are increasing the demand for more highly trained leaders in the nonprofit sector. The curriculum offers the opportunity to focus on the nonprofit sector; its role in the economy and its role as a key player and employer in the national arena, particularly in New York City.

This 36-credit program, leading to an MS in urban affairs, can be completed by a full-time student in two semesters and a summer term, or on a part-time basis. While students can tailor their program to meet the needs of their careers, there are core courses that must be taken. To fulfill the

requirements of the degree the student structures a program comprising three components: a required core of 18 credits; a 9-credit area of concentration, and 9 credits of electives. A joint degree program is offered with John Jay College of Criminal Justice, leading to an MS in urban affairs and an MPA in public administration. Two dual-degree programs given in cooperation with General Theological Seminary are available. They lead to an MS in urban affairs and a master of divinity or master of sacred theology.

The urban affairs program is designed to train mid-career returning students and older practicing professionals and agency administrators as well as recent college graduates. This advanced training in urban affairs offers students the opportunity to pursue careers in neighborhood development; nonprofit, public and private management; policy positions; economic development; housing; and human-service delivery systems. Graduates of the program hold a variety of jobs in the public, nonprofit and private sectors. They hold jobs as government managers; policy analysts for municipalities; executive directors of local economic development corporations, Business Improvement Districts, social service, family and youth agencies, arts organizations and nonprofit organizations; bank officials; community organizers; program directors of nonprofits; elected officials; university professors; program planners; fund raisers; consultants; and police officers, among many others. Urban Affairs offers a limited number of Saturday classes which run for six or eight weeks each semester.

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

Applicants must meet Hunter's general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic experience may, after consultation with the graduate 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 is the Urban Development Workshop (9 credits), where students get the opportunity to work with nonprofit or public agencies. This hands-on experience immerses students in actual issues that they will confront in some manner after graduation. The workshop gives students experience in problem identification, design of strategies and interventions and proposal writing. The required internship and seminar are the capstones of the program, giving students the opportunity to apply their knowledge as consultants to an agency.

1. The degree requires 36 credits of graduate study.
2. The following courses (18 credits) must be taken by all degree candidates:
URBG 702 Structure of the Urban Region
URBG 775 Internship
URBG 790 Urban Development Workshop I (6 credits)
URBG 791 Urban Development Workshop II
URBG 792 Urban Affairs Seminar
 The area of concentration is chosen in consultation with the graduate adviser. The areas of specialization are urban policy, neighborhood development, program management and nonprofit. Electives may be taken from the range of courses offered in the department. Electives may also be taken in any part of the university.
3. Each student and his or her academic adviser will establish an elective field of concentration for a minimum of 18 credits. Such courses are not limited to the Department of Urban Affairs and Planning or even the School of Arts and Sciences. Where feasible, and with special permission, students will be able to arrange course work at other colleges.
4. Each student will be required to submit and to obtain approval for two formal reports in writing, in lieu of a master's thesis, in connection with two of the required courses. These reports will be used to evaluate the student's competence in urban problem solving and in articulating career objectives.

Areas of Concentration

At present, there are three options for establishing an area of concentration:

a) urban policy, b) neighborhood development, and c) a negotiated area of concentration tied to individual career objectives. Choices from among the following recommended courses may be made, but substitutions are permitted with the approval of the adviser:

Urban Policy

- URBG 703** Demographic Issues in Planning and Development
- URBG 706** Introduction to Policy Analysis
- URBG 710** Urban Data Analysis
- URBP 714** Computer Applications in Planning and Urban Affairs
- URBP 741** Employment Planning and Policies
- URBG 743** Economic Planning and Policy
- URBP 747** Planning in the Budget Process
- URBG 748** Management Control of Nonprofit Organizations
- URBG 750** Social Planning and Policy
- URBG 751** Educational Planning and Policies
- URBP 760** Health Planning and Policy Issues

Neighborhood Development

- URBG 727** Introduction to Housing
- URBG 728** Housing and Community Development Seminar
- URBP 731** Neighborhood Planning Workshop
- URBG 740** Planning for Economic Development
- URBG 748** Management Control of Nonprofit Organizations
- URBG 749** Strategic Planning for Nonprofit Organizations
- URBG 750** Social Planning and Policy
- URBG 755** Planning for Community Development and Implementation
- URBG 756** Citizen Participation in Planning and Development

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.



COURSE LISTINGS

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

URBP 700 Theories of Planning

Examination of the evolution of planning theory in relationship to set of roles available to contemporary urban planner.

URBP 701 History of Planned Urban Development

Study of conscious efforts to guide city development from ancient civilizations to the present. Emphasis on the relationship between public and private planning activities.

URBG 702 Structure of the Urban Region

Examination of economic, social, demographic, spatial and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

URBG 704 Comparative International Planning

Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

URBP 705 Introduction to the Planning Process

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy.

URBG 706 Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

URBG 707 Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

URBG 710 Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

URBP 711 Planning Information

Survey of public and private data bases available to planners focusing on traditional and nontraditional sources. Exploration of utilization and implications of data.

URBP 712 Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

URBP 713 Planning Methods for Optimization and Decision-Making

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

URBG 714 Computer Applications in Planning and Urban Affairs

Review of computers and their roles in urban professions. Survey of spreadsheets, data bases and word-processing programs as well as simple programming, computer mapping and main-frame 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: URBG 723 or permission of the instructor

URBG 725 Infrastructure and Site Planning

Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

URBP 726 Site Planning Workshop

Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

URBG 727 Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

URBG 728 Housing and Community Development Seminar

Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

prereq: URBG 727 or permission of the instructor

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.

prereq: Open only to matriculated graduate students in Department of Urban Affairs and Planning or permission of the instructor

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: URBG 727 or permission of the instructor

URBP 732 Introduction to Transportation Planning

Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

URBP 733 Transportation Planning Methods and Models

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

URBP 734 Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

URBP 735 Law of Environmental Planning

Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

URBP 736 Energy Planning and Policy Seminar

Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use and related areas.

URBG 737 Planning Studio

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.

URBP 746 Planning and Public Finance

Analysis of state and local financial structures within which planners operate. Examination of state constitutional limitations on government functions, structure and fiscal aspects of metropolitan government and political framework of financial decision-making.

URBP 747 Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

URBG 748 Management Control of Nonprofit Organizations

Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing and organizational analysis.

URBG 749 Strategic Planning for Nonprofit Organizations

Explanation of strategic planning process. Cases from range of state, local and federal nonprofit organizations in health, education, social service, religion and government.

URBG 750 Social Planning 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.

URBP 753 Planning Services for New Types of Family Composition

Study of alternative family models: single parent, multiple family households and dual career units. Identification of problems created by new models, types of services available for them and alternative services to be created to meet their needs.

URBG 755 Planning for Community Development and Implementation

Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical and political issues.

URBG 756 Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-à-vis development professionals, governmental agencies and the private sector.

prereq: Open only to graduate students matriculated in the Department of Urban Affairs and Planning or permission of the instructor

URBP 760 Health Planning and Policy Issues

Focus on current health issues. Examination of health care costs, delivery, national health insurance and patient-provider relations.

URBG 762 Health Regulation

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.

prereq: URBG 760 recommended but not required

URBG 775, 776, 777, 778 Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

URBP 780, 781, 782, 783 Independent Research

Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Research per semester.

URBP 784 Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

1 cr

URBP 785 Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

2 cr

URBG 787 Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy, youth policy, current and critical issues in non-profits, journalism and public policy human service delivery.

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.

*prereq: permission of the instructor
6 cr*

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 2003-2006 only if student demand is sufficient.

URBG 703 Demographic Issues in Planning and Development

Survey of current demographic trends including national population growth, age distribution patterns and changes in household composition. Discussion of how patterns relate to planning practice.

URBG 715 Urban Data Analysis Workshop

Examination of all phases of urban research process from problem formulation to preparation of the final report. Students work in teams to conduct research project.

prereq: URBG 710 or 714 or permission of the instructor

URBP 716 Advanced Computer Applications for Urban Planning

Employment of planning-specific computer application programs including urban data bases, computer mapping and program management.

prereq: URBG 714 or permission of the instructor

URBG 739 Regional Planning

Examination of planning at metropolitan level, viewing superimposition of multiplicity of local and state governmental jurisdictions on economically integrated urban regions.

URBG 752 Planning for Public Safety

Examination of crime reduction strategies emphasizing relationships among crime, safety and physical environment. Review of roles of planning agencies, housing authorities and criminal justice system.

URBP 765 Health Planning Workshop

Students collectively develop prototype regional health systems plan based on use of data required by federal guidelines.

*prereq: URBG 760 recommended but not required
60 hrs*



GRADUATE PROGRAMS IN THE SCHOOL OF EDUCATION

Acting Dean: Shirley Cohen, 1000 West Building, (212) 772-4622

Assistant Dean: Deborah Eldridge, 1000 West Building, (212) 772-4621

Director of the Office of Educational Services: Doreen D'Amico, 1000 West Building, (212) 772-4624

Director of Student Life, Professional Development and Community Outreach: Audrey Berman, 1000 West Building, (212) 772-4624

Director of Teacher Placement: Sally-Anne Milgrim, 926 West Building, (212) 772-4662

Teacher Certification, Office of Educational Services, 1000 West Building, (212) 772-4624

Director of Programs in Childhood Education: Nancy de la Cruz-Arroyo, 1001 West Building, (212) 772-4638

Director of Clinical Experiences: Jody Sanders, 1002 West Building, (212) 772-4038

Departmental Chairs

Curriculum and Teaching: Ira Kanis, 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) 772-4701

Website: <http://www.hunter.cuny.edu/schoolofed/>

FACULTY

Curriculum and Teaching

Sema Brainin, Associate Professor; EdD, Columbia; Cognitive Functioning, Curriculum

Jenny Castillo, Assistant Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

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

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

Janell Drone, Assistant Professor; PhD, Teachers College, Columbia; International Education/Curriculum and Teaching

Anne M. Ediger, Professor; PhD, UCLA; Applied Linguistics

Deborah Eldridge, Associate Professor and Assistant Dean; EdD, Boston; Language, Literacy, and Cultural Studies

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

Yang Hu, Assistant Professor; EdD, Teachers College, Columbia; English Education

Deborah Ann Jensen, Assistant Professor; PhD, Fordham; Language, Literacy and Learning

Ira Kanis, Associate Professor and Chair; EdD, Teachers College, Columbia; Science Supervision

Mary Lefkarites, Associate Professor; PhD, NYU; Human Sexuality, Women's Health Studies

Eleni Loizou, Assistant Professor; EdD, Teachers College, Columbia; Curriculum and Teaching

Carmen Mercado, Associate Professor; PhD, Fordham; Reading and Language Arts

Sally-Anne Milgrim, Professor; PhD, NYU; English and English Education

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

Barbara Ottaviani, Assistant Professor; EdD, Columbia; Instructional Technology

Angela Parrino, Associate Professor; PhD, NYU; Applied Linguistics

Janet Patti, Associate Professor; EdD, Northern Arizona; Education

Herbert Perr, Professor; MA, Hunter; Art and Art Education

Anthony Picciano, Professor; PhD, Fordham; Educational Administration, Technology

Migdalia Romero, Professor; PhD, NYU; Linguistics, Bilingual Education

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

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

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

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

** Joint Appointment with the School of Arts and Sciences.*

Educational Foundations and Counseling Programs

Tamara Buckley, Assistant Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Assistant Professor; PhD, University of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Assistant Professor; PhD, CUNY; Educational 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, Assistant 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, Associate Professor; PhD, Penn State; Counseling Psychology

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

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

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

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

Rena Subotnik, Professor; PhD, Washington; Gifted Education

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

Special Education

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

Shirley Cohen, Professor and Acting Dean; PhD, Columbia; Families of Students with Disabilities; Autism

Elaine Gale, Instructor; MA, Smith College; Deaf Education

Katherine Garnett, Professor and Chair; EdD, Columbia; Assessment and Curriculum Development, Learning Disabilities

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Marsha H. Lupi, Associate Professor; EdD, Columbia; Issues in Special Education, Personnel Preparation

Thomas C. McIntyre, Professor; PhD, Connecticut; Emotional and Behavior Disorders

Rosanne K. Silberman, Professor; EdD, Columbia; Visual Impairment, Severe/Multiple Disabilities

Diane C. Taranto, Assistant Professor; PhD, St John's; Early Childhood Special Education

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 develop or extend the competence of the classroom teacher, to provide training for specialized school and agency personnel and to establish a base for research skills in education and related fields. The graduate education and counseling programs offer opportunities for greater mastery of academic disciplines, development of professional theory and practice, study of problems confronting the professional in the field and the building of competence for research. All programs are registered with the New York State Education Department and most lead to New York State certification.

Each graduate program includes three components: course work, student teaching practicum or internship and a culminating activity. Criteria for continued matriculation include both the maintenance of academic standards and the demonstration of professional standards of behavior and deportment in classrooms and in fieldwork settings.

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 7:00 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.



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

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ADMISSION REQUIREMENTS

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

Through the spring of 2004 the School of Education will be engaged in the accreditation process through the National Council for the Accreditation of Teacher Education (NCATE). National recognition status is also being sought for individual program areas in selected Adolescence Education programs in English, foreign language, math, science, and social studies; Administration and Supervision; Childhood Education; Early Childhood Education; Literacy; Special Education in all specialty areas; and TESOL (Teachers of English to Speakers of Other Languages). For an update of the status of the accreditation process for the School of Education as well as the individual programs listed above, log onto the School of Education website <http://www.hunter.cuny.edu/schoolofed> and follow the links to NCATE and/or accreditation.

THE OFFICE OF EDUCATIONAL SERVICES

1000 West Building
(212) 772-4624, edsvc@hunter.cuny.edu

The Office of Educational Services (O.E.S.) provides support services to students enrolled in classes offered by the three teacher education departments of the School of Education. The primary areas of services provided include advisement, course schedule and registration; student teaching and field placement; graduation audit; teacher certification; teacher placement; and various student services such as permits, transfer of credit, waivers and leaves of absence.

The O.E.S. maintains regular office hours throughout the academic year (September 1-May 31), staying open some evenings to pro-

vide program advisement, admissions information, field experiences, student teaching support and general information related to certification and registration.

Hours may vary during registration periods, during the summer months, and when classes are not in session. Office hours are posted outside 1000 Hunter West (HW).

Admission

Graduate admissions to the School of Education are coordinated by Ms. Audrey Berman, Director of Student Life, Professional Development, and Community Outreach. Room 1000 West building, (212) 772-4624 audrey.berman@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://admissions.hunter.cuny.edu/~graduate/inter.html> or call the admissions office at (212) 772-4490.

Minimum Admission Requirements

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

Applicants whose native language is not English must take the TOEFL, and in some cases the TWE and TSE (see #4, Competency Examinations in section on Admission to Graduate Programs, p. 4). Admission to some programs is competitive; the number of qualified applicants may exceed the number of students who can be admitted.

Matriculation with Conditions

A student who is otherwise qualified for a particular program but who has not completed the course prerequisites to matriculation may be admitted to matriculation with conditions provided deficiencies do not exceed 12 credits.

Work to remove conditions must begin in the first semester and be completed in no more

than three consecutive semesters. A course taken as a condition of matriculation will not be credited toward the master's degree.

Nonmatriculated Status

Qualified students who apply for matriculation but do not initially meet matriculation requirements may, in some programs, be permitted to take 9 to 12 designated credits on a nonmatriculated basis 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 in which a student receives a grade of C will not count toward the degree unless a special waiver is granted by the dean. Grades of "Incomplete" must be changed to letter grades before an applicant is considered for matriculation. To be considered for matriculation, the student must have an overall GPA of 3.0 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. TESOL students wishing to change from the Adult to the K-12 Program (or vice versa) must submit a change-of-major form, available in Room 1000 HW.

Readmission

Students should apply for readmission in April for the fall semester and November for the spring semester (check the Admissions Office for deadlines). A student with a GPA below 3.0 must apply for special permission for readmission on probation in Room 1000 HW.

Degree Requirements

Master's program requirements vary according to students' qualifications and the requirements of the specific program. Students must achieve a GPA of at least 3.0 in both graduate courses and undergraduate courses needed to satisfy admission conditions. Students should not expect to complete the master's degree requirements by attending full-time, although this may be possible in some cases.

Candidates should consult the program coordinator or adviser about the comprehensive examination, the thesis requirements or culminating project at least one year in advance of the expected date of graduation. TESOL students either take a comprehensive examination or write a master's essay (thesis).

All graduate students are expected to demonstrate minimal competence in computer skills. 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 HW; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 HW.

Progress Standards

Students at Hunter College must maintain a cumulative GPA of 3.0. A student whose cumulative GPA falls below 3.0 at the end of any semester will be placed on probation. If the student fails to raise his/her cumulative GPA to 3.0 after one semester on probation, the student will be debarred and will not be allowed to continue at Hunter College.

All matriculated students without 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," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examination. The pass rate on the LAST (Part 1 of the New York State Teacher Certification Examination - NYSTCE) for 2000-2001 was 96%; the pass rate on the ATS-W (Assessment of Teacher Skills-Written - Part 2 of NYSTCE) for 2000-2001 was 98%

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.

Comprehensive Examination

A comprehensive examination may be required of master's degree candidates in specified programs. In programs where students may select either a thesis or a comprehensive examination, the thesis may not be chosen after a failure on the examination.

Graduation

All potential graduates must apply for graduation within the first two weeks of the semester in which they plan to graduate. A graduation audit form may be obtained in the Office of the Registrar. Completed applications must be returned to Room 1000 HW for signature.

New York State Certification

The graduate education programs described below (unless otherwise indicated) have been approved by the New York State Education Department to lead to initial and professional certification for teaching in New York State. To be recommended for certification the student must complete the approved program of study, file an application in 1000 HW, and pay the application processing fee required by the New York State Education Department. The Office of Educational Services processes the certification applications of students who complete an approved program and MA or MS degree requirements. In addition to the above, students

must pass the 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 Part 1 (LAST) and Part 2 (ATS-W) of the New York State Teacher Certification Examination (NYSTCE). Non-citizens must submit a Declaration of Intent to become a U.S. citizen. This certificate permits the holder to teach for three years before seeking certification.

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

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. Students with questions about certification should contact the Office of Educational Services.

New York City Licensing

Students who complete approved sequences of study may apply for a NYC license when they possess a valid NYS provisional or initial certificate in their subject area. After applying for the appropriate regular license and receiving fingerprint clearance, applicants will be granted a "Certificate to Serve as a Substitute for Certified Provisional Service," which enables them to seek employment on a full- or part-time basis until a regular licensing exam is given in their particular area. For more information regarding licensing and substitute certification, contact the NYC Board of Education, (718) 935-2670.

TEACHER PLACEMENT

926 West Building; (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 NTE (National Teacher Exam) and the NYSTCE (New York State Teacher Certification Examination) requirements for New York State certification. Preparation workshops are provided two times a year, usually in October and March.

GRADUATE PROGRAMS

The School of Education comprises three departments: Curriculum and Teaching, Educational Foundations and Counseling Programs, and Special Education. The school offers the following programs in teaching, counseling, and school administration:

A GUIDE TO GRADUATE PROGRAMS IN EDUCATION	Adm code	credits	page number
Administration/Supervision: Advanced Certificate	854	30 cr	p. 81
Administration/Supervision			
Adolescence Education: MA			p. 81
<i>All Education Sequences are 22-24 credits except for Math II which has 9-11 credits</i>			
Subject area	Adm code	Subject credits	Total credits for MA
Biology	185	minimum 15 cr	37-41 cr
Chemistry	186	minimum 15 cr	37-39 cr
Physics	194	minimum 16 cr	38-40 cr
Earth Science	187	minimum 16 cr	38-40 cr
Mathematics I	192	15 cr	37-39 cr
Mathematics II	192	25.5-27 cr	34.5-38 cr
Social Studies	195	18 cr	40-42 cr
French	189	21 cr	43-45 cr
Italian	190	21 cr	43-45 cr
Spanish	196	21 cr	43-45 cr
Latin	191	30 cr	52-54 cr
English	188	21-24 cr	43-48 cr
Music Pre-K-12	193	18-22 cr	39-45 cr
Childhood Education: MSED (33-47 credits)	Adm code	credits	
Childhood Education	170	33-47 cr	p. 105
Childhood Education with a Concentration in Mathematics and Science	170	33 cr	p. 112
Childhood Education with a Bilingual Extension	171	46 cr	p. 100
Counseling Programs: MSED (54-60 credits)	Adm code	credits	
Rehabilitation Counseling	852	54 cr	
School Guidance and Counseling	850	54 cr	
School Guidance and Counseling with a Bilingual Extension		60 cr	
Early Childhood Education: MSED	172	30-52 cr	p. 108
Early Childhood Education	172		
Program 1		42 cr	
Program 2		35 cr	
Early Childhood Education with Bilingual Extension:	168		p. 101
Program 1		40-52 cr	
Program 2		33-45 cr	
Program 3		30-36 cr	
Literacy Education: MSED	173	37 cr	p. 110
Special Education: MSED			p. 113
Childhood Special Education Learning Disabilities:	176		p. 115
Program 1		42-56 cr	
Program 2		35-37 cr	
Childhood Special Education Behavior Disorders:	176		p. 116
Program 1		43-55 cr	
Program 2		36 cr	
Childhood Special Education; Severe/Multiple Disabilities (including Deaf/Blindness):	177		p. 117
Program 1		44-56 cr	
Program 2		37 cr	
Early Childhood Special Education:			
Program 1A	174	48-54 cr	p. 118
Program 1B	174	36-54 cr	
Program 2	175	36 cr	
Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities:	169		p. 119
Program 1A		54-60 cr	
Program 1B		42-60 cr	
Program 2		42 cr	
Deaf and Hard of Hearing:	178		p. 120
Program 1		45-63 cr	
Program 2		38-44 cr	
Blind and Visually Impaired:	179		p. 121
Program 1		48-60 cr	
with optional O&M sequence		56-68 cr	
Program 2		41 cr	
with optional O&M sequence		49 cr	
Advanced Certificate		19 cr	
with optional O&M sequence		33 cr	
Visual Impairment: Rehabilitation Teaching	179	40 cr	
with optional O&M sequence		48 cr	
TESOL: MA	182	35-53 cr	p. 123
Program 1		48-53 cr	
Program 2		35-40 cr	
Program 3		36 cr	

Program 1: for students seeking New York State Certification

Program 2: for students who possess New York State Certification Prior to admission

Program 3: for students not seeking New York State certification

ADMINISTRATION & SUPERVISION/ADVANCED CERTIFICATE

Hunter College offers qualified candidates a 6th-year program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program consists of 30 credits beyond the master's degree. It leads to a professional certificate granted by Hunter College. Students who complete the program by fulfilling exit requirements also qualify for the New York State Certificate in School Administration and Supervision (SAS) and may apply to New York State for the SAS and the School District Administrator (SDA). The program fulfills the requirements for the licensing of supervisors and administrators in the New York City public schools.

Minimum Requirements for Admission

1. Completion of an approved master's degree with a minimum average of B (3.0)
2. Regular certification or licensing as a teacher and/or pupil personnel service provider within grades N-12 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: such as counselors, social workers, and school psychologists)
4. Promise of success in educational supervision and administration as determined by the completion of a comprehensive admissions process including an interview
5. Submission of two letters of support from the candidate's immediate site supervisor

Method of Initiating Candidacy

Applications for matriculation are due in April and November. A limited number of nonmatriculants may be accepted each semester for a maximum of 6 credits provided they fulfill the admission requirements. Interested candidates may request further information from the program coordinator or may obtain applications by writing to the Graduate Admissions Office at Hunter College.

Requirements for Completion of Program

All students must meet with a faculty member for advisement prior to registration, each semester. The program requires a minimum of four semesters of part-time study. All courses must be completed in five years.

Required Courses (21 credits total)	Credits
ADSUP 700	3
Human Relations in Educational Administration	
ADSUP 701	3
Organization and Administration of Public Schools I	
ADSUP 702	3
Organization and Administration of Public Schools II	
ADSUP 703	3
Supervision and Improvement of Instruction I	
ADSUP 705	3
Research Seminar in Supervision and Administration	
ADSUP 706	3
Field Experience Seminar in Supervision and Administration I	
ADSUP 707	3
Field Experience Seminar in Supervision and Administration II	

Elective Courses (9 credits)

Electives are selected jointly by student and program coordinator from appropriate offerings on the post-master's degree level.

Exit Requirements

Upon completion of the ADSUP Program, students will participate in an exit outcome assessment process including a portfolio review. Students who successfully complete this process will be recommended to receive their SAS, SDA and Hunter College sixth year advanced certificate.

ADOLESCENCE EDUCATION

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

Academic Subjects Content Knowledge

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

Professional Knowledge

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

Skills

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

Creating Community

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



THE TEACHER EDUCATION PROGRAM IN BIOLOGY

Educational Sequence Adviser: Steve Demeo,
908 West Building, (212) 772-4776
sdemeo@hunter.cuny.edu

Biology Department Adviser: Ezra Shahn,
838 North Building, (212) 772-5349
eshahn@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Biology

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following (in addition to a biology major): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Biology Department section of the catalog (p. 27) for additional information on admission and the course of study in biology.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Biology Department section of the catalog for information about the culminating project in biology.



Graduate Adolescence Education Course Sequence: Biology
(37-41 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704, SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.01	Student Teaching in Biology, Grades 7-12 (60 days student teaching + 30 hrs seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.11	Student Teaching in Biology in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.11	Practicum in Biology, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.21	Student Teaching in Biology in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.21	Practicum in Biology, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
BIOLOGICAL SCIENCES COURSES: Core requirements				
BIOL 610.55	Laboratory Workshop in Biology Education	4	Grad course in bio. or perm. of instruct	
BIOL 630	Science and Society	3	BIOL 610.55 or perm of instr	
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 course	
BIOL 750.03	Developmental Biology	4		BIOL 710.13, BIOL 714.01
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:		Biological sciences department		
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.				
Professional teaching portfolio		School of Education		

THE TEACHER EDUCATION PROGRAM IN CHEMISTRY

Educational Sequence Adviser: Steve Demeo,
(212) 772-4776, sdemeo@hunter.cuny.edu

Chemistry Department: Adviser Klaus Grohmann; 1401 North Building, (212) 772-5333 gklaus@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Chemistry

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8
2. A 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 geography), 6 credits in the arts, and 6 credits in math/technology
4. Two professional references to be included with the application for matriculation
5. An essay to be completed as part of the application for matriculation

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the chemistry department section of the catalog for additional information on admission and the course of study in chemistry (p. 29).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

**Exit Criteria:
Culminating Experiences**

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the chemistry department section of the catalog for information about the culminating experience in chemistry (p. 30).

**Graduate Adolescence Education Course Sequence:
Chemistry (37-39 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704, SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.02	Student Teaching in Chemistry, Grades 7-12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.12	Student Teaching in Chemistry in Grades 7-9 (30 hrs + 30 days and conferences) 3	3	SEDC 724	SEDF 706
SEDC 774.12	Practicum in Chemistry, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.22	Student Teaching in Chemistry in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDF 774.22	Practicum in Chemistry, Grade 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
CHEMISTRY COURSES: (minimum of 15 credits)				
CHEM 655	Demonstrations, Models and Technology	3		
CHEM 630	Science and Society	3		
CHEM 660	Challenging Concepts in Chemistry	4		
	Two electives chosen from 600-or 700-level courses in chemistry or biochemistry	at least 5 cr		
For students who have not taken physical chemistry, one of the electives must be:				
CHEM 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

Chemistry department

School of Education

THE TEACHER EDUCATION PROGRAM IN EARTH SCIENCE

Educational Sequence Adviser: Steve Demeo,
(212) 772-4776, 908 West Building,
sdemeo@hunter.cuny.edu

Geography Department Adviser:
Jeffrey Osleeb, (212) 772-5413;1025
North Building, jpo@geo.hunter.cuny.edu

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

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Earth Science

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

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

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree. These conditions must be fulfilled within the first three semesters. Finally, no student who is missing more than one course (3-4 credits) in the required sciences will be admitted to the program.

C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay)

and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they

will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

- E. See the geography department section of the catalog (p. 43) for additional information on admission and the course of study in earth science.

PROGRESS STANDARDS

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

Graduate Adolescence Education Course Sequence: Earth Science (38-40 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705

Take EITHER:

SEDC 754.01	Student Teaching in Earth Science, Grades 7-12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
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OR One of the Following:

SEDC 764.14	Student Teaching in Earth Science in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.14	Practicum in Earth Science, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706

PLUS One of the Following:

SEDC 764.24	Student Teaching in Earth Science in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.24	Practicum in Earth Science, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

EARTH SCIENCE COURSES: (minimum of 16 credits)

PGEOG701.63	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	3 or 4

Students lacking 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.

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

Geography department

School of Education

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. *Note: It is recommended that students with two or more INs take an official leave of absence.*
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW for specific guidelines.

See the geography department section of the catalog for information about the culminating project in earth science.

THE TEACHER EDUCATION PROGRAM IN ENGLISH

Educational Sequence Adviser:

Sally Milgrim, 926 West Building,
(212) 772-4662, smilgrim@hunter.cuny.edu

English Department Adviser: Cristina León

Alfar, 1216 West Building, (212) 772-5187,
calfar@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in English

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 21 credits in English to include 18 credits of advanced courses in literature (including 3 credits of world literature) and 3 credits of intermediate or advanced writing.
3. A general education core in the liberal arts and sciences to include the following (in addition to an English major): 6 credits in a language other than English (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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level.

These courses will not count toward the minimum number of credits required for the degree.

C. Admission to Nonmatriculant Status

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

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course

offerings (SEDC or SEDF).

D. Change in Status from Nonmatriculant to Matriculant

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

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

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. *Note: It is recommended that students with two or more INs take an official leave of absence.*
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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 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, integrat-

ing 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 be implemented to assess the

quality of the culminating experiences (portfolio and reflective presentation). See the *School of Education Graduate Handbook in Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

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

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (FRENCH)

Educational Sequence Adviser: Jenny Castillo, 905 West Building, (212) 772-4614, jcastil@shiva.hunter.cuny.edu

French Department Adviser: Julia Przybos, 1308 West Building, (212) 772-5097, jprzybos@hunter.cuny.edu

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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process conducted in French/English with French department adviser and educational 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Graduate Adolescence Education Course Sequence: English (43-48 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 711	Advanced Study of Young Adult Literature in Our Diverse Society (45 hrs)	3	None	SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
SEDC 721	Advanced Study of Teaching English Methods to a Diverse Population in Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 711	SEDC 710 , SEDC 705
Take EITHER:				
SEDC 751	Student Teaching in English, Grades 7-12 (60 days student teaching +30 hr seminar, + workshops and conferences)	5	SEDC 721	SEDF 706
OR One of the Following:				
SEDC 761.10	Student Teaching in English in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.10	Practicum in English, Grades 7-9 (30 hrs + conferences)	2	SEDC 721	SEDF 706
PLUS One of the Following:				
SEDC 761.20	Student Teaching in English in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.20	Practicum in English, Grades 10-12 (30 hrs + conferences)	2	SEDC 721	SEDF 706

ENGLISH DEPARTMENT COURSES (see English Department, p. 36 for course descriptions)

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

ENGL 607 Linguistics — the Structure of Modern English 3

ENGL 615 Rhetoric and Composition 3

Spoken Language. 3 credits in spoken communication, e.g., **THC 776** (Creative Dramatics), **THC 777** (Theatre for Youth), **THC 778** (Sociodrama); an equivalent undergraduate course may be used to fulfill this requirement.

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

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E.** See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (French).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

**Exit Criteria:
Culminating Experiences**

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog (p. 63) for information about the comprehensive examination in French.

**Graduate Adolescence Education Course Sequence:
Languages Other Than English (French) (43-45 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 752.01	Student Teaching in French, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 722	SEDF 706
OR One of the Following:				
SEDC 762.11	Student Teaching in French in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.11	Practicum in French, Grades 7–9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.21	Student Teaching in French in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.21	Practicum in French, Grades 10–12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (French)				
Graduate level	French and Francophone literature	21	See Romance language department, p. 64	
CULMINATING EXPERIENCES				
Comprehensive examination in French		Romance Language Department		
Professional teaching portfolio		School of Education		

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (ITALIAN)

Educational Sequence Adviser: Jenny Castillo, 905 West Building, (212) 772-4614, jmcasfil@hunter.cuny.edu

Italian Department Adviser: Maria Paynter, 1312 West Building, (212) 772-5090, mpaynter@hunter.cuny.edu and/or **Paolo Fasoli**, 1307 West Building, (212) 772-5129, pfasoli@hunter.cuny.edu

Admission Criteria

A. Matriculation Requirements for Teacher Education Programs in Languages Other Than English (Italian)

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, 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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Italian).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for all Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

Graduate Adolescence Education Course Sequence: Languages Other Than English (Italian) (43-45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 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:				
SEDC 762.12	Student Teaching in Italian in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.12	Practicum in Italian, Grades 7–9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.22	Student Teaching in Italian in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.22	Practicum in Italian, Grades 10–12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (Italian)				
Graduate level	Italian literature	21	See Romance language department, p. 64	
CULMINATING EXPERIENCES				
Comprehensive examination in Italian		Romance Language Department		
Professional teaching portfolio,		School of Education		

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

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Italian.

THE TEACHER EDUCATION PROGRAM IN LATIN (GRADES 7–12)

Educational Sequence Adviser: Gess LeBlanc,
1128 West Building, (212) 772-4677, gle-
blanc@hunter.cuny.edu

**Classical and Oriental Studies Department
Adviser: Ronnie Ancona,** 1402 West Building,
(212) 772-4960, 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 adolescence education, and for teachers certified in another area who wish to gain certification in Latin. This program is not for individuals with initial or provisional certification in Latin.

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Latin

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. 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, 6 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history and geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.
6. A personal interview.
Undergraduate students who are considering application to the MA program are advised to complete an undergraduate minor in English or a second language, since teachers of Latin may be required to teach another subject.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E. See the Classics section of this catalog for additional information on admission and the course of study in Latin.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.



- Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

Field experiences and student teaching will take place in New York City schools selected by Hunter College.

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

Exit Criteria: Culminating Experiences

At the completion of all course work, candidates are required to take comprehensive examinations in Latin translation, Latin grammar, and classical culture. See the Classics section of this catalog for further information about these examinations.

Students will also develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Classics section of the catalog (p. 30) for additional information about admission, the course of study in Latin, and the comprehensive examinations in Latin.

Graduate Adolescence Education Course Sequence: Latin for students without initial or provisional certification in Latin (52-54 credits)

EDUCATION COURSES

Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
LATED 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Latin, Grades 7–12 (45 hrs)	3	18 cr of graduate Latin	SEDF 704 SEDC 710
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
LATED 713	Methods 2: Intensive Study of Teaching Diverse Learners in Latin (30 hrs + 36 hrs fieldwork)	2	LATED 712 SEDF 703	SEDF 705

Take EITHER:

LATED 731	Student Teaching in Latin, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)	5	LATED 713	SEDF 706
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OR One of the Following:

LATED 751.10	Student Teaching in Latin in Grades 7–9 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706
LATED 741.10	Practicum in Latin, Grades 7–9 (30 hrs + conferences)	2	LATED 713	SEDF 706

PLUS One of the Following:

LATED 751.20	Student Teaching in Latin in Grades 10–12 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706
LATED 741.20	Practicum in Latin, Grades 10–12 (30 hrs + conferences)	2	LATED 713	SEDF 706

LATIN LITERATURE AND COMPOSITION, AND CLASSICAL CULTURE COURSES

Nine credits from the following four courses:

LAT 701	Literature of the Early Republic	3
LAT 702	Literature of the Late Republic	3
LAT 703	Literature of the Early Empire	3
LAT 704	Literature of the Late Empire	3

Six credits from the following four courses:

LAT 705	Caesar	3
LAT 706	Cicero	3
LAT 707	Vergil	3
LAT 708	Supervised Reading	3
LAT 709	Latin Composition (required)	3

Nine credits from the following four courses:

CLA 701	The Legacy of Ancient Greece	3
CLA 702	The Legacy of Ancient Rome	3
CLA 703	Classical Literature in Translation I	3
CLA 704	Classical Literature in Translation II	3
CLA 705	Greek and Latin Roots of English (required)	3

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

* Students may be exempted from up to 6 credits based on prior equivalent course work.

**Graduate Adolescence Education Course Sequence:
Mathematics Track I (37-39 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710 SEDF 705

Take EITHER:

SEDC 753	Student Teaching in Mathematics, Grades 7–12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 723	SEDF 706
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OR One of the Following:

SEDC 763.10	Student Teaching in Mathematics in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.10	Practicum in Mathematics, Grades 7–9 (30 hrs + conferences)	2	SEDC 723	SEDF 706

PLUS One of the Following:

SEDC 763.20	Student Teaching in Mathematics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDF 773.20	Practicum in Mathematics, Grade 10–12 (30 hrs + conferences)	2	SEDC 723	SEDF 706

MATHEMATICS AND STATISTICS DEPARTMENT COURSES FOR TRACK I

MATH 620	Sequential Mathematics from an Advanced Standpoint I	3	course in ordinary differential equations	
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3		
MATH 640*	Topics in Calculus	3	MATH 630	
MATH 661*	History of Mathematics	3		
STAT 614*	Data Analysis Using Statistical Software	3	STAT 213 or both MATH 125 and STAT 113 with C or better in each course Students lacking a significant background in geology or earth science may be required to take the following course as their elective:	

CULMINATING EXPERIENCES

Comprehensive examination in two parts: mathematics and pedagogy	Mathematics and statistics department
Professional teaching portfolio	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, p. 50.

See the Mathematics Department section of the catalog for information about the comprehensive examination in mathematics.

**THE TEACHER EDUCATION
PROGRAM IN MATHEMATICS
GRADES 7–12**

Educational Sequence Adviser:

Frank Gardella, 902 West Building,
(212) 772-4676,
fgardell@shiva.hunter.cuny.edu

Mathematics Department Adviser:

Edward Binkowski, 914A East Building,
(212) 772-4715,
grad.mathstatadvisor@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

Track I:

37- to 39-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. 24 or more credits in mathematics approved by the graduate mathematics 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. 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 (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 geography), 6 credits in science/technology, 6 credits in the arts.

Track II:

34.5- to 38-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. At least 18 credits in mathematics approved by the graduate mathematics 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. An average of at least 2.7 in mathematics courses.
4. New York State initial or provisional teacher certification in an area other than mathematics and assignment as a teacher of mathematics in grades 7–12.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Mathematics Department section of the catalog for additional information on the course of study in mathematics.

Graduate Adolescence Education Course Sequence:

Mathematics Track II (34.5-38 credits) *Note: The course sequence listed below is minimal. A transcript review will determine which, if any, additional courses from the pedagogical sequence (see Track I) will be required.*

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710 SEDF 705
One of the Following:				
SEDC 763.10	Student Teaching in Mathematics in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.10	Practicum in Mathematics, Grades 7–9 (30 hrs + conferences)	2	SEDC 723	SEDF 706
PLUS One of the Following:				
SEDC 763.20	Student Teaching in Mathematics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDF 773.20	Practicum in Mathematics, Grade 10–12 (30 hrs + conferences)	2	SEDC 723	SEDF 706
MATHEMATICS AND STATISTICS DEPARTMENT COURSES FOR TRACK II				
MATH 620	Sequential Mathematics from an Advanced Standpoint I	3	course in ordinary differential equations	
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3		
MATH 640*	Topics in Calculus	3	MATH 630	
MATH 621*	Introduction to Abstract Algebra	3	course in linear algebra	
MATH 623*	Theory of Numbers	3	course in linear algebra	
MATH 661*	History of Mathematics	3	STAT 213 or both MATH 125 and STAT 113 with C or better in each course	
STAT 614*	Data Analysis Using Statistical Software	3		
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 statistics department		
Mathematics and pedagogy				
Professional teaching portfolio		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, p. 50.				

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

THE TEACHER EDUCATION PROGRAM IN MUSIC

Educational Sequence Adviser: Gess LeBlanc,
1128 West Building, (212) 772-4677,
gleblanc@hunter.cuny.edu

Music Department Adviser: Victor Bobetsky,
400A North Building, (212) 650-3574,
victor.bobetsky@hunter.cuny.edu

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 geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These

courses will not count toward the minimum number of credits required for the degree.

C. Admission to Nonmatriculant Status

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

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the 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

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

A. 12-Credit Benchmark for all Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.



- A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
- Students with one grade of IN (Incomplete) within the first 12 teacher education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with 2 or more INs take an official leave of absence.

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West, before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Music Department section of the catalog for information about the TEP project in music.

Graduate Education Course Sequence Pre-K – 12: Music (39–45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
MUSED 677	Methods of Teaching Instrumental Music in Grades pre-K-12 (45 hrs plus 18 hours of fieldwork)	2		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
MUSED 678	Methods of Teaching Vocal and General Music in Grades pre-K-12 (45 hours plus 18 hours of fieldwork)	2	MUSED 677	SEDC 710 SEDF 705

Take EITHER:

SEDC 756	Student Teaching in Music, Pre-K-12 (60 days, 30 hours of seminar plus workshops and conferences)	5	MUSED 678	SEDF 706
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OR One of the Following:

SEDC 766.10	Student Teaching in Music in Grades Pre-K-6 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 776.11	Practicum in Music, Grades Pre-K-6 (30 hrs + conferences)	2	MUSED 678	SEDF 706

PLUS One of the Following:

SEDC 762.21	Student Teaching in Music in Grades 7–12 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 772.21	Practicum in Music, Grades 7–12 (30 hrs + conferences)	2	MUSED 678	SEDF 706

MUSIC DEPARTMENT COURSES

MUS 619*	Vocal Pedagogy	1		
MUS 641*	Strings	1		
MUS 643*	Woodwinds	1		
MUS 645*	Brass	1		
MUS 724	Advanced Study in Musical Theory 1	3	4 sem und. mus. theory courses	

Take EITHER:

MUS 725	Advanced Study in Musical Theory 2	3	MUS 724 or perm. instr.	
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OR:

MUS 753	Transcription and Analysis in Ethnomusicology	3		
MUS 751	Advanced Studies in Music History 1	3		
MUS 752	Advanced Studies in Music History 2	3		
MUS 779	World Music Education	3		
Music electives	Courses chosen in consultation with graduate adviser. The TEP project (MUS 791) may be used to fulfill 1 cr of electives.	3		

CULMINATING EXPERIENCES

TEP Project	A project involving research. Students may receive one credit of independent study (MUS 791) toward the MA degree (see music department, p. 53)	(1)	Music department	
	Professional teaching portfolio		School of Education	

*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.

ADOLESCENCE EDUCATION/PHYSICS

THE TEACHER EDUCATION PROGRAM IN PHYSICS

Educational Sequence Adviser: Steve Demeo,
908 West Building, (212) 772-4776, sde-
meo@hunter.cuny.edu

Physics Department Adviser: Rodney Varley,
1216 North Building, (212) 772-5252,
rvarley@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Physics

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

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Physics Department section of the catalog (p. 57) for additional information on admission and the course of study in physics.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

Graduate Adolescence Education Course Sequence: Physics (38-40 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.03	Student Teaching in Physics, Grades 7–12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.13	Student Teaching in Physics, in Grades 7–9 (30 hrs + 30 days and conferences) 3	3	SEDC 724	SEDF 706
SEDC 774.13	Practicum in Physics, Grades 7–9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.23	Student Teaching in Physics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDF 774.23	Practicum in Physics, Grade 10–12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PHYSICS COURSES*				
PHYS 630	Science and Society	3		
PHYS 660	Challenging Concepts in Physics	4		
Plus three electives (nine credits) chosen from:				
PHYS 605	Mathematical Physics	3		
PHYS 615	Electromagnetic Theory	3		
PHYS 625	Introduction to Quantum Mechanics	3		
PHYS 645	Solid State Physics	3		
PHYS 685	Numerical Methods I	3		
CULMINATING EXPERIENCES				
Students will prepare a research proposal or conduct a research project while enrolled in PHYS 660 , the capstone course in physics		Physics department		
Professional teaching portfolio		School of Education		
* Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.				

2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Physics Department section of the catalog for information about the culminating project in Physics.

THE TEACHER EDUCATION PROGRAM IN SOCIAL STUDIES

Educational Sequence Adviser: Terrie Epstein,
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History Department Adviser: Barbara Welter,
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bwelter@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Social Studies

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history with a GPA of 3.0, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. A general education core in the liberal arts and sciences to include the following (in addition to social studies): 6 credits in English, 6 credits in a language other than English (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 the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the History Department section of the catalog for additional information on admission and the course of study in social studies.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.



Graduate Adolescence Education Course Sequence: Social Studies (40-42 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 715	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7-12 (45 hrs)	3		SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 725	Methods 2: Intensive Study of Teaching Diverse Learners in Social Studies (30 hrs + 36 hrs fieldwork)	2	SEDC 715	SEDC 710, SEDF 705

Take EITHER:

SEDC 755	Student Teaching in Social Studies, Grades 7-12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 725	SEDF 706
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OR One of the Following:

SEDC 765.10	Student Teaching in Social Studies in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.10	Practicum in Social Studies, Grades 7-9 (30 hrs + conferences)	2	SEDC 725	SEDF 706

PLUS One of the Following:

SEDC 765.20	Student Teaching in Social Studies in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.20	Practicum in Social Studies, Grades 10-12 (30 hrs + conferences)	2	SEDC 725	SEDF 706

HISTORY AND GEOGRAPHY COURSES (18 credits)

History 15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

PLUS: Geography 3 credits (one course) from the following:

GEOG 709	Geographic Thought and Theory	3
GEOG 705	Cultural and Social Geography	3
GEOG 706	Latin Americanist Geography	3
GEOG 709	Geography of Selected World Regions	3
GEOG 712	Sustainable Development in Developing Countries)	3
GEOG 741	Population Geography	3
GEOG 742	International Migration and Ethnicity or a graduate-level special topics seminar with permission of an adviser.	3

CULMINATING EXPERIENCES

Comprehensive examination in history	History department
Professional teaching portfolio	School of Education

- Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the History Department section of the catalog for information about the comprehensive examination in history.

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (SPANISH)

Educational Sequence Adviser: Jenny Castillo, (212) 772-4614, jmcastil@shiva.hunter.cuny.edu

Spanish Department Adviser: Carlos Hortas, (212) 772-5108, chortas@hunter.cuny.edu and/or James Pellice, (212) 772-5125, jpellice@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (Spanish)

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process conducted in Spanish/English with Spanish Department adviser and educational 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Spanish).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

Graduate Adolescence Education Course Sequence: Languages Other Than English (Spanish) (43-45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 752.03	Student Teaching in Spanish, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 722	SEDF 706
OR One of the Following:				
SEDC 762.13	Student Teaching in Spanish in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.13	Practicum in Spanish, Grades 7–9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.23	Student Teaching in Spanish Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.23	Practicum in Spanish, Grades 10–12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (Spanish)				
Graduate level	Spanish and Spanish-American literature	21	See Romance language department, p. 65	
CULMINATING EXPERIENCES				
Comprehensive examination in Spanish		Romance Language Department		
Professional teaching portfolio		School of Education		

ADOLESCENCE EDUCATION

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the Office of Educational Services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Spanish.

BILINGUAL EDUCATION

M.S. ED. in Childhood Education with a Bilingual Extension (Spanish/English) Program

Coordinator: Yvonne De Gaetano, 1019 West Building, (212) 772-4683,
yvonne.degaetano@hunter.cuny.edu

M.S. ED. in Early Childhood Education Birth through Grade 2, with a Bilingual Extension

Program Coordinators: Yvonne De Gaetano and Christina Taharally, 1103 West Building,
(212) 772-4679, ctaharal@hunter.cuny.edu

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

- A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.
- A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
- A general core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which one course must be in United States history or geography); and 6 credits in the arts.
- Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
- An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

B. Progress Standards: 12-Credit Benchmark

- Students must maintain a GPA of 3.0 in order to continue in the program.
- Students with two or more grades of IN (Incomplete) may not enroll in any courses. It is recommended that such students take a leave of absence until these courses have been completed.
- No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.
- Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.

All students, matriculants and nonmatriculants, must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register for the LAST during their first semester in the program. Applications are available in Room 1000 HW.

Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

C. Nonmatriculant Status Requirements

Applicants who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

D. Change in Status from Nonmatriculated to Matriculated Status

Those applicants who are accepted as nonmatriculants must apply for matriculation during the semester in which they complete 12 credits of course work. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits. The 12 credits to be completed are: **EDF 709**, **EDCF 700**, **BILED 701**, and **EDC 704**. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.

Exit Standards

- An overall GPA of 3.0.
- 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.
- Completion of the culminating experience **BILED 780** (Bilingual Research Seminar), with a grade of B or better.

ADMINISTRATION & SUPERVISION/ADVANCED CERTIFICATE

Hunter College offers qualified candidates a 6th-year program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program consists of 30 credits beyond the master's degree. It leads to a professional certificate granted by Hunter College. Students who complete the program by fulfilling exit requirements also qualify for the New York State Certificate in School Administration and Supervision (SAS) and may apply to New York State for the SAS and the School District Administrator (SDA). The program fulfills the requirements for the licensing of supervisors and administrators in the New York City public schools.

Minimum Requirements for Admission

1. Completion of an approved master's degree with a minimum average of B (3.0)
2. Regular certification or licensing as a teacher and/or pupil personnel service provider within grades N-12 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: such as counselors, social workers, and school psychologists)
4. Promise of success in educational supervision and administration as determined by the completion of a comprehensive admissions process including an interview
5. Submission of two letters of support from the candidate's immediate site supervisor

Method of Initiating Candidacy

Applications for matriculation are due in April and November. A limited number of nonmatriculants may be accepted each semester for a maximum of 6 credits provided they fulfill the admission requirements. Interested candidates may request further information from the program coordinator or may obtain applications by writing to the Graduate Admissions Office at Hunter College.

Requirements for Completion of Program

All students must meet with a faculty member for advisement prior to registration, each semester. The program requires a minimum of four semesters of part-time study. All courses must be completed in five years.

Required Courses (21 credits total)	Credits
ADSUP 700	3
Human Relations in Educational Administration	
ADSUP 701	3
Organization and Administration of Public Schools I	
ADSUP 702	3
Organization and Administration of Public Schools II	
ADSUP 703	3
Supervision and Improvement of Instruction I	
ADSUP 705	3
Research Seminar in Supervision and Administration	
ADSUP 706	3
Field Experience Seminar in Supervision and Administration I	
ADSUP 707	3
Field Experience Seminar in Supervision and Administration II	

Elective Courses (9 credits)

Electives are selected jointly by student and program coordinator from appropriate offerings on the post-master's degree level.

Exit Requirements

Upon completion of the ADSUP Program, students will participate in an exit outcome assessment process including a portfolio review. Students who successfully complete this process will be recommended to receive their SAS, SDA and Hunter College sixth year advanced certificate.

ADOLESCENCE EDUCATION

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

Academic Subjects Content Knowledge

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

Professional Knowledge

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

Skills

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

Creating Community

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



THE TEACHER EDUCATION PROGRAM IN BIOLOGY

Educational Sequence Adviser: Steve Demeo,
908 West Building, (212) 772-4776
sdemeo@hunter.cuny.edu

Biology Department Adviser: Ezra Shahn,
838 North Building, (212) 772-5349
eshahn@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Biology

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following (in addition to a biology major): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Biology Department section of the catalog (p. 27) for additional information on admission and the course of study in biology.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Biology Department section of the catalog for information about the culminating project in biology.



Graduate Adolescence Education Course Sequence: Biology
(37-41 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704, SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.01	Student Teaching in Biology, Grades 7-12 (60 days student teaching + 30 hrs seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.11	Student Teaching in Biology in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.11	Practicum in Biology, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.21	Student Teaching in Biology in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.21	Practicum in Biology, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
BIOLOGICAL SCIENCES COURSES: Core requirements				
BIOL 610.55	Laboratory Workshop in Biology Education	4	Grad course in bio. or perm. of instruct	
BIOL 630	Science and Society	3	BIOL 610.55 or perm of instr	
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 course	
BIOL 750.03	Developmental Biology	4		BIOL 710.13, BIOL 714.01
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:		Biological sciences department		
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.				
Professional teaching portfolio		School of Education		

THE TEACHER EDUCATION PROGRAM IN CHEMISTRY

Educational Sequence Adviser: Steve Demeo,
(212) 772-4776, sdemeo@hunter.cuny.edu

Chemistry Department: Adviser Klaus Grohmann; 1401 North Building, (212) 772-5333 gklaus@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Chemistry

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8
2. A 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 geography), 6 credits in the arts, and 6 credits in math/technology
4. Two professional references to be included with the application for matriculation
5. An essay to be completed as part of the application for matriculation

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

E. See the chemistry department section of the catalog for additional information on admission and the course of study in chemistry (p. 29).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

**Exit Criteria:
Culminating Experiences**

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the chemistry department section of the catalog for information about the culminating experience in chemistry (p. 30).

**Graduate Adolescence Education Course Sequence:
Chemistry (37-39 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704, SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.02	Student Teaching in Chemistry, Grades 7-12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.12	Student Teaching in Chemistry in Grades 7-9 (30 hrs + 30 days and conferences) 3	3	SEDC 724	SEDF 706
SEDC 774.12	Practicum in Chemistry, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.22	Student Teaching in Chemistry in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDF 774.22	Practicum in Chemistry, Grade 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
CHEMISTRY COURSES: (minimum of 15 credits)				
CHEM 655	Demonstrations, Models and Technology	3		
CHEM 630	Science and Society	3		
CHEM 660	Challenging Concepts in Chemistry	4		
	Two electives chosen from 600-or 700-level courses in chemistry or biochemistry	at least 5 cr		
For students who have not taken physical chemistry, one of the electives must be:				
CHEM 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

Chemistry department

School of Education

THE TEACHER EDUCATION PROGRAM IN EARTH SCIENCE

Educational Sequence Adviser: Steve Demeo,
(212) 772-4776, 908 West Building,
sdemeo@hunter.cuny.edu

Geography Department Adviser:
Jeffrey Osleeb, (212) 772-5413;1025
North Building, jpo@geo.hunter.cuny.edu

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

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Earth Science

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

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

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree. These conditions must be fulfilled within the first three semesters. Finally, no student who is missing more than one course (3-4 credits) in the required sciences will be admitted to the program.

C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status as resources permit. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay)

and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they

will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

- E. See the geography department section of the catalog (p. 43) for additional information on admission and the course of study in earth science.

PROGRESS STANDARDS

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

Graduate Adolescence Education Course Sequence: Earth Science (38-40 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704, SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705

Take EITHER:

SEDC 754.01	Student Teaching in Earth Science, Grades 7-12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
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OR One of the Following:

SEDC 764.14	Student Teaching in Earth Science in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.14	Practicum in Earth Science, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706

PLUS One of the Following:

SEDC 764.24	Student Teaching in Earth Science in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.24	Practicum in Earth Science, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

EARTH SCIENCE COURSES: (minimum of 16 credits)

PGEOG701.63	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	3 or 4

Students lacking 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.

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

Geography department

School of Education

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. *Note: It is recommended that students with two or more INs take an official leave of absence.*
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW for specific guidelines.

See the geography department section of the catalog for information about the culminating project in earth science.

THE TEACHER EDUCATION PROGRAM IN ENGLISH

Educational Sequence Adviser:

Sally Milgrim, 926 West Building,
(212) 772-4662, smilgrim@hunter.cuny.edu

English Department Adviser: Cristina León

Alfar, 1216 West Building, (212) 772-5187,
calfar@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in English

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A minimum of 21 credits in English to include 18 credits of advanced courses in literature (including 3 credits of world literature) and 3 credits of intermediate or advanced writing.
3. A general education core in the liberal arts and sciences to include the following (in addition to an English major): 6 credits in a language other than English (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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level.

These courses will not count toward the minimum number of credits required for the degree.

C. Admission to Nonmatriculant Status

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

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course

offerings (SEDC or SEDF).

D. Change in Status from Nonmatriculant to Matriculant

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

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

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. *Note: It is recommended that students with two or more INs take an official leave of absence.*
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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 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, integrat-

ing 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 be implemented to assess the

quality of the culminating experiences (portfolio and reflective presentation). See the *School of Education Graduate Handbook in Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

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

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (FRENCH)

Educational Sequence Adviser: Jenny Castillo, 905 West Building, (212) 772-4614, jcastil@shiva.hunter.cuny.edu

French Department Adviser: Julia Przybos, 1308 West Building, (212) 772-5097, jprzybos@hunter.cuny.edu

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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process conducted in French/English with French department adviser and educational 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Graduate Adolescence Education Course Sequence: English (43-48 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 711	Advanced Study of Young Adult Literature in Our Diverse Society (45 hrs)	3	None	SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
SEDC 721	Advanced Study of Teaching English Methods to a Diverse Population in Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 711	SEDC 710 , SEDC 705
Take EITHER:				
SEDC 751	Student Teaching in English, Grades 7-12 (60 days student teaching +30 hr seminar, + workshops and conferences)	5	SEDC 721	SEDF 706
OR One of the Following:				
SEDC 761.10	Student Teaching in English in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.10	Practicum in English, Grades 7-9 (30 hrs + conferences)	2	SEDC 721	SEDF 706
PLUS One of the Following:				
SEDC 761.20	Student Teaching in English in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.20	Practicum in English, Grades 10-12 (30 hrs + conferences)	2	SEDC 721	SEDF 706

ENGLISH DEPARTMENT COURSES (see English Department, p. 36 for course descriptions)

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

ENGL 607 Linguistics — the Structure of Modern English 3

ENGL 615 Rhetoric and Composition 3

Spoken Language. 3 credits in spoken communication, e.g., **THC 776** (Creative Dramatics), **THC 777** (Theatre for Youth), **THC 778** (Sociodrama); an equivalent undergraduate course may be used to fulfill this requirement.

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

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E.** See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (French).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

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

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

**Exit Criteria:
Culminating Experiences**

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog (p. 63) for information about the comprehensive examination in French.

**Graduate Adolescence Education Course Sequence:
Languages Other Than English (French) (43-45 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 752.01	Student Teaching in French, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 722	SEDF 706
OR One of the Following:				
SEDC 762.11	Student Teaching in French in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.11	Practicum in French, Grades 7–9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.21	Student Teaching in French in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.21	Practicum in French, Grades 10–12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (French)				
Graduate level	French and Francophone literature	21	See Romance language department, p. 64	
CULMINATING EXPERIENCES				
Comprehensive examination in French		Romance Language Department		
Professional teaching portfolio		School of Education		

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (ITALIAN)

Educational Sequence Adviser: Jenny Castillo, 905 West Building, (212) 772-4614, jmcastil@hunter.cuny.edu

Italian Department Adviser: Maria Paynter, 1312 West Building, (212) 772-5090, mpaynter@hunter.cuny.edu and/or **Paolo Fasoli**, 1307 West Building, (212) 772-5129, pfasoli@hunter.cuny.edu

Admission Criteria

A. Matriculation Requirements for Teacher Education Programs in Languages Other Than English (Italian)

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, 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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Italian).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for all Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

Graduate Adolescence Education Course Sequence: Languages Other Than English (Italian) (43-45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 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:				
SEDC 762.12	Student Teaching in Italian in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.12	Practicum in Italian, Grades 7–9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.22	Student Teaching in Italian in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.22	Practicum in Italian, Grades 10–12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (Italian)				
Graduate level	Italian literature	21	See Romance language department, p. 64	
CULMINATING EXPERIENCES				
Comprehensive examination in Italian		Romance Language Department		
Professional teaching portfolio,		School of Education		

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

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Italian.

THE TEACHER EDUCATION PROGRAM IN LATIN (GRADES 7–12)

Educational Sequence Adviser: Gess LeBlanc,
1128 West Building, (212) 772-4677, gle-
blanc@hunter.cuny.edu

**Classical and Oriental Studies Department
Adviser: Ronnie Ancona,** 1402 West Building,
(212) 772-4960, 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 adolescence education, and for teachers certified in another area who wish to gain certification in Latin. This program is not for individuals with initial or provisional certification in Latin.

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Latin

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics. 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, 6 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history and geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.

5. An essay to be completed as part of the application for matriculation.
6. A personal interview.
Undergraduate students who are considering application to the MA program are advised to complete an undergraduate minor in English or a second language, since teachers of Latin may be required to teach another subject.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E. See the Classics section of this catalog for additional information on admission and the course of study in Latin.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.



- Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

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

B. Student Teaching Benchmarks

Field experiences and student teaching will take place in New York City schools selected by Hunter College.

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

Exit Criteria: Culminating Experiences

At the completion of all course work, candidates are required to take comprehensive examinations in Latin translation, Latin grammar, and classical culture. See the Classics section of this catalog for further information about these examinations.

Students will also develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Classics section of the catalog (p. 30) for additional information about admission, the course of study in Latin, and the comprehensive examinations in Latin.

Graduate Adolescence Education Course Sequence: Latin for students without initial or provisional certification in Latin (52-54 credits)

EDUCATION COURSES

Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
LATED 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Latin, Grades 7–12 (45 hrs)	3	18 cr of graduate Latin	SEDF 704 SEDC 710
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
LATED 713	Methods 2: Intensive Study of Teaching Diverse Learners in Latin (30 hrs + 36 hrs fieldwork)	2	LATED 712 SEDF 703	SEDF 705

Take EITHER:

LATED 731	Student Teaching in Latin, Grades 7–12 (60 days, 30 hrs seminar plus workshops and conferences)	5	LATED 713	SEDF 706
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OR One of the Following:

LATED 751.10	Student Teaching in Latin in Grades 7–9 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706
LATED 741.10	Practicum in Latin, Grades 7–9 (30 hrs + conferences)	2	LATED 713	SEDF 706

PLUS One of the Following:

LATED 751.20	Student Teaching in Latin in Grades 10–12 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706
LATED 741.20	Practicum in Latin, Grades 10–12 (30 hrs + conferences)	2	LATED 713	SEDF 706

LATIN LITERATURE AND COMPOSITION, AND CLASSICAL CULTURE COURSES

Nine credits from the following four courses:

LAT 701	Literature of the Early Republic	3
LAT 702	Literature of the Late Republic	3
LAT 703	Literature of the Early Empire	3
LAT 704	Literature of the Late Empire	3

Six credits from the following four courses:

LAT 705	Caesar	3
LAT 706	Cicero	3
LAT 707	Vergil	3
LAT 708	Supervised Reading	3
LAT 709	Latin Composition (required)	3

Nine credits from the following four courses:

CLA 701	The Legacy of Ancient Greece	3
CLA 702	The Legacy of Ancient Rome	3
CLA 703	Classical Literature in Translation I	3
CLA 704	Classical Literature in Translation II	3
CLA 705	Greek and Latin Roots of English (required)	3

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

* Students may be exempted from up to 6 credits based on prior equivalent course work.

**Graduate Adolescence Education Course Sequence:
Mathematics Track I (37-39 credits)**

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710 SEDF 705

Take EITHER:

SEDC 753	Student Teaching in Mathematics, Grades 7–12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 723	SEDF 706
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OR One of the Following:

SEDC 763.10	Student Teaching in Mathematics in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.10	Practicum in Mathematics, Grades 7–9 (30 hrs + conferences)	2	SEDC 723	SEDF 706

PLUS One of the Following:

SEDC 763.20	Student Teaching in Mathematics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDF 773.20	Practicum in Mathematics, Grade 10–12 (30 hrs + conferences)	2	SEDC 723	SEDF 706

MATHEMATICS AND STATISTICS DEPARTMENT COURSES FOR TRACK I

MATH 620	Sequential Mathematics from an Advanced Standpoint I	3	course in ordinary differential equations
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3	
MATH 640*	Topics in Calculus	3	MATH 630
MATH 661*	History of Mathematics	3	
STAT 614*	Data Analysis Using Statistical Software	3	STAT 213 or both MATH 125 and STAT 113 with C or better in each course Students lacking a significant background in geology or earth science may be required to take the following course as their elective:

CULMINATING EXPERIENCES

Comprehensive examination in two parts: mathematics and pedagogy	Mathematics and statistics department
Professional teaching portfolio	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, p. 50.

See the Mathematics Department section of the catalog for information about the comprehensive examination in mathematics.

**THE TEACHER EDUCATION
PROGRAM IN MATHEMATICS
GRADES 7–12**

Educational Sequence Adviser:

Frank Gardella, 902 West Building,
(212) 772-4676,
fgardell@shiva.hunter.cuny.edu

Mathematics Department Adviser:

Edward Binkowski, 914A East Building,
(212) 772-4715,
grad.mathstatadvisor@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

Track I:

37- to 39-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. 24 or more credits in mathematics approved by the graduate mathematics 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. 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 (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 geography), 6 credits in science/technology, 6 credits in the arts.

Track II:

34.5- to 38-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. At least 18 credits in mathematics approved by the graduate mathematics 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. An average of at least 2.7 in mathematics courses.
4. New York State initial or provisional teacher certification in an area other than mathematics and assignment as a teacher of mathematics in grades 7–12.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Mathematics Department section of the catalog for additional information on the course of study in mathematics.

Graduate Adolescence Education Course Sequence:

Mathematics Track II (34.5-38 credits) *Note: The course sequence listed below is minimal. A transcript review will determine which, if any, additional courses from the pedagogical sequence (see Track I) will be required.*

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710 SEDF 705
One of the Following:				
SEDC 763.10	Student Teaching in Mathematics in Grades 7–9 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.10	Practicum in Mathematics, Grades 7–9 (30 hrs + conferences)	2	SEDC 723	SEDF 706
PLUS One of the Following:				
SEDC 763.20	Student Teaching in Mathematics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDF 773.20	Practicum in Mathematics, Grade 10–12 (30 hrs + conferences)	2	SEDC 723	SEDF 706
MATHEMATICS AND STATISTICS DEPARTMENT COURSES FOR TRACK II				
MATH 620	Sequential Mathematics from an Advanced Standpoint I	3	course in ordinary differential equations	
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3		
MATH 640*	Topics in Calculus	3	MATH 630	
MATH 621*	Introduction to Abstract Algebra	3	course in linear algebra	
MATH 623*	Theory of Numbers	3	course in linear algebra	
MATH 661*	History of Mathematics	3	STAT 213 or both MATH 125 and STAT 113 with C or better in each course	
STAT 614*	Data Analysis Using Statistical Software	3		
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 statistics department	
Mathematics and pedagogy				
Professional teaching portfolio			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, p. 50.				

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

THE TEACHER EDUCATION PROGRAM IN MUSIC

Educational Sequence Adviser: Gess LeBlanc,
1128 West Building, (212) 772-4677,
gleblanc@hunter.cuny.edu

Music Department Adviser: Victor Bobetsky,
400A North Building, (212) 650-3574,
victor.bobetsky@hunter.cuny.edu

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 geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These

courses will not count toward the minimum number of credits required for the degree.

C. Admission to Nonmatriculant Status

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

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the 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

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

A. 12-Credit Benchmark for all Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.



- A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
- Students with one grade of IN (Incomplete) within the first 12 teacher education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with 2 or more INs take an official leave of absence.

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West, before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Music Department section of the catalog for information about the TEP project in music.

Graduate Education Course Sequence Pre-K – 12: Music (39–45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
MUSED 677	Methods of Teaching Instrumental Music in Grades pre-K-12 (45 hrs plus 18 hours of fieldwork)	2		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	None
MUSED 678	Methods of Teaching Vocal and General Music in Grades pre-K-12 (45 hours plus 18 hours of fieldwork)	2	MUSED 677	SEDC 710 SEDF 705

Take EITHER:

SEDC 756	Student Teaching in Music, Pre-K-12 (60 days, 30 hours of seminar plus workshops and conferences)	5	MUSED 678	SEDF 706
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OR One of the Following:

SEDC 766.10	Student Teaching in Music in Grades Pre-K-6 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 776.11	Practicum in Music, Grades Pre-K-6 (30 hrs + conferences)	2	MUSED 678	SEDF 706

PLUS One of the Following:

SEDC 762.21	Student Teaching in Music in Grades 7–12 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 772.21	Practicum in Music, Grades 7–12 (30 hrs + conferences)	2	MUSED 678	SEDF 706

MUSIC DEPARTMENT COURSES

MUS 619*	Vocal Pedagogy	1		
MUS 641*	Strings	1		
MUS 643*	Woodwinds	1		
MUS 645*	Brass	1		
MUS 724	Advanced Study in Musical Theory 1	3	4 sem und. mus. theory courses	

Take EITHER:

MUS 725	Advanced Study in Musical Theory 2	3	MUS 724 or perm. instr.	
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OR:

MUS 753	Transcription and Analysis in Ethnomusicology	3		
MUS 751	Advanced Studies in Music History 1	3		
MUS 752	Advanced Studies in Music History 2	3		
MUS 779	World Music Education	3		
Music electives	Courses chosen in consultation with graduate adviser. The TEP project (MUS 791) may be used to fulfill 1 cr of electives.	3		

CULMINATING EXPERIENCES

TEP Project	A project involving research. Students may receive one credit of independent study (MUS 791) toward the MA degree (see music department, p. 53)	(1)	Music department	
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Professional teaching portfolio

School of Education

**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.*

ADOLESCENCE EDUCATION/PHYSICS

THE TEACHER EDUCATION PROGRAM IN PHYSICS

Educational Sequence Adviser: Steve Demeo,
908 West Building, (212) 772-4776, sde-
meo@hunter.cuny.edu

Physics Department Adviser: Rodney Varley,
1216 North Building, (212) 772-5252,
rvarley@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Physics

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

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the Physics Department section of the catalog (p. 57) for additional information on admission and the course of study in physics.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

Graduate Adolescence Education Course Sequence: Physics (38-40 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3	None	SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
Take EITHER:				
SEDC 754.03	Student Teaching in Physics, Grades 7–12 (60 days student teaching + 30 hr seminars, workshops and conferences)	5	SEDC 724	SEDF 706
OR One of the Following:				
SEDC 764.13	Student Teaching in Physics, in Grades 7–9 (30 hrs + 30 days and conferences) 3	3	SEDC 724	SEDF 706
SEDC 774.13	Practicum in Physics, Grades 7–9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PLUS One of the Following:				
SEDC 764.23	Student Teaching in Physics in Grades 10–12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDF 774.23	Practicum in Physics, Grade 10–12 (30 hrs + conferences)	2	SEDC 724	SEDF 706
PHYSICS COURSES*				
PHYS 630	Science and Society	3		
PHYS 660	Challenging Concepts in Physics	4		
Plus three electives (nine credits) chosen from:				
PHYS 605	Mathematical Physics	3		
PHYS 615	Electromagnetic Theory	3		
PHYS 625	Introduction to Quantum Mechanics	3		
PHYS 645	Solid State Physics	3		
PHYS 685	Numerical Methods I	3		
CULMINATING EXPERIENCES				
Students will prepare a research proposal or conduct a research project while enrolled in PHYS 660 , the capstone course in physics		Physics department		
Professional teaching portfolio		School of Education		
* Note: 700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate adviser.				

2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Physics Department section of the catalog for information about the culminating project in Physics.

THE TEACHER EDUCATION PROGRAM IN SOCIAL STUDIES

Educational Sequence Adviser: Terrie Epstein,
1108 West Building, (212) 772-4675,
tepstein@hunter.cuny.edu

History Department Adviser: Barbara Welter,
1506 West Building, (212) 772-5487,
bwelter@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Social Studies

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history with a GPA of 3.0, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. A general education core in the liberal arts and sciences to include the following (in addition to social studies): 6 credits in English, 6 credits in a language other than English (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 the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

B. Admission with Conditions

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

C. Admission to Nonmatriculant Status

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

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

D. Change in Status From Nonmatriculant to Matriculant

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

- E. See the History Department section of the catalog for additional information on admission and the course of study in social studies.

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.



Graduate Adolescence Education Course Sequence: Social Studies (40-42 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	None
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	None
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3	None	None
SEDC 715	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7-12 (45 hrs)	3		SEDF 704 SEDF 703
SEDC 720	Adolescent Health and Safety (15 hrs) 1	1	SEDF 704	None
SEDC 725	Methods 2: Intensive Study of Teaching Diverse Learners in Social Studies (30 hrs + 36 hrs fieldwork)	2	SEDC 715	SEDC 710, SEDF 705

Take EITHER:

SEDC 755	Student Teaching in Social Studies, Grades 7-12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 725	SEDF 706
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OR One of the Following:

SEDC 765.10	Student Teaching in Social Studies in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.10	Practicum in Social Studies, Grades 7-9 (30 hrs + conferences)	2	SEDC 725	SEDF 706

PLUS One of the Following:

SEDC 765.20	Student Teaching in Social Studies in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.20	Practicum in Social Studies, Grades 10-12 (30 hrs + conferences)	2	SEDC 725	SEDF 706

HISTORY AND GEOGRAPHY COURSES (18 credits)

History 15 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history. Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete at least 15 credits in graduate history courses. Within the 15 credits required in history, at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.

PLUS: Geography 3 credits (one course) from the following:

GEOG 709	Geographic Thought and Theory	3
GEOG 705	Cultural and Social Geography	3
GEOG 706	Latin Americanist Geography	3
GEOG 709	Geography of Selected World Regions	3
GEOG 712	Sustainable Development in Developing Countries),	3
GEOG 741	Population Geography	3
GEOG 742	International Migration and Ethnicity or a graduate-level special topics seminar with permission of an adviser.	3

CULMINATING EXPERIENCES

Comprehensive examination in history	History department
Professional teaching portfolio	School of Education

- Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

Note: It is recommended that students with two or more INs take an official leave of absence.

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the office of educational services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

B. Student Teaching Benchmarks

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

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the History Department section of the catalog for information about the comprehensive examination in history.

THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (SPANISH)

Educational Sequence Adviser: Jenny Castillo,
(212) 772-4614,
jmcastil@shiva.hunter.cuny.edu

Spanish Department Adviser: Carlos Hortas,
(212) 772-5108, chortas@hunter.cuny.edu
and/or **James Pellice**, (212) 772-5125,
jpellice@hunter.cuny.edu

ADMISSION CRITERIA

A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (Spanish)

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 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 geography), 6 credits in the arts, and 12 credits in math/science/technology.
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 process conducted in Spanish/English with Spanish Department adviser and educational 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 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. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

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

D. Change in Status from Nonmatriculant to Matriculant

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

- E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Spanish).

PROGRESS STANDARDS

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

A. 12-Credit Benchmark for All Students

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

Note: It is recommended that students with two or more INs take an official leave of absence.

Graduate Adolescence Education Course Sequence: Languages Other Than English (Spanish) (43-45 credits)

EDUCATION COURSES				
Course/No.	Title	Credits	Prereq	Pre/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3	None	None
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	None	None
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705 SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)	3		SEDF 703 SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710 SEDF 705
Take EITHER:				
SEDC 752.03	Student Teaching in Spanish, Grades 7-12 (60 days, 30 hrs seminar plus workshops and conferences)	5	SEDC 722	SEDF 706
OR One of the Following:				
SEDC 762.13	Student Teaching in Spanish in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.13	Practicum in Spanish, Grades 7-9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
PLUS One of the Following:				
SEDC 762.23	Student Teaching in Spanish Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.23	Practicum in Spanish, Grades 10-12 (30 hrs + conferences)	2	SEDC 722	SEDF 706
ROMANCE LANGUAGE COURSES: (Spanish)				
Graduate level	Spanish and Spanish-American literature	21	See Romance language department, p. 65	

CULMINATING EXPERIENCES

Comprehensive examination in Spanish
Professional teaching portfolio

Romance Language Department
School of Education

ADOLESCENCE EDUCATION

- All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the Office of Educational Services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Spanish.

BILINGUAL EDUCATION

M.S. ED. in Childhood Education with a Bilingual Extension (Spanish/English) Program

Coordinator: Yvonne De Gaetano, 1019 West Building, (212) 772-4683,
yvonne.degaetano@hunter.cuny.edu

M.S. ED. in Early Childhood Education Birth through Grade 2, with a Bilingual Extension

Program Coordinators: Yvonne De Gaetano and Christina Taharally, 1103 West Building,
(212) 772-4679, ctaharal@hunter.cuny.edu

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

- A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.
- A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
- A general core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which one course must be in United States history or geography); and 6 credits in the arts.
- Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
- An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

B. Progress Standards: 12-Credit Benchmark

- Students must maintain a GPA of 3.0 in order to continue in the program.
- Students with two or more grades of IN (Incomplete) may not enroll in any courses. It is recommended that such students take a leave of absence until these courses have been completed.
- No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.
- Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.

All students, matriculants and nonmatriculants, must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register for the LAST during their first semester in the program. Applications are available in Room 1000 HW.

Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

C. Nonmatriculant Status Requirements

Applicants who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

D. Change in Status from Nonmatriculated to Matriculated Status

Those applicants who are accepted as nonmatriculants must apply for matriculation during the semester in which they complete 12 credits of course work. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits. The 12 credits to be completed are: **EDF 709**, **EDCF 700**, **BILED 701**, and **EDC 704**. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.

Exit Standards

- An overall GPA of 3.0.
- 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.
- Completion of the culminating experience **BILED 780** (Bilingual Research Seminar), with a grade of B or better.

ADOLESCENCE EDUCATION

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the Office of Educational Services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.

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

Exit Criteria: Culminating Experiences

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

Teacher candidates must show progress toward the completion of the portfolio through regular review by their 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 Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Spanish.

BILINGUAL EDUCATION

M.S. ED. in Childhood Education with a Bilingual Extension (Spanish/English) Program

Coordinator: Yvonne De Gaetano, 1019 West Building, (212) 772-4683,
yvonne.degaetano@hunter.cuny.edu

M.S. ED. in Early Childhood Education Birth through Grade 2, with a Bilingual Extension

Program Coordinators: Yvonne De Gaetano and Christina Taharally, 1103 West Building,
(212) 772-4679, ctaharal@hunter.cuny.edu

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 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which one course must be in United States history or geography); and 6 credits in the arts.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
5. An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

B. Progress Standards: 12-Credit Benchmark

1. Students must maintain a GPA of 3.0 in order to continue in the program.
2. Students with two or more grades of IN (Incomplete) may not enroll in any courses. It is recommended that such students take a leave of absence until these courses have been completed.
3. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.
4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.

All students, matriculants and nonmatriculants, must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register for the LAST during their first semester in the program. Applications are available in Room 1000 HW.

Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

C. Nonmatriculant Status Requirements

Applicants who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

D. Change in Status from Nonmatriculated to Matriculated Status

Those applicants who are accepted as nonmatriculants must apply for matriculation during the semester in which they complete 12 credits of course work. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits. The 12 credits to be completed are: **EDF 709, EDCF 700, BILED 701**, and **EDC 704**. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum, which may be repeated only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN (Incomplete) and must fulfill the remaining mandated days.
3. Completion of the culminating experience **BILED 780** (Bilingual Research Seminar), with a grade of B or better.

**MSEd in Childhood Education With a Bilingual Extension:
Course of Study**

Course/No.	Title	Credits	Pre/Coreq	Field Experience
EDF 709	Child Development	3	none	5 hours
BILED 701	Foundations of Bilingual Education	3	none	5 hours
EDCF 700	Art and Science of Effective Teaching	3	EDF 709	5 hours
EDC 704	Teaching Developmental Reading	3	ECDF 700 EDF 709	10 hours
BILED 779	Multicultural Education	3	EDF 709 BILED 701	5 hours
EDC 729.50	Fieldwork in General Education for Bilingual Educators	1	EDF 709 BILED701	50 hours
BILED 771	Psychology of Language Learning and Teaching	2	EDF 709 BILED 701 EDC 704	5 hours
EDF 708	Social, Historical, Philosophical Foundations of Education	2	BILED 701 EDF 709	
BILED 711	Bilingual Literacy	2	BILED 771 coreq: BILED 711.50	
BILED 711.50	Fieldwork in Bilingual Literacy	1	BILED 711	75 hours
EDC 722.50	Social Studies Curriculum and Instruction: Integrating Literature, the Arts and Technology	2	EDF 709	
EDC 705	Mathematics, Curriculum and Methods	3	EDF 709 EDCF 700	10 hours
EDC 703	Teaching Science in the Elementary School	3	EDF 709 EDCF 700	
HED 714	Health Education for the Classroom Teacher	3	EDF 709 EDCF 700	
BILED 717	Language Assessment for ELLS	3	EDCF 700 BILED 771	
BILED 778	Instruction Through the Native Language	3	BILED 771	10 hours
BILED 780	Bilingual Research Seminar [Culminating Experience]	2	39 credits or permission of program coordinator	
Take EITHER:				
BILED 782	Supervised Student Teaching in Grades 1-3 and 4-6	4	39 credits or permission of program coordinator	20 days, grades 1-3 20 days, grades 4-6
OR One of the Following:				
BILED 785	Student Teaching in Grades 1-3	2	39 credits or permission of program coordinator	20 days grades 1-3
BILED 783	Practicum in Grades 1-3	2	39 credits or permission of program coordinator	Classroom Supervision grades 1-3
PLUS One of the Following:				
BILED 786	Student Teaching in Grades 4-6	2	39 credits or permission of program coordinator	20 days, grades 4-6
BILED 784	Practicum in Grades 4-6	2	39 credits or permission of program coordinator	Classroom Supervision Grades 4-6
Total Credits:		46 cr	Total Field Work Hours:	180

**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.

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.

II. Admissions Standards
A. Matriculation Requirements

- 1) A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.
- 2) A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
- 3) A general core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which one course must be in United States history or geography); and 6 credits in the arts.
- 4) Completion of a satisfactory 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.

B. Nonmatriculant Status Requirements

Applicants who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

MSEd in Early Childhood Education Birth through Grade 2, with a Bilingual Extension: Course of Study: Program 1

(40-52 credits*)

Course/No.	Title	Credits	Prereq/Coreq	Field Experience
ECF 700	Child Development: Birth to Age Eight	3	none	15 hours
ECF 701	Social and Historical Contexts of Early Childhood Education	3	none	
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3	ECF 700	
ECC 703	Early Childhood Curriculum: Birth through Grade 2	3	ECF 700	20 hours
ECC 705	Language and Literacy: Birth through Kindergarten	3	ECF 700	
ECC 706	Language and Literacy: K through Grade 2	3	prereq or coreq: ECC 705	
ECC 708	Children with Special Needs: Birth through Grade 2	3	prereq or coreq: ECC 703	15 hours
ECC 709	Mathematical and Scientific Thinking in Early Childhood	3	ECC 703	
ECC 712	Pre-Student Teaching Field Placements in Early Childhood	1	ECC 703	50 hour
ECC 713	The Expressive Arts in Early Childhood	3		
ECC 714	Health, Safety and Nutrition in Early Childhood	3	prereq or coreq: ECC 700	
ECC 715	Educational Technology in Early Childhood	1		
BILED 701	Foundations of Bilingual Education	3	none	5 hours
BILED 711	Bilingual Literacy	2	BILED 771 coreq: BILED 711.50	
BILED 711.50	Fieldwork in Bilingual Literacy	1	BILED 711	75 hours
BILED 771	Psychology of Language Learning and Teaching	2	EDF 709 BILED 701 EDC 704	5 hours
BILED 778	Instruction Through the Native Language	3	BILED 701	10 hours
BILED 779	Multicultural Education	3	EDF 709 BILED 701	5 hour
ECC 720	Integrative Seminar in Early Childhood Education	3	See listing of courses	
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.

C. Change in Status from Nonmatriculated to Matriculated

Those applicants who are accepted as non-matriculants must apply for matriculation during the semester in which they complete 12 credits of course work. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits. The 12 credits to be completed are: **ECF 700**, **ECC 703**, **ECC 705**, and **BILED 701**.

D. Progress Standards; 12 Credit Benchmark

1. Students must maintain a GPA of 3.0 in order to continue in the program.
2. Students with two or more grades of IN may not enroll in any courses. It is recommended that such students take a leave of absence until these courses have been completed.
3. No student who receives a grade of "F" in any course in the first 12 credits of study may continue in the program.

All students in Program 1 must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State certification examinations before completing 12 credits of coursework. Students should register for the LAST during their first semester in the program. Applications are available in Room 1000W. Students who have not submitted their scores on the LAST before completing 12 credits of coursework, and students who do not pass the LAST at least partly because of low scores on the essay (Test 5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

III. Exit Standards

- 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.

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.

I. 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. NYS 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 NYS Teacher certification in childhood education, special education, or TESOL.
2. Applicants with an undergraduate degree whose GPA is 2.5-2.79 and who have NYS initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

II. Progress Standards: 12 Credit Benchmark

A. Nonmatriculants

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification when applying for matriculation. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

Note: Students who are not enrolled in any course should apply for a leave of absence.

III. Exit Standards

- A. Overall GPA of at least 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 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.

- C. Completion of **ECC 720 – Integrative Seminar in Early Childhood Education** with a grade of "B" or better.

MSEd in Early Childhood Education Birth through Grade 2, with a Bilingual Extension: Course of Study: Program 2

(33-45 credits*)

Course/No.	Title	Credits	Prereq/Coreq	Field Experience
ECF 700	Child Development: Birth to Age Eight	3	none	15 hours
ECF 701	Social and Historical Contexts of Early Childhood Education	3	none	
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3	ECF 700	
ECC 703	Early Childhood Curriculum: Birth through Grade 2	3	ECF 700	20 hours
ECC 704	Language and Literacy: Birth through Grade 2	3	ECF 700	
ECC 708	Children with Special Needs: Birth through Grade 2	3	ECC 703 prereq or coreq: ECF 702 ECC 703	15 hours
ECC 709	Mathematical and Scientific Thinking in Early Childhood	3		
ECC 713	The Expressive Arts in Early Childhood	3		
ECC 715	Educational Technology in Early Childhood	1		
BILED 701	Foundations of Bilingual Education	3	none	5 hours
BILED 711	Bilingual Literacy	2	BILED 771 coreq: BILED 711.50	
BILED 711.50	Fieldwork in Bilingual Literacy	1	BILED 711	75 hours
BILED 771	Psychology of Language Learning and Teaching	2	EDF 709 BILED 701 EDC 704	5 hours
BILED 778	Instruction Through the Native Language	3	BILED 701	10 hours
BILED 779	Multicultural Education	3	EDF 709 BILED 701	5 hours
ECC 720	Integrative Seminar in Early Childhood Education	3	see listing of courses	
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:		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.*

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 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least "B" has been attained. No one may be exempted from student teaching or practicum. Thus, the total number of credits in Program 3 will be 30-36.

I. 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. NYS initial teacher certification in early childhood education.

B. Nonmatriculant status requirements

1. Applicants with early childhood education certification from another state, who meet the GPA requirement and have applied (or will apply) for NYS Teacher certification in early childhood education.
2. Applicants 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.

II. Progress Standards: 12 Credit Benchmark**A. Nonmatriculants**

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification in early childhood education when applying for matriculation. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

Note: Students who not enrolled in any course should apply for a leave of absence.

III. Exit Standards**A. Overall GPA of at least 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 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 INC 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.
MSEd in Early Childhood Education Birth through Grade 2, with a Bilingual Extension: Course of Study: Program 3 (30-36 credits*)

Course/No.	Title	Credits	Pre/Coreq	Field Experience
ECC 703	Early Childhood Curriculum: Birth through Grade 2	3	ECF 700	20 hours
BILED 701	Foundations of Bilingual Education	3	none	5 hours
BILED 711	Bilingual Literacy	2	BILED 771 coreq: BILED 711.50	
BILED 711.50	Fieldwork in Bilingual Literacy	1	BILED 711	75 hours
BILED 771	Psychology of Language Learning and Teaching	2	EDF 709 BILED 701 EDC 704	5 hours
BILED 778	Instruction Through the Native Language	3	BILED 701	10 hours
BILED 779	Multicultural Education	3	EDF 709 BILED 701	5 hours
ECC 720	Integrative Seminar in Early Childhood Education	3	See listing of courses	
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
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:	3	ECF 700	
ECC 704	Language and Literacy: Birth through Grade 2	3	ECF 700	
ECC 708	Children with Special Needs: Birth through Grade 2	3	ECC 703 prereq or coreq: ECF 702 ECC 703	15 hours
ECC 709	Mathematical and Scientific Thinking in Early Childhood	3		
ECC 713	The Expressive Arts in Early Childhood	3		
ECC 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, GRADES 1 – 6

Director of Programs in Childhood Education: Nancy de la Cruz-Arroyo; 1001 West Building,
(212) 772-4638, ndelacru@hunter.cuny.edu

This program, which focuses on preparing teachers for New York City schools, is designed for students who do not have New York State teacher certification in childhood education. Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). Applicants who have initial certification in childhood education should apply to one of the other graduate teacher education programs at Hunter College such as literacy, birth through grade 6; childhood special education, grades 1-6; TESOL (all grades); or early childhood education, birth through grade 2. A master's degree from any of these programs will meet the academic requirements for a professional certificate in that area as well as in childhood education.

The number of credits required to complete this master's degree program is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 45-47 credits. Students may be exempted from up to 12 credits based on prior equivalent course work. Thus the minimum number of credits for the degree is 33.

ADMISSION REQUIREMENTS

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 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); 6 credits in the arts; and 12 credits in math/science/technology.
3. Completion of a satisfactory writing sample as part of the application process.

Note: Meeting these minimum admission requirements does not guarantee admission, which by necessity is subject to availability of resources.

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 with grade point averages between 2.5 and 2.79 may be considered for nonmatriculant status if resources permit. Such applicants will be required to provide academically relevant evidence of their qualifications for graduate study, provide an on-site writing sample, and participate in an interview.

D. Change from Nonmatriculant to Matriculant Status

Students must establish a GPA of at least 3.0 in their first 12 credits in order to be considered for matriculation. The 12 credits of course work required are the courses in the initial core: **EDF 709** and **715**; **EDC 704**; **EDCF 700**. Students may not take more than 12 credits as nonmatriculants.

Students with more than one grade below B will not be matriculated.

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.

Course/No.	Title	Credits	Fieldwork
INITIAL CORE:			
EDF 715	Diversity in the American School	3	
EDF 709	Child Development	3	includes 5 hrs. of fieldwork
EDCF 700	The Art and Science of Effective Teaching	3	includes 5 hrs. of fieldwork
EDC 704	Teaching Developmental Reading	3	includes 10 hrs. of fieldwork
LITERACY CORE:			
EDC 730	Perspectives on Literacy Across the Content Areas	2	
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2	
EDC 715	Fieldwork: Reading and Social Studies	1	includes 75 hrs. of fieldwork
EXTENDED CORE:			
EDC 705	Mathematics Curriculum and Methods	3	includes 10 hrs. of fieldwork
EDC 703	Teaching Science in the Elementary School	3	
HED 714	Health Education for the Classroom Teacher	3	
EDC 707	The Arts: An Interdisciplinary Learning Experience	3	
EDF 716	Assessment of Teaching and Learning	3	
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3	
ELECTIVES (choose one):			
EDC 714	Advanced Educational Technology for Elementary School Teachers	3	
EDC 712	Advanced Methods of Teaching Math in Elementary Schools	3	
EDC 713	Advanced Methods of Teaching Elementary School Science	3	
EDLIT 732	Children's Literature	3	
EDF 750	Special Topics in Diversity	3	
EDC 760	Special Topics in the Arts	3	
CULMINATING CORE: Take Either			
EDF 792	Integrative Seminar: Research in Childhood Education	3	
EDC 724	Student Teaching in Grades 1-3 and 4-6	5	30 hrs. in seminar plus 54-56 days of student teaching
OR One of the Following:			
EDC 725	Student Teaching in Grades 1-3	3	30 hrs. of seminar and 25 days of student teaching
EDC 727	Practicum in Grades 1-3	2	30 hrs. of seminar plus supervision and conferences
PLUS One of the following:			
EDC 726	Student Teaching in Grades 4-6	3	30 hrs. of seminar and 25 days of student teaching
EDC 728	Practicum in Grades 4-6	2	30 hrs. of seminar and 25 days of student teaching

Childhood Education: Sample Part-Time Course Sequence (for students not exempted from any courses)

Course/No.	Title	Credits	Prereq/Coreq	Fieldwork
SEMESTER ONE:				
EDF 715	Diversity in the American School	3		
EDF 709	Child Development	3		includes 5 hrs.of fieldwork
Total Semester One credits = 6				
SEMESTER TWO:				
EDCF 700	The Art and Science of Effective Teaching:	3	prereq or coreq: EDF 709	includes 5 hrs of fieldwork
EDC 704	Teaching Developmental Reading:	3	prereq or coreq: EDCF 700, EDF 709	includes 10 hrs. of fieldwork
Total Semester Two credits = 6				
SEMESTER THREE:				
EDC 705	Mathematics Curriculum and Methods	3	prereq or coreq: EDCF 700, EDF 709	includes 10 hrs. of fieldwork
HED 714*	Health Education for the Classroom Teacher	3	prereq or coreq: EDCF 700, EDF 709	
Total Semester Three credits = 6				
SEMESTER FOUR:				
EDC 730	Perspectives on Literacy Across the Content Areas	2	prereq: EDCF 700, EDF 709 and EDF 715 ; EDC 704 , coreq: EDC 715, EDC 722	
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2	prereq: EDCF 700, EDF 709 , coreq: EDC 715, EDC 730	
EDC 715	Fieldwork: Reading and Social Studies	1	prereq: EDCF 700, EDF 709 , coreq: EDC 722, EDC 730	includes 75 hrs. of fieldwork
Total Semester Four credits = 5				
SEMESTER FIVE:				
EDC 703	Teaching Science in the Elementary School	3	prereq or coreq: EDCF 700, EDF 709	
EDF 716	Assessment of Teaching and Learning	3	prereq or coreq: EDCF 700, EDF 709	
Total Semester Five credits = 6				
SEMESTER SIX:				
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3		
EDC 707	The Arts: An Interdisciplinary Learning Experience	3	prereq or coreq: EDCF 700, EDF 709	
PLUS One of the Following:				
EDLIT 732	Children's Literature	3	none	
EDC 714	Advanced Educational Technology for Elementary School Teachers	3	prereq or coreq: EDCF 700, EDF 709	
EDC 712	Advanced Methods of Teaching Math in Elementary Schools	3	prereq: EDC 705	
EDC 713	Advanced Methods of Teaching Elementary School Science	3	prereq: EDCF 700, EDF 709, EDC 703	
EDF 750	Special Topics in Diversity	3	prereq: EDCF 700, EDF 709 , prereq or coreq: EDF 706	
EDC 760	Special Topics in the Arts	3	prereq: EDC 707	
Total Semester Six credits = 9				
SEMESTER SEVEN:				
EDF 792	Integrative Seminar: Research in Childhood Education	3	prereq: Completion of 31 credits of coursework including EDC 730 and EDF 716 or permission of the childhood education adviser	
EITHER:				
EDC 724	Student Teaching in Grades 1–3 and 4–6	5	prereq: completion of 31 credits of course work or permission of the childhood education adviser	30 hrs.of seminar plus 54–56 days of student teaching
OR One of the Following:				
EDC 725	Student Teaching in Grades 1-3	3	prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar and 25 days Of student teaching
EDC 727	Practicum in Grades 1-3	2	prereq: completion of 31 credits of coursework including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar plus supervision and conferences
Total Semester Seven credits = 5 or 8				
SEMESTER EIGHT: (Only for students who took or will take EDC 725 or 727 rather than 724)				
EDC 726	Student Teaching in Grades 4-6 (limited to students who have completed EDC 727)	3	prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar and 25 days of student teaching
OR:				
EDC 728	Practicum in Grades 4-6	2	prereq: completion of 31 credits of course work including EDC 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.

PROGRESS STANDARDS

1. Students must maintain a GPA of at least 3.0
2. Any student who receives a grade of F in any course in the 12-credit initial core may not continue in the program.
3. Students with two or more grades of IN (Incomplete) may not enroll in any courses until these incompletes are removed.
4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.
5. Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination: students should register to take the LAST before the end of their first semester in the program. Applications are available in 1000 Hunter West. Students who have not submitted their scores on the LAST before completing 12 credits of course work will not be allowed to register for any additional courses. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.
6. Students must receive grades of at least B- in fieldwork and student teaching. All field experiences and student teaching will take place in New York City schools only. Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Exit Standards

1. An overall GPA of at least 3.0.
2. Students must complete all required days for student teaching. Those who do not complete the minimum required days will receive a grade of Incomplete in that course, preventing them from graduating that semester.
3. Completion of Integrative Seminar with a grade of B or better.

COUNSELING PROGRAMS

Coordinator: John O'Neill, 1121 West Building, 772-4755, joneil@hunter.cuny.edu

Hunter College offers two specialized graduate-level counseling programs to qualified students. Enrollment by nonmatriculated students must be approved by the program coordinator.

The School Counselor Program primarily prepares graduates for careers in a variety of school settings, including elementary schools, junior high schools, senior high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals and a wide variety of community-based organizations.

The Rehabilitation Counseling Program prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs.

Each program leads to a different external certification. Those students specializing in school counseling, at the completion of 30 credits and a school-based practicum experience, may apply individually for the New York State provisional certificate for school counselor. Permanent certification recommendation is made after graduation.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work. Students may 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 State Department of Education Bilingual (Spanish/English) Extension in Pupil Personnel Services.

Philosophy of the Graduate Programs

Central to all counseling approaches is the belief that people can develop, assume responsibility, achieve autonomy and engage in problem-solving. Effective counseling requires that counselors understand and accept clients, develop rapport and establish collaborative working relationships. To achieve these ends, counselors need a background in the psychology of human development, counseling theories, and cultural similarities and differences, as well as skills in individual and group counseling, mastery of assessment techniques, and knowledge of current issues and research.

MINIMUM REQUIREMENTS FOR ADMISSION

1. Minimum undergraduate grade point average of 2.7; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.

3. Evidence of oral and written expression consonant with graduate-level study.
4. Interviews with faculty members, alumni, or currently enrolled students. Central purposes of these interviews include assessing counselor potential, applicability of work and life experience, and candidate expectations about both the programs and the field.
5. Recommendations from appropriate professional or academic sources to aid in determining potential for work as a professional counselor.

Meeting these minimal requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.

In some instances, a small number of students who demonstrate exceptional potential and experience, but have an undergraduate GPA of less than 2.7, may be recommended for provisional admission as nonmatriculated students.

Requirements for Maintenance of Matriculation and Graduation

1. Students must maintain a 3.0 GPA to remain in the program and must complete a minimum of 54 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 within 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.

PROGRESS STANDARDS

1. Students must maintain a GPA of at least 3.0
2. Any student who receives a grade of F in any course in the 12-credit initial core may not continue in the program.
3. Students with two or more grades of IN (Incomplete) may not enroll in any courses until these incompletes are removed.
4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.
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Exit Standards

1. An overall GPA of at least 3.0.
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3. Completion of Integrative Seminar with a grade of B or better.

COUNSELING PROGRAMS

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Philosophy of the Graduate Programs

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Counseling Programs Course Sequence**School Counseling****COCO 701** Counseling Skills and Interviewing Techniques**COCO 702** Theories of Counseling**COCO 703** Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education**COCO 706** Group Counseling**COCO 707** Multicultural Aspects of Counseling**COCO 708** Measurement and Appraisal**COCO 709** Research Methods**COCO 711** Supervision and Administration**COCO 712** Career Counseling, Assessment and Placement**COCO 718** Practicum in Counseling**COCO 719** Individual Supervision**COCO 725** Internship in Counseling I**COCO 726** Internship in Counseling II**COCO 700** Life Stage Development**COCO 715** Family Systems and Counseling Issues**COUNS 717** Foundations of School Counseling**COUNS 720** Culminating Seminar in School Counseling**Total 54 credits****Rehabilitation Counseling****COCO 701** Counseling Skills and Interviewing Techniques**COCO 702** Theories of Counseling**COCO 703** Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education**COCO 706** Group Counseling**COCO 707** Multicultural Aspects of Counseling**COCO 708** Measurement and Appraisal**COCO 709** Research Methods**COCO 711** Supervision and Administration**COCO 712** Career Counseling, Assessment and Placement**COCO 718** Practicum in Counseling**COCO 719** Individual Supervision**COCO 725** Internship in Counseling I**COCO 726** Internship in Counseling II**Electives (Select two of the following four courses):****COCO 710** Chemical Dependency**COCO 723** Transition from School to Adult Life for Students with Disabilities**COCO 735** Seminar in Chemical Dependency**COCO 715** Family Systems and Counseling Issues**COUNR 716** Resources and Foundations of Rehabilitation**COUNR 720** Medical Aspects of Disability**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 in addition to the 54-credit School Counseling sequence.

BILED 701 Principles and Practices in Bilingual Education**BILED 779** Multicultural Education**COCO 707** Multicultural Aspects of Counseling**COCO 718** Practicum in Counseling (100 hrs)**Total 60 credits**

EARLY CHILDHOOD EDUCATION

Birth through Grade 2

Coordinator: Christina Taharally;

1103 West Building, (212) 772-4679;

Christina.taharally@hunter.cuny.edu

There are two programs within this early childhood education master's degree program.

Program 1 is for students without prior teaching certification. Program 2 is for students with 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 National Association for the Education of Young Children (NAEYC), a nationwide professional association, has recognized Hunter College's program in early childhood education.

PROGRAM 1**Admission Standards****A. Matriculation Requirements**

1. A cumulative undergraduate grade point average (GPA) of 2.8 from an accredited bachelor's degree program or a master's degree with a GPA of 3.5 or better.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which at least one course must be in United States history or geography); 6 credits in a language other than English (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 6 credits in the arts.
4. Completion of a satisfactory writing sample as part of the application process.

B. Nonmatriculant Status Requirements

Applicants with an undergraduate GPA of 2.5-2.79 may be considered for nonmatriculant status if resources permit. A grade of at least B on a college-level composition course and an on-site writing sample will be required, unless the applicant provides evidence of a passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination.

Counseling Programs Course Sequence**School Counseling****COCO 701** Counseling Skills and Interviewing Techniques**COCO 702** Theories of Counseling**COCO 703** Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education**COCO 706** Group Counseling**COCO 707** Multicultural Aspects of Counseling**COCO 708** Measurement and Appraisal**COCO 709** Research Methods**COCO 711** Supervision and Administration**COCO 712** Career Counseling, Assessment and Placement**COCO 718** Practicum in Counseling**COCO 719** Individual Supervision**COCO 725** Internship in Counseling I**COCO 726** Internship in Counseling II**COCO 700** Life Stage Development**COCO 715** Family Systems and Counseling Issues**COUNS 717** Foundations of School Counseling**COUNS 720** Culminating Seminar in School Counseling**Total 54 credits****Rehabilitation Counseling****COCO 701** Counseling Skills and Interviewing Techniques**COCO 702** Theories of Counseling**COCO 703** Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education**COCO 706** Group Counseling**COCO 707** Multicultural Aspects of Counseling**COCO 708** Measurement and Appraisal**COCO 709** Research Methods**COCO 711** Supervision and Administration**COCO 712** Career Counseling, Assessment and Placement**COCO 718** Practicum in Counseling**COCO 719** Individual Supervision**COCO 725** Internship in Counseling I**COCO 726** Internship in Counseling II**Electives (Select two of the following four courses):****COCO 710** Chemical Dependency**COCO 723** Transition from School to Adult Life for Students with Disabilities**COCO 735** Seminar in Chemical Dependency**COCO 715** Family Systems and Counseling Issues**COUNR 716** Resources and Foundations of Rehabilitation**COUNR 720** Medical Aspects of Disability**Total 54 credits****Bilingual (Spanish/English) Extension in Pupil Personnel Services**

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EARLY CHILDHOOD EDUCATION

Birth through Grade 2

Coordinator: Christina Taharally;

1103 West Building, (212) 772-4679;

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1. A cumulative undergraduate grade point average (GPA) of 2.8 from an accredited bachelor's degree program or a master's degree with a GPA of 3.5 or better.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which at least one course must be in United States history or geography); 6 credits in a language other than English (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 6 credits in the arts.
4. Completion of a satisfactory writing sample as part of the application process.

B. Nonmatriculant Status Requirements

Applicants with an undergraduate GPA of 2.5-2.79 may be considered for nonmatriculant status if resources permit. A grade of at least B on a college-level composition course and an on-site writing sample will be required, unless the applicant provides evidence of a passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination.

Progress Standards: 12-Credit Benchmark

A. Nonmatriculants

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register to take the LAST during their first semester in the program. Applications are available in Room 1000 Hunter West. Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay test (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program. Students with one grade of Incomplete are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

Note: Students not enrolled in any course should apply for a leave of absence.

Exit Standards

1. Overall GPA of at least 3.0.
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of **ECC 720** (Integrative Seminar in Early Childhood Education).

PROGRAM 2

Admission Standards

A. Matriculation Requirements

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial/provisional teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.

Early Childhood Course of Study – Program 1

Course/No.	Title	Credits
ECF 700	Child Development: Birth to Age Eight (15 hrs fieldwork)	3
ECF 701	Social and Historical Contexts of Early Childhood Education	3
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3
ECC 703	Early Childhood Curriculum: Birth through Grade 2 (20 hrs fieldwork)	3
ECC 705	Language and Literacy: Birth through Kindergarten	3
ECC 706	Language and Literacy: K through Grade 2	3
ECC 707	Language and Literacy: English Language Learners	1
ECC 708	Children with Special Needs: Birth through Grade 2 (15 hrs fieldwork)	3
ECC 710	Early Childhood Mathematics: Birth through Grade 2	3
ECC 711	Science in Early Childhood: Birth through Grade 2	3
ECC 712	Pre-Student Teaching Field Placements in Early Childhood (50 hrs fieldwork)	1
ECC 713	The Expressive Arts in Early Childhood	3
ECC 714	Health, Safety and Nutrition in Early Childhood	3
ECC 715	Educational Technology in Early Childhood	1
Take EITHER:		
ECC 716	Student Teaching Experiences in Early Childhood: 40 Days	3
OR:		
ECC 717	Supervised Practicum in Early Childhood	1
PLUS:		
ECC 718	Early Childhood Student Teaching: 20 Days	2
ECC 720	Integrative Seminar in Early Childhood Education	3
Total: 42 credits		

***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.*

Early Childhood Course of Study – Program 2

Course/No.	Title	Credits
ECF 700	Child Development: Birth to Age Eight (15 hrs fieldwork)	3
ECF 701	Social and Historical Contexts of Early Childhood Education	3
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3
ECC 703	Early Childhood Curriculum: Birth through Grade 2 (20 hrs fieldwork)	3
ECC 704	Language and Literacy: Birth through Grade 2	3
ECC 707	Language and Literacy: English Language Learners	1
ECC 708	Children with Special Needs: Birth through Grade 2 (15 hrs fieldwork)	3
ECC 709	Mathematical and Scientific thinking in Early Childhood	3
ECC 713	The Expressive Arts in Early Childhood	3
ECC 714	Health, Safety and Nutrition in Early Childhood	3
ECC 715	Educational Technology in Early Childhood	1
Take EITHER:		
ECC 716	Student Teaching Experiences in Early Childhood: 40 Days	3
OR:		
ECC 717	Supervised Practicum in Early Childhood	1
PLUS:		
ECC 718	Early Childhood Student Teaching: 20 Days	2
ECC 720	Integrative Seminar in Early Childhood Education	3
Total: 35 credits		

***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.*

Birth through Grade 6

Program Coordinator: Migdalia Romero, 906 West Building, (212) 772-4044, mromero@hunter.cuny.edu

Website: www.hunter.cuny.edu/~ct/LitWebpage

B. Nonmatriculant Status Requirements

1. Applicants with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for New York State teacher certification in childhood education, special education, or TESOL.
2. Applicants with an undergraduate degree whose GPA is 2.5-2.79 and who have New York State initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

**Progress Standards:
12-Credit Benchmark****A. Nonmatriculants**

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification when applying for matriculation. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

Note: Students not enrolled in any course should apply for a leave of absence.

Exit Standards

1. Overall GPA of at least 3.0
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of **ECC 720** (Integrative Seminar in Early Childhood Education).

This is a 31-37* credit program (credit range pending New York State Education Department — NYSED — approval) 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).

** Credit range pending NYSED approval*

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. Completion of a satisfactory on site writing sample as part of the application process
4. Completion of a satisfactory interview as part of the application process.
5. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
6. Applicants whose provisional certification was or will be obtained prior to February 2, 2004 (when the new New York State teacher education regulations go into effect), must provide evidence of course work in assessment, educational technology and specific aspects of health education, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement may be required to complete (additional) course work in these areas. (See item 4 in next section.)

Conditional or Nonmatriculant Status Requirements

1. Students 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 or provisional teaching certificate, may be admitted as nonmatriculants as resources permit. They will be switched to matriculated status when they show proof of certification.
2. Applicants who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary, TESOL or special education may be considered for nonmatriculant, or conditional 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 conditional or 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 and/or educational technology may be considered for nonmatriculated status as resources permit until they either obtain a passing grade in **EDC 714** (Advanced Educational Technology) and/or **EDF 716** (Assessment of the Teaching-Learning Process) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the relevant department chair(s).

**Change in Status From
Nonmatriculated to
Matriculated**

1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state 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 apply for matriculation during the semester in which they complete 9-12 credits of literacy courses if they have obtained New York State initial or provisional teacher certification and have completed the foundational course work as described on previous page. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the Master's in Literacy Program by providing evidence of prior equivalent course work.
2. An elective course may be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

Birth through Grade 6

Program Coordinator: Migdalia Romero, 906 West Building, (212) 772-4044, mromero@hunter.cuny.edu

Website: www.hunter.cuny.edu/~ct/LitWebpage

B. Nonmatriculant Status Requirements

1. Applicants with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for New York State teacher certification in childhood education, special education, or TESOL.
2. Applicants with an undergraduate degree whose GPA is 2.5-2.79 and who have New York State initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

Progress Standards: 12-Credit Benchmark

A. Nonmatriculants

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification when applying for matriculation. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

Note: Students not enrolled in any course should apply for a leave of absence.

Exit Standards

1. Overall GPA of at least 3.0
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of **ECC 720** (Integrative Seminar in Early Childhood Education).

This is a 31-37* credit program (credit range pending New York State Education Department — NYSED — approval) 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).

* Credit range pending NYSED approval

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. Completion of a satisfactory on site writing sample as part of the application process
4. Completion of a satisfactory interview as part of the application process.
5. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
6. Applicants whose provisional certification was or will be obtained prior to February 2, 2004 (when the new New York State teacher education regulations go into effect), must provide evidence of course work in assessment, educational technology and specific aspects of health education, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement may be required to complete (additional) course work in these areas. (See item 4 in next section.)

Conditional or Nonmatriculant Status Requirements

1. Students 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 or provisional teaching certificate, may be admitted as nonmatriculants as resources permit. They will be switched to matriculated status when they show proof of certification.
2. Applicants who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary, TESOL or special education may be considered for nonmatriculant, or conditional 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 conditional or 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 and/or educational technology may be considered for nonmatriculated status as resources permit until they either obtain a passing grade in **EDC 714** (Advanced Educational Technology) and/or **EDF 716** (Assessment of the Teaching-Learning Process) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the relevant department chair(s).

Change in Status From Nonmatriculated to Matriculated

1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state 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 apply for matriculation during the semester in which they complete 9-12 credits of literacy courses if they have obtained New York State initial or provisional teacher certification and have completed the foundational course work as described on previous page. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the Master's in Literacy Program by providing evidence of prior equivalent course work.
2. An elective course may be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

4. Master's candidates who already have a master's 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 adviser or the program coordinator with evidence of prior equivalent coursework and a grade not less than a B+.
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 advisers 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 has/have been met.

PROGRESS STANDARDS

When 12 (foundational transition point), 18-20 (pre-clinical transition point) and 27-30 credits have been obtained in the Master's in Literacy Program, the following progress standards will be evaluated:

1. Master's candidates must maintain a GPA of a minimum of 3.0 on all courses taken in the Literacy master's program.
2. Master's candidates with any course grades below B- in literacy courses will not be allowed to continue in the program.

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 (pending NYSDOE approval)
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

Course/No.	Title	Credits	Prerequisites	Corequisites	Field Experience/Practicum
ECC 704.FW	Language and Literacy: Birth through Grade 2	45/3	EDLIT 739.01 (prereq and coreq)		5 hours in an early literacy setting
EDLIT 732	Children's Literature	45/3	None	None	5 hours in a classroom-based dramatic demonstration
EDLIT 733	Theories and Process of Teaching Writing: Pre-K through Grade 6	45/3	None	None	15 hours observing and analyzing writing development
EDLIT 735	Instructional Approaches to Literacy: K through Grade 6	45/3	None	EDLIT 739.03	15 hours in the field adapting, instruction, materials, and/or curricula for enrichment, ESL or special needs learners
EDLIT 730	Language, Literacy and Learning in School Contexts: Grades 1 through 6	45/3	ECC 704.FW EDLIT 735	None	15 hours in the field analyzing language use of ESL learners
EDLIT 731	Literacy Assessment: Grade 2 through Grade 6	45/3	ECC 704.FW EDLIT 735	None	15 hrs in the field assessing diverse learners
EDLIT 734	Literacies within the Disciplines: Grade 2 through Grade 6	45/3	ECC 704.FW EDLIT 735	EDLIT 739.02	10 hours in a classroom focused on older learners (grade 3 to 6) and content area literacy
EDLIT 736	Diagnosis of Reading Difficulties	45/3	EDLIT 731	None	15 hours* of diagnosis, under supervision, of students with reading difficulties
EDLIT 737	Practicum in Remedial Reading	45/3	EDLIT 736	None	20 hours* of supervised remedial sessions with individual students on-site at Hunter College
EDLIT 738	Literacy Programs: Organization and Resources	45/3	EDLIT 731	None	15 hours of survey for the enhancement of literacy programs
EDLIT 739.01	Delays in Early Language Literacy Development in Young Children with Special Needs	15/1	None	ECC 704.FW	5 hours of observation in an inclusive early childhood setting or a program with a special needs focus
EDLIT 739.02	Special Needs Issues in Literacies within the Curriculum	15/1		EDLIT 734	None
EDLIT 739.03	Adaptations and Modifications in Approaches to Literacy for Students with Special Needs	15/1		EDLIT 735	None
EDLIT 740	Leadership in Literacy	45/3	A minimum of 27 credits in the Master's in Literacy Program	None	None
EDLIT 741	Selected Topics	45/3	Approval of instructor	None	None
EDLIT 742	Practicum in Literacy	15/1	15 to 18 credit hours in the Literacy Master's Program	None	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)

Totals: 37 credits with 185 hours in the field of which 150 hours of field experience/practicum are in the schools and 35* hours are at Hunter College

MATHEMATICS/SCIENCE EDUCATION

Program Coordinators: **Mathematics:** Francis J. Gardella; (212) 772-4676, fgardell@hunter.cuny.edu
Science: Ira Kanis; (212) 772-4686, ikanis@hunter.cuny.edu

This is a 33-credit program that prepares students with initial/provisional certification to become better qualified in the teaching of mathematics and science in the elementary grades.

ADMISSIONS STANDARDS

Matriculation Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial or provisional teacher certification in early childhood education, childhood education, elementary education, or special education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Submission of a letter of recommendation from a supervisor to be included in the application.
5. 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 whose provisional certification was or will be obtained prior to February 2, 2004 (when the New York State teacher education regulations go into effect), must provide evidence of course work in assessment, educational technology, and specific aspects of health education, as reflected in

undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement will be admitted with conditions and must complete (additional) course work in these areas. (See item 4 in next section) Applicants certified before February 2004 must also show evidence of having met Education Law sections 803-a (preventing child abduction), 804 (preventing alcohol, tobacco and other drug abuse), 806 (providing safety education), 808 (providing instruction in fire and arson prevention), or be enrolled in **HED 314** Health Education for the Classroom Teacher.

Nonmatriculant Status Requirements

1. Students who have completed an approved New York State teacher education program in early childhood, childhood, elementary or special education, and who have passed all required New York State certification tests but have not yet received their initial or provisional teaching certificate, will be admitted as nonmatriculants as resources permit and will be switched to matriculated status when they show proof of certification.
2. Applicants who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary or special education may be considered for nonmatriculant status.
3. Teachers certified (in early childhood, childhood, elementary or special education) in states other than New York, who meet all

other admission criteria, will be accepted into the program on a nonmatriculant basis and can take up to 12 credits while seeking reciprocal certification in New York State.

4. Applicants who do not meet the criteria of foundational course work in assessment and/or educational technology will be considered for nonmatriculated status until they either obtain a passing grade in **EDC 714** (Advanced Educational Technology for Elementary School Teachers) and/or **EDF 716** (Assessment of 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

1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state should reapply for matriculation as soon as they can show proof of New York State certification.
2. Those applicants who are accepted as nonmatriculants for other reasons should apply for matriculation during the semester in which they complete 9-12 credits of program courses if they have obtained New York State initial or provisional teacher certification and have completed the foundational course work as described on previous page. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

Childhood Education with a Concentration in Math and Science (33 credits)

Course/No.	Title	Credits	Pre/Coreq
CEDC 716	Educational Technology in Mathematics and Science Teaching and Learning	3	none
CEDC 738	The English Language: Theories and Pedagogical Implications	3	none
CEDC 740	Contemporary Mathematics in the Elementary School	3	none
CEDC 742	Workshop/Seminar in Elementary Mathematics/Science Curriculum	3	all courses except CEDC 743
CEDC 743	Research Seminar in Mathematics/Science Education	3	all program courses
CEDC 74	Development of Mathematical/ Scientific Concepts in Children	3	all program courses except CEDC 742 and CEDC 743
CEDC 776	Planet Earth: Life Science, Environmental and Earth Science	3	none
CEDC 777	Physical Science for Elementary Teachers	3	none
CEDF 716	Assessment of Teaching and Learning	3	none
CEDC 717*	Independent Study in Curriculum and Teaching	(1)	none
CEDC 718*	Independent Study in Curriculum and Teaching	(2)	none
CEDC 719*	Independent Study in Curriculum and Teaching	(3)	none
GEOG 709.57	Regional Geography of the New York Metropolitan Area	3	none
SPED 700	Issues and Practices in Educating Persons with Disabilities	3	none

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.*

SPECIAL EDUCATION

Course waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

PROGRESS STANDARDS

When 12, 20 and 27 credits have been obtained in the master's in mathematics and science education, 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 master's in mathematics and science education.
2. Master's candidates with any course grades below B- in program courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDC 743, in which a culminating research project is completed.

Department Office: (212) 772-4700

Chairperson: Kate Garnett; 910 West, (212) 772-4700, kgarnett@hunter.cuny.edu

Secretary: Jean Leung; 909 West, (212) 772-4700; fax (212) 650-3542, jleung@hunter.cuny.edu

Ombudsperson: Ellis Barowsky; 919 West, (212) 772-4704, ebarowsk@hunter.cuny.edu

Advisers: 9th Floor, West

Learning Disabilities: Kate Garnett; 910 West, (212) 772-4700, kgarnett@hunter.cuny.edu and Tim Lackaye; 920 West, (212) 772-4777, tlackaye@hunter.cuny.edu

Behavior Disorders: Tom McIntyre; 917 West, (212) 772-4706, tmcintyr@hunter.cuny.edu and Ellis Barowsky; 919 West, (212) 772-4704, ebarowsk@hunter.cuny.edu

Severe/Multiple Disabilities (including Deafblindness): Rosanne K. Silberman, 916 West, (212) 772-4740/1, rsilberm@hunter.cuny.edu, and Ellen Trief; 921 West, (212) 772-4110, etrief@hunter.cuny.edu

Early Childhood Special Education: Shirley Cohen; 915 West, (212) 772-4708, shirley.cohen@hunter.cuny.edu

Deaf and Hard-of-Hearing: Elaine Gale; 918 West, (212) 772-4702, egale@hunter.cuny.edu

Blind and Visually Impaired: Rosanne K. Silberman; 911 West, (212) 772-4740/1, rsilberm@hunter.cuny.edu and Ellen Trief; 921 West, (212) 772-4110, etrief@hunter.cuny.edu

Hunter's graduate program in special education prepares teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes, resource rooms, pre-schools, early intervention programs and supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs and residential facilities. All special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children (CEC). Completion of one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education, with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

Students who enter the childhood special education program with initial/provisional certification in childhood education grades 1-6 or elementary education Pre-K-6 (i.e., students in Hunter's Program 2) and subsequently complete the master's will meet the education requirements for New York State professional teacher certification in both childhood education, Pre-K-6 and childhood special education.

Students who enter the early childhood special education program with provisional certifi-

cation Pre-K-6 or initial certification in early childhood education and subsequently complete the master's degree will meet the educational requirements for New York State professional/permanent certification in both early childhood education or Pre-K-6 and early childhood special education.

The overall program is organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities, to be applied across a range of educational settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of understandings to effective instruction.

MSED: CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: DEAF AND HARD OF HEARING PROGRAMS 1 AND 2

MSED: BLIND AND VISUALLY IMPAIRED PROGRAMS 1 AND 2

See the section on the MSED – Early Childhood Special Education Programs that is presented separately on p. 116.

Students may be admitted to one of two special education programs. Program 1 is for students without teacher certification in childhood education or Pre-K-Grade 6 (including those with only initial certification in areas other than childhood education); Program 2 is for those with teacher certification in childhood education or Pre-K-Grade 6.

Please note: Meeting minimum admissions requirements for Programs 1 or 2 does not guarantee admission to the graduate program in special education. Admission to either program is also subject to available space and resources.



SPECIAL EDUCATION

Course waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

PROGRESS STANDARDS

When 12, 20 and 27 credits have been obtained in the master's in mathematics and science education, 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 master's in mathematics and science education.
2. Master's candidates with any course grades below B- in program courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDC 743, in which a culminating research project is completed.

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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. All special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children (CEC). Completion of one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education, with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

Students who enter the childhood special education program with initial/provisional certification in childhood education grades 1-6 or elementary education Pre-K-6 (i.e., students in Hunter's Program 2) and subsequently complete the master's will meet the education requirements for New York State professional teacher certification in both childhood education, Pre-K-6 and childhood special education.

Students who enter the early childhood special education program with provisional certification

Pre-K-6 or initial certification in early childhood education and subsequently complete the master's degree will meet the educational requirements for New York State professional/permanent certification in both early childhood education or Pre-K-6 and early childhood special education.

The overall program is organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities, to be applied across a range of educational settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of understandings to effective instruction.

MSED: CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: DEAF AND HARD OF HEARING PROGRAMS 1 AND 2

MSED: BLIND AND VISUALLY IMPAIRED PROGRAMS 1 AND 2

See the section on the MSED – Early Childhood Special Education Programs that is presented separately on p. 116.

Students may be admitted to one of two special education programs. Program 1 is for students without teacher certification in childhood education or Pre-K-Grade 6 (including those with only initial certification in areas other than childhood education); Program 2 is for those with teacher certification in childhood education or Pre-K-Grade 6.

Please note: Meeting minimum admissions requirements for Programs 1 or 2 does not guarantee admission to the graduate program in special education. Admission to either program is also subject to available space and resources.



PROGRAM 1

This program is open to applicants who do not have teacher certification in childhood education or Pre-K–6. Minimum credit requirements for Program 1 are from 40 to 62 credits, depending upon the selected disability-specific specialization and whether the student is exempted from any courses based on prior coursework.

**Program 1:
Admissions Standards****A. Matriculation Requirements**

1. Undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,

OR

Graduate degree from an approved college, with a GPA of 3.5 or better,

2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits,

PLUS

A general education core in liberal arts and sciences, to include a minimum of 6 credits in English (including a course in English composition with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or geography), 12 credits in math/science/technology, 6 credits in the arts, and 6 credits in a language other than English (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).

B. Conditions of Admission

Applicants who do not meet all of the liberal arts and science prerequisite requirements may be admitted with up to 12 credits of "conditions" that they must take at either the graduate or the undergraduate level. *Note: Although required, these additional "conditioned" courses do not count in the calculation of minimum credits towards the master's degree.*

C. Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations

Students in Program 1 should take the LAST within their first semester. *Note: New York State offers this examination in October, January, April and July. Applications are available in Room 1000 West.* Any students who have not submitted their LAST scores before they complete 12 credits of course work or who score below criteria on the LAST essay (Test #5) are required to enroll in a college-directed writing course (credit or non-credit) in the semester after they reach 12 credits in order to be allowed to continue in the program.

D. Consideration for Nonmatriculant Status

Note: Use matriculation application form.

Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5–2.79 may be considered for nonmatriculant status. They are required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies. Students may not take more than 12 credits as nonmatriculants, at least 9 of which need to be from the special education (SPED) course offerings.

E. Change in Status from Nonmatriculated to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED) courses. In order to be considered for matriculation, nonmatriculants must maintain a GPA of at least 3.0 in their first 9–12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.*

PROGRAM 2

This program is open to applicants who already have teacher certification in childhood education (or elementary education Pre-K–6). Minimum credit requirements range from 35 to 41, depending upon the selected disability-specific specialization.

**Program 2:
Admissions Standards****A. Matriculation Requirements**

1. An undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,

OR

A graduate degree from an approved college with a GPA of 3.5 or better,

2. New York State initial/provisional teacher certification in childhood education grades 1–6 or elementary education Pre-K–6*

B. Consideration for Nonmatriculant Status

Note: Use matriculation application form. The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with appropriate certification from another state, who meet the GPA requirement (2.8 or better) and apply for New York State teacher certification in childhood education;
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a New York State-approved childhood education program within the prior two years, but who have not yet passed the required New York State Teacher Certification Examinations;
3. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5–2.79 and who have New York State initial teacher certification. These applicants will be required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies.

* Those entering before February 4, 2004, must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.

C. Change in Status from Nonmatriculated to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED) courses. In order to be considered for matriculation, Program 2 nonmatriculants must provide evidence of New York State initial teacher certification in childhood education. Also, they must maintain a GPA of at least 3.0 in their first 9–12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated.

Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.



Programs 1 and 2: Progress Standards

A. 12-Credit Benchmark for Matriculated Students

1. Students must maintain an overall GPA of at least 3.0. In addition, students with more than one course grade below B in the first 12 credits will be dropped from the program.
2. Students must demonstrate consistently satisfactory written English in course-work.
3. Students with one grade of IN within the first 12 **SPED** credits are restricted from registering for more than one course.

B. Restrictions Because of Incompletes

At any point in the program, a student with two or more INs is prohibited from registering for any courses. *Note: It is recommended that, when not enrolled in any course, students take an official leave of absence.*

C. Entry into Student Teaching or Supervised Practicum

In order to enroll in student teaching or supervised practicum, students must:

1. Complete at least 15 **SPED** credits, including the pre-student teaching field placements that are part of **SPED 700, 701, 702**.
2. Have taken or be registered concurrently for one methods course (e.g., one of the following: **SPED 706, 731, 751, 781, 781.50**).
3. Have an overall GPA of at least 3.0.
4. Have no outstanding INs.

Programs 1 and 2: Exit Standards

A. Grade Point Average

Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

B. Written Language

Students must demonstrate consistently satisfactory written English in all course work.

C. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

1. Students are required to attain a minimum grade of B in all student teaching, practica, and clinical teaching lab courses. *Note: No grade less than B is acceptable for these teaching-skill courses. Students receiving B-, C+, or C for any*

one of these courses must apply to the department chairperson for permission to reregister for that course, which may be repeated only once. Those who receive an F will be dropped from the program.

2. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing any minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

D. Culminating Activity

Students must perform satisfactorily on a two-part culminating activity (partial requirements of **SPED 707**, Research Seminar: Issues in Special Education):

1. A comprehensive research-based oral presentation on a current special education issue

AND, EITHER

2. An original written research proposal

OR
A written proposal for competitive grant funding.

Childhood Special Education: Learning Disabilities

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 42-56

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus, the **SPED** courses listed below

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 35-37

Consists of the **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (20 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English-Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education (taken in final semester)	3
LEARNING DISABILITIES SPECIALIZATION (15-17 cr)		
SPED 780	The Study of Learning Disabilities	3
SPED 781	Reading and Writing for Students with Learning Disabilities: Methods 1 (includes 10 hours of field experience)	3
SPED 782	Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (includes 20 hours of field experience)	2
SPED 783	Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2	3
SPED 784	Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (includes 20 hours of field experience)	2
STUDENT TEACHING/PRACTICUM: LEARNING DISABILITIES		
SPED 785	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 40 days of student teaching)	4
OR		
SPED 785.50	Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences)	2
OR Both of the following:		
SPED 785.51	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 785.52	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2

SPECIAL EDUCATION

MSED: EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2 WITH AN ANNOTATION IN SEVERE/MULTIPLE DISABILITIES

The early childhood programs were designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in these programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in grade 1 and 2 teaching should apply to the childhood education program, which encompasses grades 1-6.

MSED: Early Childhood Special Education

Students may be admitted to one of three early childhood special education programs.

Program 1A is for applicants with no prior NYS teacher certification; **Program 1B** is for applicants with prior NYS certification in an area other than early childhood education;

Program 2 is for applicants with initial certification in early childhood education. The total number of credits for the degrees is as follows:

Program 1A: 48–54 credits

Program 1B: 36–54 credits

Program 2: 36 credits

MSED: Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

Students may be admitted to one of three early childhood special education programs with an annotation in severe/multiple disabilities.

Program 1A is for applicants with no prior NYS teacher certification; **Program 1B** is for applicants with prior NYS certification in an area other than early childhood education;

Program 2 is for applicants with initial certification in early childhood education. The total number of credits for the degrees is as follows:

Program 1A: 54–60 credits

Program 1B: 42–60* credits

Program 2: 42 credits

* Pending state approval

Matriculation Requirements for Program 1A

Please note that the admission criteria listed below are minimum requirements and do not guarantee admission, which is also subject to available space and resources.

A. Matriculation Requirements

- 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

- A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits

PLUS

A general education core in liberal arts and sciences, to include a minimum of 6 credits in English (including **ENGL 120** or **220** or an equivalent with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or geography), 12 credits in math/science/technology, 6 credits in the arts, and 6 credits in a language other than English (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).

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 graduate or the undergraduate level. *Note: Although required, these additional “conditioned” courses do not count in the calculation of minimum credits towards the master’s degree.*

C. Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Examinations

Students in Program 1 should take the LAST within their first semester. *Note: NYS offers this examination in Oct., Jan., April, and July.*

Childhood Special Education: Behavior Disorders

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 43-55

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus the **SPED** courses listed below. 36 cr

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 36

Consists of all **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (20 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
BEHAVIOR DISORDERS SPECIALIZATION (12 cr)		
SPED 750	The Study of Behavior Disorders (includes 20 hours of field experience)	3
SPED 751	Methods and Materials for Teaching Students with Behavior Disorders (includes 20 hours of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hours of field experience)	3
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
STUDENT TEACHING/PRACTICUM: BEHAVIOR DISORDERS (4 cr)		
SPED 752	Student Teaching: Behavior Disorders, Grades 1-3 and 4-6 (30 hours of seminar, plus conferences, plus 40 days of student teaching)	4
OR two of the following (must include two different grade levels):		
SPED 752.50	Student Teaching: Behavior Disorders, Grades 1-3 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.51	Student Teaching: Behavior Disorders, Grades 4-6 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.52	Supervised Practicum: Behavior Disorders, Grades 1-3 (30 hrs. of seminar, plus conferences)	2
SPED 752.53	Supervised Practicum: Behavior Disorders, Grades 4-6 (30 hrs. of seminar, plus conferences)	2

Applications are available in HC 1000W. Any students who have not submitted their LAST scores before they complete 12 credits of coursework or who score below criterion on the LAST essay (test 5) are required to enroll in a college-directed writing course (credit or non-credit) in the semester after they reach 12 credits in order to be allowed to continue in the program.

D. Consideration for Nonmatriculant Status

Note: Use matriculation application form.

Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5 and 2.79 may be considered for nonmatriculation status as resources permit. They are required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies. Students may not take more than 12 credits as nonmatriculants, at least 9 of which need to be from the special education (**SPED** or **SPEDE**) course offerings.

E. Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (**SPED** or **SPEDE**) courses. In order to be

considered for matriculation, nonmatriculants must maintain a GPA of at least 3.0 in their first 9–12 **SPED** or **SPEDE** credits. Further, students with more than one course with a grade below a B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculant status, except by special permission of the dean.*

Matriculation Requirements for Program 1B

1. Any New York State teacher certificate. However, applicants with initial certification in early childhood education should apply to Program 2
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

Consideration for Nonmatriculant Status

Note: Use matriculation application form.

The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with teacher certification from another state, who meet the GPA requirement (2.8 or better) and have applied or will apply for NYS teacher certification;
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a NYS-approved teacher education program within the prior year, but who have not yet passed the required NYS teacher certification examinations;
3. Applicants with an undergraduate degree from an approved college whose GPAs fall between 2.5–2.79 and who have NYS initial or provisional teacher certification. These applicants will be required to provide on-site writing samples, interviews and other academically relevant evidence of qualification for graduate level studies.

Change in Status from Nonmatriculant to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (**SPED** and/or **SPEDE**) courses. In order to be considered for matriculation in Program 1B, nonmatriculants must provide evidence of NYS initial teacher certification, and must have established

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 44-56

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus the **SPED** courses listed below 37cr

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 37

Consists of all **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (12 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hrs. of field experience)	3
SPED 702.50	Classroom Management in Special Education and Inclusive Settings (includes 20 hrs. of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
SEVERE/MULTIPLE DISABILITIES (INCLUDING DEAFBLINDNESS) SPECIALIZATION (21 cr)		
SPED 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3
SPED 791	Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field placement)	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness (includes 15 hrs. of field experience)	3
SPED 793	Total Communication for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	2
SPED 794	Functional Language and Culture of Learners with Low Incidence Disabilities (includes 5 hrs. of field experience)	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hrs. of field experience)	3
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
Student Teaching/Practicum: Severe/Multiple Disabilities (4 cr.)		
SPED 795	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-6 (30 hr seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR two of the following (must include two different grade levels):		
SPED 795.50	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-3 (30 hr seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.51	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 4-6 (30 hr seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.52	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 1-3 (30 hr seminar, plus conferences)	2
SPED 795.53	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 4-6 (30 hr seminar, plus conferences)	2

SPECIAL EDUCATION

a GPA of at least 3.0 in their first 9-12 credits of **SPED** re **SPEDE** courses. Further, students with more than one course with a grade below B will not be matriculated. (Note- in addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.)

Matriculation Requirements for Program 2

1. NYS initial teacher certification in early childhood education
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

Consideration for Nonmatriculant Status

Note: Use matriculation application form. The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with early childhood education certification from another state, who meet the GPA requirement (2.8 or better) and have applied or will apply for NYS teacher certification in early childhood education.
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a NYS-approved early childhood education program within the prior year, but who have not yet passed the required NYS teacher certification examinations;

3. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5 –2.79 and who have NYS initial early childhood teacher certification. These applicants will be required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification.

Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education (**SPED** and/or **SPEDE**) courses. In order to be considered for matriculation, Program 2 nonmatriculants must provide evidence of NYS initial teacher certification in early childhood education. Also they must maintain a GPA of at least 3.0 in their first 9–12 **SPED** and/or **SPEDE**

Early Childhood Special Education

PROGRAM 1A – For students with no prior New York State teacher certification

Required courses:

General education from the Early Childhood Education sequence. See p. 122	12-18
SPEDE and SPED courses listed below	36
TOTAL program 1A credits:	48-54

PROGRAM 1B(a) – For students with prior New York State teacher certification in Pre-K–Grade 6 or in childhood education

ECC 703	Early Childhood Curriculum: Birth through Grade 2*	3
ECC 712	Pre-Student Teaching Field Placements in Early Childhood*	1

* may be exempted from one or both of these courses based on an analysis on applicant's prior coursework

SPEDE and SPED courses listed below	36
TOTAL program 1B(a) credits:	36-40

PROGRAM 1B(b) – For students with prior New York State teacher certification in an area other than Pre-K–Grade 6 or childhood education

Required courses:

Number of credits and specific courses in early childhood education will be determined by analysis of student's prior coursework	4-18
SPEDE and SPED courses listed below	36
TOTAL program 1B(b) credits:	40-54

PROGRAM 2 – For students with initial New York State teacher certification in early childhood education

SPEDE and SPED courses listed below	36
TOTAL Program 2 credits:	36

Course No.	Course Title	Credits
ALL STUDENTS (PROGRAMS 1A, 1B(a), 1B(b) AND 2): SPEDE and SPED courses		
SPEDE 714	History and context of Early Intervention and Early Childhood Special Education	1
SPEDE 768	Characteristics and Developmental Problems of Infants and Young Children with Special Needs (includes 2.5 hrs. of field experience)	3
SPEDE 769	Assessment of Development and Learning in Infants and Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 770	Curriculum Models and Methods in Early Intervention and Early Childhood Special Education (includes 5 hrs. of field experience)	3
SPEDE 771	Autistic Spectrum Disorders: Characteristics Implications for Intervention, and Educational Strategies (includes 5 hrs. of field experience)	3
SPEDE 772	Behavioral Theory and Its Applications to Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 773	Developing Partnerships with Families for Their Child's Development and Learning (includes 2.5 hrs. of field experience)	1
SPEDE 774	Reading and Writing for Students with Special Education Needs — Grades K-6 (includes 5 hrs. of field experience)	3
SPEDE 775	Mathematics for Students with Special Education Needs, Grades K-2	1
SPEDE 776	Field Experience in Early Childhood Special Education, 30 hr seminar plus 60 hrs. of fieldwork	2
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities, including Deafblindness (includes 15 hrs. of field experience)	3
Early Childhood Special Education Practicum/Student Teaching		
SPEDE 777	Student Teaching: Early Childhood Special Education, 40 days 30 hr seminar plus 40 days	4
OR		
SPEDE 778	Student Teaching in Early Childhood Special Education, 20 days 30 hr seminar plus 20 days	2
PLUS		
SPEDE 779	Practicum in Early Childhood Special Education 30 hr seminar plus conferences	2

credits. Further, students with more than one course with a grade below B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.*

Progress Standards for all Early Childhood Special Education Programs

A. 12-Credit Benchmark for Matriculated Students

1. Students must maintain an overall GPA of at least 3.0. In addition, students with more than one course grade below B in the first 12 credits will be dropped from the program.

2. Students must demonstrate consistently satisfactory written English in course-work.
3. Students with one grade of IN within the first 12 **SPED** and/or **SPEDE** credits are restricted from registering for more than one course

B. Restrictions Because of INs

At any point in the program, a student with two or more INs is prohibited from registering from any course. *Note: It is recommended that, when not enrolled in any course, students take an official leave of absence.*

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

PROGRAM 1A – For students with no prior New York State Teacher certification

Required courses:

General education from the Early Childhood Education sequence. See p. 122	12-18
SPEDE and SPED courses listed below	42
TOTAL Program 1A credits:	54-60

PROGRAM 1B(a) – For students with prior New York State teacher certification in Pre-K–Grade 6 or in childhood education

Required courses:

ECC 703	Early Childhood Curriculum: Birth through Grade 2*	3
ECC 712	Pre-Student Teaching Field Placements in Early Childhood*	1
* may be exempted from one or both of these courses based on an analysis on applicant's prior coursework		

SPEDE and **SPED** courses listed below 42

TOTAL Program 1B(a) credits: 42-46

PROGRAM 1B(b) – For students with prior New York State teacher certification in an area other than Pre-K–Grade 6 or childhood education

Required courses:

Number of credits and specific courses in early childhood education will be determined by analysis of student's prior coursework. 4-18

SPEDE and **SPED** courses listed below 42

TOTAL Program 1B(b) credits: 46-60

PROGRAM 2 – For students with initial New York State teacher certification in early childhood education

SPEDE and **SPED** courses listed below 42

TOTAL Program 2 credits: 42

Course No.	Course Title	Credits
SPEDE and SPED courses		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3
SPED 791	Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field placement)	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness (includes 15 hrs. of field experience)	3
SPED 793	Total Communication for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	2
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPEDE 770	Curriculum Models and Methods in Early Intervention and Early Childhood Special Education (includes 5 hrs. of field experience)	3
SPEDE 771	Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies (includes 5 hrs. of field experience)	3
SPEDE 772	Behavioral Theory and Its Applications to Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 773	Developing Partnerships with Families for Their Child's Development and Learning (includes 2.5 hrs. of field experience)	1
SPEDE 774	Reading and Writing for Students with Special Education Needs (Grades K-6) (includes 5 hrs. of field experience)	3
SPEDE 775	Mathematics for Students with Special Education Needs, Grades K-2	1
SPED 707	Research Seminar: Issues in Special Education	3
SPEDE 767	Field Experience in Early Childhood Special Education with an Annotation in Severe Disabilities (includes 15 hr seminar plus 30 hrs field experience)	

Student Teaching/Practicum: Severe/Multiple Disabilities

SPEDE 777.50 Student Teaching: Early Childhood Special Education with an Annotation in Severe Disabilities, 40 days (30 hr seminar plus 40 days) 4

OR

SPEDE 778.50 Student Teaching in Early Childhood Special Education with an Annotation in Severe Disabilities, 20 days (30 hr seminar plus 20 days) 2

PLUS

SPEDE 779.50 Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities (30 hr seminar plus conferences) 2

SPECIAL EDUCATION

C. Entry into Student Teaching or Supervised Practicum:

In order to enroll in student teaching or supervised practicum, students must

1. Complete **SPEDE 776**
2. Have an overall GPA of at least 3.0
3. Have no outstanding INs

that course, which may be repeated only once. Those who receive an F will be dropped from the program.

Students must complete all required days of student teaching/practica or will receive a grade of Incomplete for the course, which may delay graduation.

Program 1 and 2 – Exit Standards

A. Grade Point Average

Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

B. Written Language

Students must demonstrate consistently satisfactory written English in all coursework.

C. Field Experience and Student Teaching/Practicum

Students are required to attain a minimum grade of B in **SPEDE 776**, Field Experience in Early Childhood Education, and in student teaching/practicum. Students who receive a grade of B-, C+, or C in any of these courses must apply to the department chairperson for permission to reregister for

Culminating Activity

Students must perform satisfactorily on a two-part culminating activity (partial requirements of **SPED 707 Research Seminar: Issues in Special Education**):

1. A comprehensive research-based oral presentation on a current special education issue

AND, EITHER

2. An original written research proposal

OR

A written proposal for competitive grant funding

REQUIREMENTS FOR THE DEGREE IN CHILDHOOD SPECIAL EDUCATION, DEAF AND HARD OF HEARING, BLIND AND VISUALLY IMPAIRED

Program 1

If you are entering without certification in childhood education, grades 1-6 (or elementary education Pre-K-6) you take an extended course of study that leads to certification in both childhood education and childhood special education of 42-63 credits, depending upon your selected disability-specific specialization.

Required minimum number of special education (**SPED**) course credits:

Childhood Special Education:	
Learning Disabilities	35-37
Childhood Special Education: Behavior Disorders	36
Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)	36
Deaf and Hard-of-Hearing	38-44

Childhood Special Education: Deaf and Hard-of-Hearing

PROGRAM 1 – For students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K-6)

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus, the **SPED** courses listed below

TOTAL Program 1 credits: 45-63

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K-6 certification

Consists of the **SPED** courses listed below

TOTAL Program 2 credits: 38-44

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (13 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 705	Use of Instructional Technology in Special Education	1
SPED 707	Research Seminar: Issues in Special Education	3
DEAF AND HARD-OF-HEARING SPECIALIZATION (25*-31 cr)		
SPED 720	American Sign Language I	3
SPED 721	American Sign Language II	3
SPED 722	The Study of ASL Educational Linguistics	2
SPED 730	Education of Students Who Are Deaf and Hard-of-Hearing (includes 10 hrs. of field experience at one grade level)	3
SPED 731	Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1 (includes 5 hrs. of field experience)	3
SPED 732	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1 (includes 20 hrs. of field experience)	2
SPED 733	Math and Across-the-Curriculum Adaptations for Students Who Are Deaf and Hard-of-Hearing: Methods 2 (includes 5 hrs. of field experience)	3
SPED 734	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2 (includes 20 hrs. of field experience)	2
SPED 735	Speech Development and Remediation of Students Who Are Deaf and Hard-of-Hearing	3
SPED 736	Aural Rehabilitation of Students Who Are Deaf and Hard-of-Hearing (includes 10 hrs. of field experience at one grade level)	3
Student Teaching/Practicum: Deaf and Hard-of-Hearing		
SPED 737	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 12 (30 hrs. seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR Two of the following (must include two different grade levels):		
SPED 737.50	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.51	Student Teaching: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.52	Supervised Practicum: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs. seminar, plus conferences)	2
SPED 737.53	Supervised Practicum: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs. seminar, plus conferences)	2

*Note: Students entering program with ASL proficiency may be exempted from either or both of the ASL courses, without being required to replace those credits with other course work. Such students would, thus, complete the specialization sequence with either 28 or 25 credits.

Blind and Visually Impaired.....	41
Blind and Visually Impaired with optional Orientation and Mobility sequence.....	49
Plus, 7–19 credits of childhood education (EDF, EDC, HED) courses	

Note: Students can be exempted from up to 12 credits of these general education requirements, on the basis of equivalent courses taken at either the graduate or undergraduate level. Even with exemptions, 7 general education credits represent a required minimum and must include EDC 729 Fieldwork in Childhood Education for Special Educators (1 credit)

Note: Students who enter with provisional certification will be required to complete HED 715, unless transcripts of their prior coursework, along with course catalog descriptions from their previous college(s) verify completion of NYS requirements in the area of health (including school violence prevention and education, fire safety, drug education, child abuse and neglect, and nutrition and fitness).

EDF 706.....	3
Social, Historical, Philosophical Foundations of Education: The American School	

EDF 709.....	3
Child Development (5 hrs. of fieldwork)	
EDC 722.50*.....	2
Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	
EDC 703.50.....	3
Teaching Science in the Elementary School	
EDC 704.....	3
Teaching Developmental Reading (10 hrs. of fieldwork)	
EDC 705.....	3
Mathematics Curriculum and Methods	
EDC 729.....	1
Fieldwork in Childhood Education for Special Educators (50 hrs., plus 15 hrs. seminar)	
HED 715.....	1
Health Education in Childhood Education for Special Educators (15 hrs.)	

Program 2

(For students entering with initial New York State certification in childhood education.)

Required minimum number of special education (SPED) course credits:

Childhood Special Education:	
Learning Disabilities.....	35–37
Childhood Special Education: Behavior Disorders.....	36
Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)....	37
Deaf and Hard-of-Hearing.....	38–44
Blind and Visually Impaired.....	41

*.50 designates that the student is not required to take the concurrent field experience (Special Education students only).

REQUIREMENTS FOR THE DEGREE IN EARLY CHILDHOOD SPECIAL EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION WITH AN ANNOTATION IN SEVERE/MULTIPLE DISABILITIES

Childhood Special Education: Blind and Visually Impaired (with optional Orientation and Mobility [O&M] sequence)

PROGRAM 1 – For students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits – Blind and Visually Impaired:.....	48-60
TOTAL Program 1 credits – Blind and Visually Impaired with optional O&M sequence:.....	56-68
Includes 7-19 credits of general education courses with prefixes EDF, EDC and HED. See p. 121 for specific list of general education course requirements. Plus, the SPED courses listed below	

PROGRAM 2 – For students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits – Blind and Visually Impaired:.....	41
TOTAL Program 2 credits – Blind and Visually Impaired with optional O&M sequence:.....	49
Consists of the SPED courses listed below	

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (12 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 702.50	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
BLIND AND VISUALLY IMPAIRED SPECIALIZATION (29 cr)		
SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 791	Alternate Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field experience)	3
SPED 742	Curriculum and Instructional Strategies for Learners with Visual Impairments (includes 15 hrs. of field experience)	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 745	Mathematics Literacy and Nemeth Code for Learners with Visual Impairments	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
Student Teaching/Practicum: Blind and Visually Impaired		
SPED 748	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12 (30 hrs. seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR Two of the following (must include two different grade levels):		
SPED 748.50	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs. seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.51	Student Teaching: Blindness and Visual Impairment, Grades 7–12 (30 hrs. seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.52	Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs. seminar, plus conferences)	2
SPED 748.53	Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (30 hrs. seminar, plus conferences)	2
OPTIONAL SEQUENCE IN ORIENTATION AND MOBILITY (8 cr.)		
SPED 765	Intermediate Orientation and Mobility	3
SPED 766	Advanced Orientation and Mobility	3
SPED 767	Orientation and Mobility: Internship/Seminar	2

SPECIAL EDUCATION

Program 1A

Program 1A is for applicants who do not have any teaching certificate. Program 1B is for applicants who have a teaching certificate in an age level or area other than early childhood education or elementary education Pre K – Grade 6.

Students in program 1A must complete the courses in general early childhood education listed below in addition to the special education sequence listed under Program 2.

Early Childhood Education Sequence

ECF 700	3 cr
Child Development	
ECC 703	3 cr
Early Childhood Curriculum	
ECC 706	3 cr
Language and Literacy: K through Grade 2	
ECC 707	1 cr
Language and Literacy: English Language Learners	
ECC 709	3 cr
Mathematical and Scientific Thinking in Early Childhood	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood (15 hrs. seminar plus 50 hrs. fieldwork)	
ECC 713	3 cr
The Expressive Arts in Early Childhood	
HED 715	1 cr
Health Education for Special Educators	
Total	12-18 Credits*

* Students may be exempted from up to 6 credits of this sequence based on prior equivalent coursework.

Course Sequence in Early Childhood Special Education	36 cr
Course Sequence in Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	42 cr
Total Program 1A Credits:	
Early Childhood Special Education	48-54 cr
Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	54-60 cr

Program 1B — Early Childhood Special Education

Students in Program 1B who have prior teacher certification in Pre K – Grade 6 or in childhood education will complete a 36-40 credit program that consists of the 36 credit special education sequence in Program 2 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	3 cr
Early Childhood Curriculum: Birth through Grade 2	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood	

Students whose prior certification is in an area other than childhood education or Pre K – Grade 6 (e.g., adolescence education, middle school education, music, dance, TESOL) may well 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. Therefore, the total number of credits for the degree for students with prior certification in areas other than Pre K – Grade 6 or childhood education will range from 40-54.

Program 1B: Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

Students in Program 1B in the annotation program who have prior teacher certification in Pre K – Grade 6 or in childhood education will complete a 42-46 credit program that consists of the 42 credit special education sequence in Program 2 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	3 cr
Early Childhood Curriculum: Birth through Grade 2	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood	

Students whose prior certification is in an area other than childhood education or Pre K – Grade 6 (e.g., adolescence education, middle school education, music, dance, TESOL) may well 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. Therefore, the total number of credits for the degree for students with prior certification in areas other than Pre K – Grade 6 or childhood education will range from 46-60

Requirements for the Degree: Program 2

(For students entering with initial New York State Certification in Early Childhood Education)

Early Childhood Special Education	36 cr
Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	42 cr

Visual Impairment: Rehabilitation Teaching*

Visual Impairment: Rehabilitation Teaching*	40
Visual Impairment: Rehabilitation Teaching* with optional sequence in O&M	48

CROSS-CATEGORICAL CORE COURSES (3 cr)

SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
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VISUAL IMPAIRMENT: REHABILITATION TEACHING SPECIALIZATION (37 cr)

SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
SPED 760	Skills and Techniques for Rehabilitation Teaching I	3
SPED 761	Skills and Techniques for Rehabilitation Teaching II	3
SPED 762	Principles of Vocational Rehabilitation and Independent Living: Rehabilitation for Adults with Visual Impairments	3
SPED 763	Internship I: Rehabilitation Teaching for Individuals with Visual Impairments	2
SPED 764	Internship II: Rehabilitation Teaching for Individuals with Visual Impairments	2
COUNR 720	Medical Aspects of Disability	3
COUNR 730	Counseling with the Aging	3
COCO 701	Counseling Skills and Interviewing	3

OPTIONAL SEQUENCE IN ORIENTATION AND MOBILITY (8 cr.)

SPED 765	Intermediate Orientation and Mobility	3
SPED 766	Advanced Orientation and Mobility	3
SPED 767	Orientation and Mobility: Internship/Seminar	2

* The Rehabilitation Teaching program alone does not lead to New York State teacher certification.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

TESOL

Coordinator: Anne M. Ediger, 1011 West, (212) 772-4763, aediger@hunter.cuny.edu, messages (212) 772-4663/(212) 772-4666

Website: <http://www.hunter.cuny.edu/schoolofed/tesolnew.htm>

The TESOL program is designed to educate people who wish to be involved in the teaching/learning process of students for whom English is a second or foreign language—either children or adults. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by the teachers of English to native speakers. This preparation is the focus of the MA program in TESOL.

The MA program in TESOL is interdisciplinary. It encompasses courses that provide students with a theoretical and practical background in general linguistics, phonetics, the structure of American English, second language acquisition related psychological, sociological, and anthropological aspects as well as the methods and materials of English language instruction to various populations. They must also complete student teaching or a 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 lead to New York State certification:

1. **PROGRAM 1:** Pre-K–12 Track (48-50 (53) credits) for students without prior certification and
2. **PROGRAM 2:** Pre-K–12 Track (35-37 (40) credits) for students with prior certification.
3. A third program is the **ADULT TRACK** (36 credits).

These tracks are not interchangeable, and applications cannot be processed if students have not specified one of them. More important, students in the **ADULT PROGRAM** do *not* qualify for New York State Pre-K–12 certification, and there is no New York State certification for ESL teachers of adults.

The minimum requirements for the three TESOL programs are listed below. Meeting these minimum requirements does not guarantee acceptance into the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive, and each applicant's grade point average, type of college courses taken, written personal statement and interview, English language proficiency, foreign language credits, and quality of experience are all carefully considered for admission to the program. Only 6 course credits equivalent to courses in the MA-in-TESOL curriculum can be transferred from other accredited graduate programs.

Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the general test with 5.0 on the Test of Written English (TWE), and 50 on the Test of Spoken English (TSE).

As a teacher-training program, linkage to the ESL classroom is emphasized and students are exposed to extensive field experiences and practica. This practical linkage means that students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Students who are completing their course work have a choice of either (1) writing a master's essay (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

48-50 (53) Credits

The Pre-K–12 Program prepares students for New York State certification in TESOL, which students apply for through the college during the last semester in the program.

Minimum Admission Requirements

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program; those applicants who have a GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a nonmatriculated basis if space is available.
2. A liberal arts or sciences major of at least 30 credits.
3. A general education core in liberal arts and sciences to include:
 - 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language;
 - 9 credits in communication and English with at least one course in written analysis and expression and one course in English literature;
 - 12 credits in science, mathematics, and technology;
 - 6 credits in social studies (including at least one course in U.S. history or geography);
 - 6 credits in the arts.
4. Satisfactory communication skills, 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 general test with 5.0 on the Test of Written English (TWE), and 50 on the Test of Spoken English (TSE).



Progress Standards

1. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the Office of Educational Services, Room 1000 West before they complete 12 credits of course work. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.
2. Students accepted in a nonmatriculated status must earn an overall B average in 12 credits in order to apply for matriculant admission.

Note: Applicants may be conditioned in a maximum of 12 credits of arts and sciences or foreign language, which may be fulfilled by either graduate or undergraduate courses but do not count toward the master's degree.

Requirements for the Degree

1. A minimum of 48-50 (53) credits beyond the baccalaureate degree as outlined in the sequence of courses below, completed with an overall B average
2. A passing score on the comprehensive examination or 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.

* Students in the Pre-K-12 Track who choose to take the master's essay (**EDESL 780**) will take

an additional 3 credits, producing a total of 53 credits, unless they have been waived from a 3-credit course.

PROGRAM 2**TESOL Pre-K-12 Track for Students with Prior Teacher Certification in Another Area**

35-37 (40) credits

Program 2, the Pre-K-Grade 12 Track (35-37(40) credits), is intended for students who already have prior New York State certification in another area. Students qualify for New York State certification in TESOL, in this case, an additional certification, which they apply for through the college during the last semester in the program.

Minimum Admission Requirements

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's program; students who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty for nonmatriculant acceptance if space is available.
2. 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in 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 nonmatriculant 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 general test with 5.0 on the Test of Written English (TWE), and 50 on the Test of Spoken English (TSE).

Note: Applications are generally due in the Office of Graduate Admissions in November (for spring semester) and April (for fall semester).

Course of Study: TESOL Program 1

Course No.	Course title	Credits
SEQUENCE OF CORE COURSES		
LING 701	Introduction to General Linguistics	3
EDESL 783	Methodology of Teaching English to Speakers of Other Languages (including 25 hours of field experience)	3
EDESL 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDESL 787	TESOL for Children (Pre-K-Grade 12) (including 25 hours of field experience)	3
EDESL 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
BILED 701	Foundations of Bilingual Education	3
EDESL 791	Language Assessment in TESOL	3
EDESL 792	Second Language Literacy	3
EDESL 793	Technology in TESOL: Pre-K-Grade 12	1
EDESL 794	Teaching ESL Students with Disabilities: Pre-K-Grade 12	1
EDESL 795	Health Education for Teachers of ESL Students: Pre-K-Grade 12	1

ADDITIONAL REQUIRED COURSES FOR PROGRAM ONE ONLY

EDESL 783.50	Field Experiences for Students without Prior Certification (50 hours field experience)	1
EDC 704	Teaching Developmental Reading	3
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3
EDF 709	Child Development	3
EDF 710	Educational Psychology	3

Two of the following*

EDESL 785.10	Supervised Student Teaching: Pre-K-6 (30 days at an elementary level)	2
EDESL 785.20	Supervised Student Teaching: 7-12 (30 days at a secondary level)	2
EDESL 788.10	Supervised Practicum in the Elementary School: Pre-K-6, **	1
EDESL 788.20	Supervised Practicum in the Secondary School: Grades 7-12, **	1

One of the following:

EDESL 780	Master's Essay	3
	Comprehensive Examination	0

Total Credits 48-50 (53)

* Teacher candidates must complete two semesters of student teaching and/or practicum, one at grades Pre-K-6 and the other at grades 7-12.

** Practicum students are expected to be in the classroom during the entire semester of practicum. 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.

Requirements for the Degree

1. A minimum of 35-37(40) 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).

TESOL ADULT PROGRAM

36 Credits

The 36-credit TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private and other academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

Minimum Admission Requirements

1. A cumulative undergraduate GPA of 3.0 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program; those students who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a nonmatriculated 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. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
4. Submission of two letters of recommendation, to be included in the graduate application.
5. Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the general test with 5.0 on the Test of Written English (TWE), and 50 on the Test of Spoken English (TSE).

Requirements for the Degree

1. A minimum of 36 credits beyond the baccalaureate degree as outlined in the sequence of courses below, completed with an overall B average.
2. Comprehensive examination or a master's essay (EDES 780).

Course of Study: TESOL Program 2

Course No.	Course title	Credits
SEQUENCE OF CORE COURSES		
LING 701	Introduction to General Linguistics	3
EDES 783	Methodology of Teaching English to Speakers of Other Languages (including 25 hours of field experience)	3
EDES 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDES 787	TESOL for Children (Pre-K–Grade 12) (including 25 hours of field experience)	3
EDES 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
BILED 701	Foundations of Bilingual Education	3
EDES 791	Language Assessment in TESOL	3
EDES 792	Second Language Literacy	3
EDES 793	Technology in TESOL: Pre-K–Grade 12	1
EDES 794	Teaching ESL Students with Disabilities: Pre-K–Grade 12	1
EDES 795	Health Education for Teachers of ESL Students: Pre-K–Grade 12	1
TWO of the following*		
EDES 785.10	Supervised Student Teaching: Pre-K–6 (30 days at an elementary level)	2
EDES 785.20	Supervised Student Teaching: 7–12 (30 days at a secondary level)	2
EDES 788.10	Supervised Practicum in the Elementary School: Pre-K–6, **	1
EDES 788.20	Supervised Practicum in the Secondary School: Grades 7–12, **	1
ONE of the following:		
EDES 780	Master's Essay	3
	Comprehensive Examination	0
Total Credits 35 – 37 (40)		

* Teacher candidates must complete two semesters of student teaching and/or practicum, one at grades Pre-K–6 and the other at grades 7–12.

** Practicum students are expected to be in the classroom during the entire semester of practicum. 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.

Course of Study: TESOL Adult Program

Course No.	Course title	Credits
CORE REQUIREMENTS (27 credits)		
LING 701	Introduction to General Linguistics	3
EDES 783	Methodology of Teaching English to Speakers of Other Languages (including 25 hours of field experience)	3
EDES 786	Phonetics of American English	3
EDES 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDES 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
EDES 782	TESOL in Adult Education (including 25 hours of field experience)	3
EDES 784	Fieldwork in TESOL with Adults (60 hours of teaching/seminar in the Community Outreach Program in English)	3
EDES 780	Master's Essay	3
OR		
	Comprehensive Examination	0
6-9 CREDITS OF ELECTIVES FROM:		
EDES 789	Selected Topics in TESOL	3
EDES 791	Language Assessment in TESOL	3
EDES 792	Second Language Literacy: Reading and Writing: Pre-K–Grade 12	3
EDES 790	Technology in TESOL: Adult	3
ENGL 615	Rhetoric and Composition	3
THC 778	Sociodrama	3
EDC 717/ 718/ 719	Independent Study	1, 2, or 3
Total Credits 36		

COURSE LISTINGS

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

ADSUP 700 Human Relations in Educational Administration

Interpersonal and group relationships applied to administrative and supervisory functions in schools; intensive experience in-group process. Open only to matriculants.

ADSUP 701 Organization and Administration of Public Schools I

Organizational behavior in schools and school districts — focus on district organization.

ADSUP 702 Organization and Administration of Public Schools II

Organizational behavior in schools and school districts — focus on unit organization.

ADSUP 703 Supervision and Improvement of Instruction in Public Schools I

An examination of productive supervisory techniques which promote the improvement of instruction.

ADSUP 704 Supervision and Improvement of Instruction in Public Schools II

An examination of productive supervisory techniques which promote the improvement of instruction.

ADSUP 705 Research Seminar in Supervision and Administration

Research design and the application of basic principles and techniques of research to supervisory and administrative problems in education.

ADSUP 706, 707 Field Experience Seminar in Administration and Supervision I and II

Two-semester course combining a field experience arranged and completed in student's own district and a weekly seminar which includes a two-hour unit on reporting suspected cases of child abuse and maltreatment.

ADSUP 709 Legal Issues in Education

An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law.

ADSUP 710 Planning and Implementing Technology in K-12 Schools

Theoretical and practical considerations for planning and implementing technology in schools. Basic concepts of technology and planning using systems theory.

ADSUP 713 School Finance and Budgeting

A study of school finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management as examples of current practice.

ADSUP 720 Theory and Principles of Curriculum Design

Sources of curriculum and principles of curriculum design, with particular emphasis on role of supervisor/administrator as curriculum leader.

ADSUP 721 Human Relations in Supervision and Improvement of Instruction

Human relations theory and practice as they apply to educational decision making, organizational structures and dynamics of change.

prereq: ADSUP 700

ADSUP 722 Issues in Contemporary Education

Substantive problems in policy planning, implementation and financing of curriculum, instruction and school administration.

ADSUP 723 Evaluation of Educational Programs

ADSUP 724 Supervision and Improvement of Instruction in Subject Fields: .50 – Special Education; .51 – Bilingual/Multicultural Education

Roles and functions of instructional supervisors in curriculum planning, supervising action, programming and evaluating feedback.

ADSUP 728 Selected Topics in Supervision and Administration

Students will be provided opportunities to study innovative practices in schools and to pursue a research area which relates practice to theory.

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

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.

*prereq or coreq: BILED 771; coreq: BILED 711.50
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.

*prereq: BILED 771, EDCF 700
45 hrs, 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 is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq: BILED 701, EDF 709, EDC 704
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*

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.

*prereq: EDF 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.

30 hrs plus lab, 2 cr

BILED 782 Supervised Student Teaching: Grades 1-3 and 4-6

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to 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 credits of course work or permission of the program coordinator
15 hours of seminar plus conferences, 2 cr*

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 705 Vocational Assessment and Placement

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, worksite analysis and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

COCO 706 Group Counseling

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

COCO 707 Multicultural Aspects of Counseling

Course foci include developing self-awareness of cultural values and biases, awareness of differing worldviews, and knowledge of appropriate intervention strategies.

COCO 708 Measurement and Appraisal

Basic theory of measurement and appraisal. Practice in administration, scoring and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

COCO 709 Research Methods in Counseling

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

COCO 710 Chemical Dependency Issues in Counseling

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

COCO 711 Supervision and Administration in Counseling

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

COCO 712 Career Counseling, Assessment and Placement

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 hrs, 4 cr

COCO 715 Family Systems and Counseling Issues

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and interaction with the family unit.

COCO 718 Practicum in Counseling

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

100 hrs

COCO 719 Individual Supervision

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

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 and 726 Internships in Counseling

Two semesters (8 credits) of continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles and responsibilities of the counselor.

COCO 725 Internship in Counseling I

*prereq: 24 cr in required courses or the approved equivalent; permission of college fieldwork supervisor required.
each 300 hrs to be arranged in selected field settings, 4 cr*

COCO 726 Internship in Counseling II

As above, the second half.

*prereq: COCO 725
each 300 hrs to be arranged in selected field settings, 4 cr*

COCO 727, 728 Special Topics in Counseling

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

COCO 735 Seminar in Chemical Dependency: Counseling Skills and Techniques

Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

COCO 741 Independent Study

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

15 hrs (supervised), 1 cr

COCO 742 Independent Study

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

30 hrs (supervised), 2 cr

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COCO 743 Independent Study

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

45 hours (supervised), 3 cr

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 717 Foundation of School Counseling

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

COUNS 720 Culminating Seminar in School Counseling

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review.

ECC 703 Early Childhood Curriculum: Birth through Grade 2

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

prereq or coreq: ECF 700

45 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; see ECC 705 and 706.*

prereq or coreq: ECF 700

ECC 704.FW 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. 15 hours of fieldwork evaluating early literacy environments is required. *Registration is restricted to Masters in Literacy Program.*

prereq or coreq: EDLIT 739.01

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.*

prereq or coreq: ECF 700

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.*

prereq 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 prereq or, 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.

prereq ECC 703; prereq 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.

prereq 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.

prereq 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.

prereq 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.

prereq: 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.

prereq 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.

prereq or coreq: none

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, Pre-K-grade 2)

prereq: 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

ECC 716.50 Student Teaching Experiences in Early Childhood Settings for Students in the Bilingual Extension: 40 Days

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. Placements will be in a bilingual setting.

prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709 and, for Program I students only, ECC 712; BILED 711, 711.50, 778 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.*

prereq: ECC 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 in a Bilingual Setting

Teaching practicum in Pre-K, K, or grades 1 or 2 for students in early childhood education with a bilingual extension. Students who take **ECC 717.50** must also complete **ECC 718.50**. This practicum must be in an age/grade level different from the student teaching placement in **ECC 718.50**. *Not for students who have completed ECC 716.50.*

prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709, and for Program I students only, ECC 712; BILED 711, 711.50 and 778 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**. *Offered during the summer. Not for students who have completed ECC 716.*

prereq: ECC 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 Student Teaching in a Bilingual Setting

Student teaching for 20 days in Pre-K, K, or grades 1–2 but not the same age/grade level as in **ECC 717.50**. Students who take **ECC 718.50** must also complete **ECC 717.50**.

Offered during the summer. Not for students who have completed ECC 716.50.

prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709, and for Program I students only, ECC 712; BILED 711, 711.50 and 778 15 hrs of seminar plus 20 days of student teaching, 20 days, 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: ECC 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.

prereq or coreq: none 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels

ECC 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, child-care centers, schools and communities in urban settings.

ECC 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: ECC 700

EDC 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.

prereq or coreq: EDCF 700, EDF 709

EDC 703.50 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.

prereq or coreq: EDF 709

EDC 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. *Includes 10 hrs of fieldwork.*

prereq or coreq: EDCF 700, EDF 709

EDC 704.50 Teaching Developmental Reading

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. *Includes 10 hrs of fieldwork.*

prereq or coreq: EDF 709

EDC 705 Mathematics Curriculum and Methods

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. *Includes 10 hrs of fieldwork.*

prereq or coreq: EDCF 700, EDF 709

EDC 705.50 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. *Includes 10 hrs of fieldwork.*

prereq or coreq: EDF 709

EDC 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.

prereq or coreq: EDCF 700, EDF 709

EDC 712 Advanced Methods of Teaching Math in Elementary Schools

Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

prereq: EDC 705

EDC 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.

prereq: EDCF 700, EDC 703, EDF 709

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EDC 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.

prereq: EDCF 700, EDF 709, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet)

EDC 715 Fieldwork: Reading and Social Studies

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

prereq: EDCF 700, EDF 709; coreq: EDC 730 and 722

75 hrs. of fieldwork, 1 cr

EDC 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.

EDC 717 Independent Study in Curriculum and Teaching

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

permission of faculty adviser and chairperson required

1 cr

EDC 718 Independent Study in Curriculum and Teaching

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

permission of faculty adviser and chairperson required.

2 cr

EDC 719 Independent Study in Curriculum and Teaching

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

permission of faculty adviser and chairperson required

3 cr

EDC 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: EDCF 700, EDF 709;

coreq: EDC 715 and 730

30 hrs, 2 cr

EDC 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 or coreq: EDF 709

30 hrs, 2 cr

EDC 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.*

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

30 hrs of seminar plus 54–56 days of student teaching, 5 cr

EDC 725 Student Teaching in Grades 1–3

Teacher candidates who take this course must also take **EDC 726** or **728**. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, **EDC 728**:

Practicum in grades 4–6. *Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 727.*

prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser

30 hrs of seminar plus 25 days of student teaching, 3 cr

EDC 726 Student Teaching in Grades 4–6

Teacher candidates who take this course must also take **EDC 725** or **727**. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, **EDC 727**:

Practicum in grades 1–3. *Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 728.*

prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser

30 hrs of seminar plus 25 days of student teaching, 3 cr

EDC 727 Practicum in Grades 1–3

Teacher candidates who take this course must also take **EDC 726** or **728**. *Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 725.*

prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser

30 hrs of seminar plus supervision and conferences, 2 cr

EDC 728 Practicum in Grades 4–6

Teacher candidates who take this course must also take **EDC 726** or **727**. *Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 726.*

prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser

30 hrs of seminar plus supervision and conferences, 2 cr

EDC 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: EDF 709, EDC 704.50 and 705.50

15 hrs of seminar plus 50 hrs fieldwork, 1 cr

EDC 729.50 Fieldwork in General Childhood Education for Bilingual 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: EDF 709; BILED 701

15 hrs of seminar plus 50 hrs fieldwork, 1 cr

EDC 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: EDC 700; EDF 709 and 715;

EDC 704; coreq: EDC 715 and 722

30 hrs, 2 cr

EDC 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.

EDC 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.

EDC 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 effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

EDC 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.

EDC 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.

EDC 760 Special Topics in the Arts

The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

prereq: EDC 707

EDC 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.

EDC 777 Physical Science Background 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.

EDCF 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.

prereq or coreq: EDF 709

Includes 5 hrs of fieldwork

EDESL 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

EDESL 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

EDESL 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, EDESL 783 or permission of TESOL adviser

EDESL 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 an elective for students in the Pre-K–12 Programs One and Two who have been waived from a required course.*

prereq: LING 701, EDESL 783 or permission of TESOL adviser

EDUCATION COURSE LISTINGS

EDESL 783 Methodology of Teaching English to Speakers of Other Languages

An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A field experience is a part of this course: 1) For Program One (Pre-K–12 students without certification), 25 hours of in-school participation is required plus **EDESL 783.50**, which requires 50 hours of participation; 2) for Pre-K–12 students with certification, 25 hours, which may be met through one's own teaching if currently teaching ESL; and 3) for students in the adult track, 25 hours. *Required of students in Programs One, Two, and the Adult Program.*

EDESL 783.50 Field Experience for Students without Prior Certification

Supervised field experience in the teaching of English to speakers of other languages in grades Pre-K through 12. Students meld theory and practice, apply and adapt methodologies, approaches, and techniques to the needs of diverse second-language learners, and assist the cooperating ESL teacher in general classroom practices. *Required of students in Pre-K–12 Program One.*

coreq: EDESL 783

50 hours of in-school experience and 15 hours of seminar, 1 cr

EDESL 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

EDESL 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

N.B. Students should not take EDESL 788.10 if they are in this course.

EDESL 785.20 Supervised Student Teaching in the Secondary School: Grades 7–12

Supervised student teaching in grades 7 through 12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7 through 12; (2) Students with prior certification in another area must teach 20 days in grades 7 through 12. *Required of students in Programs One and Two.*

prereq: completion of 30 credits or permission of TESOL adviser

15 hr seminar plus student teaching and conference, 2 cr

N.B. Students should not take EDESL 788.20 if they are in this course

EDESL 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: 1) For Pre-K–12 students without certification, 25 hours of in-school observation is required and 2) for Pre-K–12 student with certification, 25 hours. *Required of students in both Pre-K–12 Programs One and Two.*

prereq: LING 701, EDESL 783 or permission of TESOL adviser

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.*

prereq: completion of 30 credits or permission of TESOL adviser

15 hr seminar plus supervised teaching and conferences, 1 cr

N.B. Students should not take EDESL 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.*

prereq: completion of 30 credits or permission of TESOL adviser

15 hr seminar plus supervised teaching and conferences, 1 cr

N.B. Students should not take EDESL 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.*

prereq: 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.*

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.*

prereq: LING 701 or BILED 771; 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.*

prereq: 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

EDF 706 Social, Historical, Philosophical Foundations of Education: The American School

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

EDF 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.
prereq or coreq: EDF 709

EDF 708 Social, Historical, Philosophical Foundations: The American School

Issues and themes in the social foundations of education viewed from a multidisciplinary perspective.
prereq or coreq: BILED 701 and EDF 709
30 hrs, 2 cr

EDF 709 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 fieldwork.

EDF 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. *Required of students in Pre-K-12 Program One.*
prereq: EDF 709 or the equivalent

EDF 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.

EDF 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.
prereq: EDCF 700, EDF 709

EDF 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 adviser and chairperson required.
1 cr

EDF 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 adviser and chairperson required.
2 cr

EDF 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 adviser and chairperson required.
3 cr

EDF 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.
prereq: EDCF 700, EDF 709; prereq or coreq: EDF 706.

EDF 792 Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.
prereq: completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education adviser.

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. Includes 15 hours in the field analyzing language use of ESL learners.
prereq or coreq: ECC 704.FW (field work) and EDLIT 735

EDLIT 731 Literacy Assessment: Birth Through Grade 6

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards. Includes 15 hours in the field assessing diverse learners.
prereq or coreq: ECC 704.FW (field work) and EDLIT 735

EDLIT 732 Children's Literature

Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined. Includes 5 hours in a classroom-based dramatic demonstration.

EDLIT 733 Theories and Process of Teaching Writing: Pre-K Through 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 Through 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. Includes 10 hours in a classrooms focused on older learners (grades 3-6) and content area literacy.
prereq or coreq: ECC 704.FW (field work) and EDLIT 735; coreq: EDLIT 739.02

EDLIT 735 Instructional Approaches to Literacy: K Through Grade 6

Historical background and research on the objectives, methods, and materials pertinent to the curriculum for teaching of reading on the elementary levels. Includes 15 hours in the field adapting instruction, materials, and/or curricula for enrichment, ESL, or special needs learners.
coreq: EDLIT 739.03

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. Includes 15 hours of diagnosis, under supervision, of students with reading difficulties.
prereq: EDLIT 731

EDLIT 737 Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties. Includes 20 hours of supervised remedial sessions with individual students on-site at Hunter College.
prereq: EDLIT 736

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. Includes 15 hours of survey for the enhancement of literacy programs.
prereq: EDLIT 731

EDUCATION COURSE LISTINGS

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. Includes 5 hours observation in an inclusive early childhood setting or a program with special needs focus.

coreq: ECC 704.FW
15 hrs, 1 cr

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.

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.

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.

prereq: 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.

prereq 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 childhood level.

prereq: 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

The course provides a historical and contemporary geography of the New York Metropolitan area structure 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.

prereq or coreq: EDCF 700, EDF 709

HED 715 Health Education for Special Educators

An overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

prereq or coreq: none
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.

prereq: completion of 18 credits of graduate Latin courses; prereq or coreq: SEDF 704, SEDC 710

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.

prereq: LATED 712, SEDF 703; prereq or coreq: SEDF 705
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.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs, 60 days student teaching plus workshops and conferences, 5 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**.

prereq: LATED 713; prereq 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**.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs plus conferences, 2 cr

LATED 751.10 Student Teaching 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**.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr

LATED 751.20 Student Teaching in Latin, 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 who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in **LATED 751.20** must also complete **LATED 751.10** or **LATED 741.10**.

prereq: LATED 713; prereq or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 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 **Programs One, Two,** and the **Adult Program.**

prereq: **LING 701**, *prereq or coreq:* **EDES 705** or permission of TESOL adviser

***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, including a review of principles of performance for strings, woodwinds, brass and percussion; classroom management strategies; supervised fieldwork in applying these topics.

45 hrs plus 18 hrs fieldwork, 2 cr

***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.

prereq: **MUSED 677**; *prereq or coreq:* **SEDF 705, SEDC 710**

45 hrs plus 18 hrs fieldwork, 2 cr

**These courses are offered in the Music Department, but they are part of the Music Education course of study.*

SEDF 703 Social Foundations of Adolescence Education

Students explore in depth different sociological, historical, philosophical, anthropological and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities and 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 Adolescence 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 Adolescence 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

SEDC 710 Building the Foundations of Literacy in Adolescence Education

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

SEDC 711 Advanced Study of Young Adult Literature in Our Diverse Society

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

prereq or coreq: **SEDF 703, SEDF 704**

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.

prereq or coreq: **SEDF 703, SEDF 704**

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.

prereq or coreq: **SEDF 703, SEDF 704**

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.

prereq or coreq: **SEDF 703, SEDF 704**

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.

prereq: **SEDF 704**
15 hrs. 1 cr

SEDC 721 Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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

prereq: **SEDC 711**; *prereq or coreq:* **SEDF 705, SEDC 710**

30 hrs plus 36 hrs fieldwork, 2 cr

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 the Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: **SEDC 712**; *prereq or coreq:* **SEDF 705, SEDC 710**

30 hrs plus 36 hrs fieldwork, 2 cr

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.

prereq: **SEDC 713**; *prereq or coreq:* **SEDF 705, SEDC 710**

30 hrs plus 36 hrs fieldwork, 2 cr

EDUCATION COURSE LISTINGS

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.

prereq: SEDC 713; prereq or coreq:

SEDF 705, SEDC 710

30 hrs plus 36 hrs fieldwork, 2 cr

SEDC 725 Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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

prereq: SEDC 715; prereq or coreq:

SEDF 705, SEDC 710

30 hrs plus 36 hrs fieldwork, 2 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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; prereq or coreq: SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 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: MUSED 678; prereq or coreq:

SEDF 706

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

SEDC 761.10 Student Teaching in English, Grades 7–9

Students who enroll in **SEDC 761.10** must also complete **SEDC 761.20** or **SEDC 771.20**.

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

prereq: SEDC 721; prereq or coreq: SEDF 706

30 hours, 30 days student teaching plus conferences, 3 cr

SEDC 761.20 Student Teaching in English, Grades 10–12

Students who enroll in **SEDC 761.20** must also complete **SEDC 761.10** or **SEDC 771.10**.

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

prereq: SEDC 721; prereq or coreq: SEDF 706

30 hrs, 30 days student teaching plus conferences, 3 cr

EDUCATION COURSE LISTINGS

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; prereq or coreq: SEDF 706
30 hrs plus 30 days and conferences, 3 cr*

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: SEDC 725; prereq 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: SEDC 725; prereq or coreq: 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 765.20** 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: MUSED 678; prereq 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 765.10** or **SEDC 775.10**. Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 678; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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 762.11** or **SEDC 772.11**.

*prereq: SEDC 722; prereq 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 762.12** or **SEDC 772.12**.

*prereq: SEDC 722; prereq 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 762.13** or **SEDC 772.13**.

*prereq: SEDC 722; prereq 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; prereq 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 773.20** must also take either **SEDC 763.10** or **SEDC 773.10**.

*prereq: SEDC 723; prereq 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 764.21** or **SEDC 774.21**.

*prereq: SEDC 724; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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; prereq 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 766.20** or **SEDC 776.20**.

*prereq: MUSED 678; prereq 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; prereq or coreq:
SEDF 706
30 hrs plus conferences, 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 hrs 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.

*prereq or coreq: SPED 700
includes 15 hrs of field experience.*

**SPED 702 Classroom Management in Special
Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches.

*prereq or coreq: SPED 700
includes 20 hrs of field experience*

**SPED 702.50 Classroom Management in
Special Education and
Inclusive Settings**

Develop skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 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.

*prereq: SPED 700; coreq: current employment
as a teacher or enrollment in student teaching;
includes 10 hrs of field experience*

EDUCATION COURSE LISTINGS

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.

prereq or coreq: SPED 700
15 hrs, 1cr.

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.

prereq or coreq: SPED 700
30 hrs lab, 1cr.

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.

prereq or coreq: SPED 700 or SPEDE 768
includes 10 hrs 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.

prereq or coreq: SPED 700 and SPED 790 or SPED 741
includes 10 hrs 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.

prereq or coreq: departmental permission based on the completion of 24 credits in special education

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 **710.53** (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 **711.53** (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 **712.53** (3 cr) require the additional approval of the department chairperson.

15-45 hrs, 1-3 cr

SPED 713.51, 713.52, 713.53

Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
15-45 hrs, 1-3 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.

prereq or coreq: SPED 700
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.

prereq: SPED 720
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 adolescence. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

prereq: 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.

prereq or coreq: SPED 700
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.

prereq or coreq: SPED 730; coreq: SPED 732; must take SPED 733/734 in semester immediately following
includes 5 hrs of field experience
fall only

SPED 732 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1

On-site, supervised clinical teaching experience, providing intensive, specially designed instruction for students who are deaf and hard-of-hearing. Focus on special methods and techniques, technology, ongoing assessment and adaptation of instruction for language proficiency and literacy. Requires 20 clinical teaching hours at one age/grade level, grades 1-12, that does not overlap with pre-student-teaching field experience, student teaching or practicum.

coreq: SPED 731; must take SPED 733/734 in semester immediately following
15 hrs seminar, plus 20 hrs lab, 2 cr
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.

prereq or coreq: SPED 700; prereq (immediately preceding semester): SPED 731/732; coreq: SPED 734
includes 5 hrs of field experience
spring only

SPED 734 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2

Students must take concurrently with SPED 733 and must take SPED 731/32 in semester immediately preceding. Focus on developing math skills and abilities, as well as attention to literacy in science, social studies and other content areas, and the arts across the curriculum. Continuation of supervised, intensive, one-to-one clinical teaching. Requires a total of 20 hours at a grade level different from that in SPED 732.

prereq or coreq: SPED 700; prereq (immediately preceding semester): SPED 731/732; coreq: SPED 733
 15 hrs seminar, plus 20 hrs lab, 2 cr
 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.

prereq or coreq: SPED 700

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.

prereq or coreq: SPED 700

SPED 737 Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

prereq or coreq: SPED 721, SPED 733, SPED 734
 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 with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

prereq or coreq: SPED 721, SPED 733, SPED 734
 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 737.51 Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

prereq or coreq: SPED 721, SPED 733, SPED 734
 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 737.52 Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience (see SPED 702) as well as supervised clinical teaching experience (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology and family influences.

prereq or coreq: SPED 721, SPED 733, SPED 734
 30 hrs seminar, plus conferences, 2 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 (see SPED 702) as well as supervised clinical teaching experience (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology and family influences.

prereq or coreq: SPED 721, SPED 733, SPED 734
 30 hrs seminar, plus conferences, 2 cr

SPED 740 Medical and Educational Implications of Visual Impairments

Characteristics, etiologies and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification and utilization of optical devices in school and community environments.

prereq or coreq: SPED 700

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.

prereq or coreq: SPED 740
 includes 10 hrs of field experience

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.

prereq 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.

prereq or coreq: SPED 740, SPED 741, SPED 742
 includes 10 hrs of field experience

SPED 744 Assistive Technology for Learners with Visual Impairments

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

prereq: SPED 742 and SPED 743

SPED 745 Mathematics Literacy and Nemeth Code for Learners with Visual Impairments

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

prereq or coreq: SPED 740, 741, 742, 743
 15 hrs, 1 cr

EDUCATION COURSE LISTINGS

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.

*prereq: 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.

prereq 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.

*prereq or coreq: SPED 740, SPED 741
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.

*prereq 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 adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq 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.

*prereq 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 adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741
30 hrs seminar, plus conferences, 2 cr*

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.

*prereq 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.

*prereq 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.

*prereq: SPED 750; prereq 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.

*prereq: SPED 750; prereq 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; prereq 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; prereq 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; prereq or coreq:
SPED 751 or SPED 781.50
30 hrs seminar, plus conferences, 2 cr*

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

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

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.

45 hours plus 50 hrs/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. Includes 50 hours of lab.

45 hours plus 50 hrs/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.

30 hrs seminar, plus conferences plus 340 hours of internship
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.

prereq 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.

prereq or coreq: SPED 700; coreq: SPED 782
Note: Must take concurrently with SPED 782 and must take SPED 783/784 in semester immediately following.
includes 10 hrs of field experience
fall only

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.

prereq 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.

15 hrs seminar, plus 20 hrs lab, 2 cr
prereq or coreq: SPED 700. coreq:

SPED 781

Note: Must take concurrently with SPED 781 and must take SPED 783/784 in semester immediately following.
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.

prereq: SPED 781/782; coreq: SPED 784
Note: Students 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.

prereq 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.

prereq: SPED 781/782; coreq: SPED 783
15 hrs seminar, plus 20 hrs lab, 2 cr
spring only

EDUCATION COURSE LISTINGS

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 782/784**. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq or coreq: SPED 700

30 hrs seminar, plus conferences, plus 40 days student teaching, 4 cr

SPED 785.50 Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6

Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in **SPED 782/784**. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

prereq or coreq: SPED 700

30 hrs seminar, plus conferences, 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 782/784**. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

30 hrs seminar, plus conferences, plus 20 days 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 782/784**. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

SPED 790 Foundations and Educational Implications of Severe/Multiple Disabilities

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social and adaptive skills.

prereq or coreq: SPED 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.

prereq 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.

prereq 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.

prereq: SPED 700

includes 10 hrs of field experience

30 hrs, 2 cr

SPED 794 Functional Language and Culture of Learners with Low Incidence Disabilities

Language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

prereq: SPED 706

includes 5 hrs of field experience, 1 cr

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.

prereq 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.

prereq 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.

prereq 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.

prereq 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.

prereq or coreq: SPED 790, 791

30 hours seminar, plus conferences, 2 cr

SPEDE 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

SPEDE 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.

prereq: SPEDE 768 and 769 or permission of the coordinator of the early childhood special education program
15 hrs, 1 cr

SPEDE 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.

prereq: SPEDE 770, SPED 790, and SPED 791; prereq or coreq: SPEDE 771
1 cr

SPEDE 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

SPEDE 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; uses and limitations of assessment measures; practice in the use of selected assessment tools.

prereq or coreq: SPEDE 768
includes 5 hrs field experience

SPEDE 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 IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 769 or SPED 791
includes 5 hrs field experience

SPEDE 771 Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

prereq or coreq: one of the following: SPEDE 770; SPED 730, 740, 750, 780, 781, 706, 706.50, 790, or permission of the coordinator of the early childhood special education program; includes 5 hrs field experience

SPEDE 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.

prereq: SPEDE 769 or SPED 790 or permission of the coordinator of the early childhood special education program
includes 5 hrs field experience

SPEDE 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.

prereq or coreq: SPEDE 768
includes 2.5 hrs field experience
15 hrs, 1 cr

SPEDE 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.

prereq or coreq: SPEDE 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.

prereq 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.

prereq or coreq: SPEDE 770, 771, 774; SPED 706 or 706.50 or 792
30 hr seminar plus 60 hrs. 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.

prereq: SPEDE 776
40 days, 30 hr 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-5); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 767
40 days, 30 hr 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.

prereq: SPEDE 776
20 days, 30 hr 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.

prereq: SPEDE 776
30 hr seminar plus conferences, 2 credits

SPEDE 779.50 Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities

Supervised practicum in an age/grade level other than that used in **SPEDE 778.51**. Practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.

prereq: SPEDE 767
30 hr seminar plus conferences, 2 credits



GRADUATE PROGRAMS IN THE SCHOOLS OF THE HEALTH PROFESSIONS

Brookdale Health Science Center, 425 East 25th Street, New York NY 10010

Dean Laurie N. Sherwen, Ph.D, FAAN, (212) 481-4314

Administrative Offices: 6th Floor, West Building, (212) 481-4313

Student Adviser: Room 628 West Building, (212) 481-4773

Website: <http://www.hunter.cuny.edu/schoolhp/>

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 on AIDS, Drugs and Community Health, and the Center for Occupational and Environmental Health —

and the Center for Communication Disorders. A fourth center, the Brookdale Center on Aging is also housed at the Brookdale Campus.

Restructured under a single dean in 1997, the two schools can now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of nursing and health care professionals to meet the needs of 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

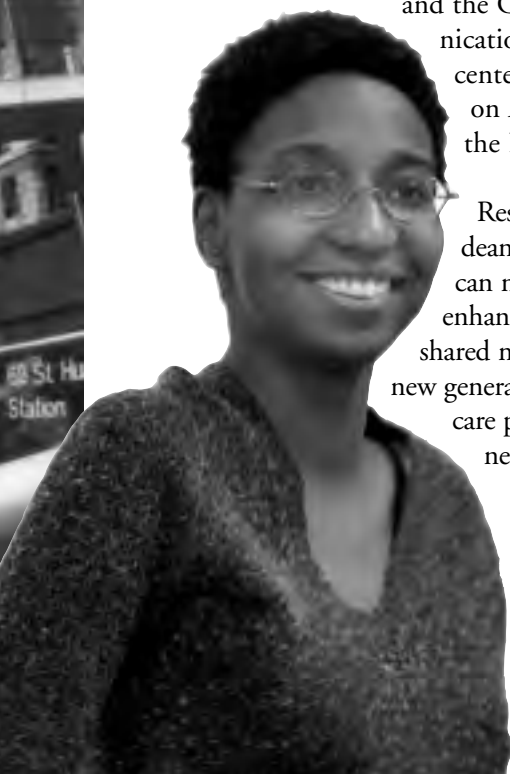
Brookdale Center on Aging

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 on AIDS, Drugs, and Community Health

Brookdale Campus (BC), 10th Floor, West Building, (212) 481-7672

Website: <http://www.hunter.cuny.edu/health/aidshp/>

The Center on AIDS, Drugs and Community Health seeks to help New York City community organizations and human-service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma and related threats to health. By providing training, helping in program development, and conducting research and evaluation, the center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

Current projects are based in city jails, public high schools, community organizations and after-school programs. The center is funded by several private foundations and city, state and federal governments.

Center for Occupational and Environmental Health

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, (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.

The Helene Fuld Media\Learning Resource Center (MLRC)

Director: **Martin Dornbaum**; Mezzanine floor, Brookdale West Building, (212) 481-5129, mdornbau@ms1.hunter.cuny.edu

Website: www.hunter.cuny.edu/health/mediahp.html

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

The MLRC 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 & Environmental Health, The Center on AIDS, Drugs, and Community Health, and the Brookdale Center on Aging. The MLRC provides vital services to faculty and students in supporting teaching, learning and research initiatives.

The MLRC is organized into six functional units:

The Learning Center The MLRC 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 work with faculty on the integration of instructional technologies into the curriculums, and on-line test development.

Electronic Resource Lab The MLRC features hundreds of computer assisted instructional packages (CAIs), interactive video discs (IVDs) and multimedia CD-ROMs complete with digital projection capabilities. 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 the Health Professions. 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 Media Library The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University (more than 3,000 titles). Students wishing to preview materials may do so in private screening rooms or at study carrels.

Audio Visual Services The MLRC provides AV services to the Brookdale Campus. MLRC staff conduct the purchasing, maintenance and training of all equipment. This includes: overhead, slide, opaque and digital computer/video projectors; 1/2", 3/4" VHS video, 8mm video, 16mm film, video monitors, public address systems, speakers, cassette, reel to reel and compact disc. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

The Nursing Laboratory

BC 225 West Building, (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 8 patient bed units. There is a simulated ambulatory care unit with 5 stations, which are fully equipped for physical assessment instruction. A new advanced practice lab with 7 practice stations and a classroom/conference area will be fully operational for the 2003-2004 academic year.

SCHOOL OF HEALTH SCIENCES

Brookdale Health Science Center, 425 East 25th Street, New York, NY 10010

Main Office: 1010 West Building, (212) 481-4324

Student Information: (212) 481-4773

School Director: Marilyn Iris Auerbach, DPH

Website: <http://www.hunter.cuny.edu/schoolhp/shs.htm>

FACULTY

- Philip Alcabes, Associate Professor, Urban Public Health;** MPH, Columbia; PhD, Johns Hopkins; Epidemiology, Biostatistics, AIDS and HIV, Tuberculosis
- Marilyn Iris Auerbach, Associate Professor, Urban Public Health;** DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS
- Suzanne Babyar, Assistant Professor, Physical Therapy;** PhD, NYU; Physical Mobility
- Barbara Berney, Assistant Professor, Urban Public Health;** PhD, Boston University; School Related Health Issues, Working Conditions in Healthcare, Environmental Health and Environmental Health Policy
- Deborah Blocker, Assistant Professor, Urban Public Health;** ScD, Harvard; Nutritional Epidemiology and Biochemistry, Nutrition and Minorities
- Jack Caravanos, Assistant Professor, Urban Public Health;** DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes
- Steven Einheber, Assistant Professor, Medical Laboratory Sciences;** PhD, Cornell Graduate School of Medical Sciences; Cell Biology and Genetics
- Nicholas Freudenberg, Distinguished Professor, Urban Public Health;** DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy
- Mark Goldberg, Associate Professor, Urban Public Health;** PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety
- Judith Gravel, Professor, Communication Sciences;** PhD, Vanderbilt; Early Identification of Hearing Loss, Pediatric Audiologic Assessment, Otitis Media with Effusion
- Thomas Holland, Assistant Professor, Physical Therapy;** PhD, NYU; Adult Rehabilitation and Kinesiology
- Dean Johnston, Associate Professor, Medical Laboratory Sciences;** PhD, Wayne State; Cancer and Tumor Immunology, Cell Cultures
- Nechama Karman, Instructor, Physical Therapy;** MS, Touro; MS, Columbia; Orthopedics and Traumatic Brain Injury in Children
- Susan Klitzman, Associate Professor, Urban Public Health;** MPH, Columbia; Environmental and Occupational Health and Disease Prevention
- Dennis Kodner, Professor, Urban Public Health;** PhD, Union Institute
- David Kotelchuck, Associate Professor, Urban Public Health;** PhD, Cornell; Occupational Health, Industrial Hygiene, Epidemiology
- Gary Krasilovsky, Associate Professor, Physical Therapy;** PhD, NYU; Parkinson's Disease and Neurological Rehabilitation
- Regina Linder, Professor, Medical Laboratory Sciences;** PhD, NYU; Bacterial Pathogenesis, Role of Cytotoxins
- Milo Lipovac, Associate Professor, Physical Therapy;** PhD, Belgrade; Neuroanatomy and Physiology, Pharmacology
- Martha Macht-Sliwinski, Assistant Professor, Physical Therapy;** MA, NYU; Clinical Education, Diversity Issues
- Khursheed Navder, Professor, Urban Public Health;** PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods
- Robert Orlikoff, Associate Professor, Communication Sciences;** PhD, Columbia; Speech and Voice Physiology and Disorders
- Robert Raffaniello, Assistant Professor, Medical Laboratory Science;** PhD, NYU; Cell Biology
- Lynn Roberts, Assistant Professor, Urban Public Health;** PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health
- Kathryn Rolland, Associate Professor, Urban Public Health;** EdD, Fairleigh Dickinson; Child and Adolescent Health, HIV/AIDS, School Health
- Elaine Rosen, Associate Professor, Physical Therapy;** MS, LIU; DPT, Institute of Physical Therapy; Orthopedic Management of Extremities and Spine
- Carol R. Silverman, Professor, Communication Sciences;** PhD, NYU; Diagnostic and Rehabilitative Audiology
- Arlene Spark, Associate Professor, Urban Public Health;** EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion
- Frances Scheffler, Assistant Professor, Communication Sciences;** PhD, Columbia; Pre-school Child Language and Speech Perception
- Anahi Viladrich, Assistant Professor, Urban Public Health;** PhD Columbia; Immigration and Health, Social Determinants of Health and Ethnographic Methods
- Dava Waltzman, Assistant Professor, Communication Sciences;** PhD, CUNY; Preschool and School Age Language Development and Disorders, Cultural and Linguistic Diversity

Donald Vogel, Assistant Professor, Communications Sciences and Clinic Director; AuD, Central Michigan; Vestibular Disorders, Electrophysiology, Psychosocial Aspects of Hearing Loss, Ethics

Ming-Chin Yeh, Assistant Professor, Urban Public Health; PhD, North Carolina; Public Health Nutrition, Nutrition Intervention and Policy, Nutritional Epidemiology

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	Degree
Communication Sciences MS (Speech-Language Pathology and Audiology)	
Physical Therapy MPT	
Urban Public Health MPH with Specializations	
Community Health Education	
Environmental and	
Occupational Health	
Public Health Nutrition	

Environmental and
Occupational Health Sciences MS

Prospective students apply directly to the program of their choice. For further information on admission and degree requirements, consult individual departmental listings.

Admission Requirements

Students planning for admission to one of the graduate programs offered at the School of Health Sciences should contact their program of choice for admission and degree requirements. These programs offer sessions for prospective students each semester. See individual program listings in the catalog or visit the college's graduate Website (<http://www.hunter.cuny.edu>). Prospective students apply directly to the program of their choice through the college's Office of Admissions: 695 Park Ave., Room 203 North Building, New York, NY 10021; (212) 772-4490

Note: Depending upon undergraduate preparation and work experience, some students may be required to achieve some competencies through non-credit independent study, undergraduate courses, or graduate courses not credited toward the degree (i.e., 500- and 600-level courses for students who are deficient in certain graduate-level skills). These additional requirements vary from program to program.

All applicants for matriculant admission must satisfy the college's general admission requirements.

General admission requirements to the graduate programs in the arts and sciences are observed.

- Baccalaureate degree from an accredited institution acceptable to Hunter College.
- Aptitude section of the Graduate Record Examination.
- Two letters of reference.
- For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

Program Director: Dava Waltzman; Brookdale Campus, 900A West Building, (212) 481-4339

CUNY Office Manager:

Joanne A. Johnson;
Brookdale Campus,
900 West Building,
Tel. (212) 481-4467,
Fax (212) 481-4458

Audiology Coordinator:

Carol A. Silverman; Brookdale Campus,
901 West Building, (212) 481-7687

GRADUATE FACULTY

Judith Gravel, PhD

Robert Orlikoff, PhD

Frances Scheffler, PhD

Donald Vogel, AuD

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfills 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 programs in speech-language pathology (SLP) and audiology (AUD) are both 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 an Audiologist. "Audiologists are autonomous professionals who identify, assess and manage disorders of the auditory, balance and other neural systems. Audiologists provide audiological (aural) rehabilitation to children and adults across the entire age span. Audiologists select, fit and dispense amplification systems such as hearing aids and related devices. Audiologists prevent hearing loss through the provision and fitting of hearing protective devices, consultation on the effects of noise on hearing, and consumer education. Audiologists are involved in auditory and related research pertinent to the prevention, identification and management of hearing loss, tinnitus and balance system dysfunction. Audiologists serve as expert witnesses in litigation related to their areas of expertise"¹

Definition of a Speech-Language Pathologist.

Speech-language pathologists are autonomous professionals who identify, assess, 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.²

1 American Speech-Language-Hearing Association. (1996, Spring) *Scope of practice in audiology*. Asha, 38 (Suppl. 16), 12-15

2 American Speech-Language-Hearing Association. (2001) *Scope of practice in speech-language pathology*, Rockville MD: Author, p 3-2

Degrees offered HEGIS

Master of Science (MS) in Communications Sciences:

Audiology	
Health Sciences* Curriculum	1220
Speech -Language Pathology	
Health Sciences* Curriculum	1220
Teachers of Students with Speech and Language Disabilities	815
Teachers of Students with Speech and Language Disabilities with Bilingual Extension	815

** Program formerly known as the Arts and Sciences Curriculum*

CENTER FOR COMMUNICATION DISORDERS

Brookdale Campus, 133 North Building,
(212) 481-2188

Clinic Director: Donald Vogel

Office Manager: Silvia Ferreira,

Brookdale Campus, 133 North Building,
Tel. (212) 481-4464; Fax (212) 481-7686

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.

Appointments can be made by calling (212) 481-4464.

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.

COMMUNICATION SCIENCES

THE PROGRAMS

Two majors leading to the MS degree in Communication Sciences are available.

A. Audiology

The Health Sciences curriculum (HS) prepares students as audiologists who practice in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or, after further post-graduate preparation, private practice.

B. Speech-Language Pathology

1. Students can elect the Health Sciences (HS) curriculum, which prepares individuals to become speech-language pathologists working in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice.
2. The Teacher of Students with Speech and Language Disabilities (TSSLD) curriculum prepares students as above as well as for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. This curriculum leads to NY State certification as a teacher of students with speech and language disabilities.
3. 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**)

Both curricula, upon successful completion, permit students to meet the academic and clinical requirements for ASHA certification and New York State licensure, following completion of a clinical fellowship year and the passage of a national examination in the area of certification.

REQUIREMENTS FOR ADMISSION AND THE DEGREE

A. HEALTH SCIENCES CURRICULUM – AUDIOLOGY MAJORS

Requirements for Admission

1. General admission requirements to the graduate programs in the Health Sciences are observed.
 - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
 - b. Aptitude section of the Graduate Record Examination
 - c. Statement of intent
 - d. Two letters of reference
 - e. For international students, a report of the Test of English as a Foreign

Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

2. An undergraduate grade point average of at least 3.0 is required.
3. Background course work: Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in communication sciences, Health Sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 15 of the required 20 credits of prerequisite course work in communication sciences and disorders before they can apply for matriculation into the MS degree program in communication sciences, Health Sciences curriculum. These courses are generally available at other colleges and are not credited toward the MS degree. For further information about admissions and matriculation requirements, please contact the program office or visit the program Website <http://www.hunter.cuny.edu/schoolhp/comsc/admissions/process.htm>. In addition, the program hosts two open houses a year for prospective students.

1. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology
Clinical Observation of Communication Disorders

2. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. 3 credits of study in biological sciences and 3 credits of study in physical sciences
 - b. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
 - c. 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 (48 cr)

Core curriculum:

COMSC 700, 741, 745, 748, 749*, 749, 749, 749, 750, 753, 759, 759, 762, 763, 764, 765, 766, 767, 768, 769.

Students in the Health Sciences curriculum must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete at least 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students must present evidence of 25 hours of clinical observation prior to practicum registration.

Students on academic probation are ineligible for clinical practicum or externship placement.

The major emphasis in clinical practicum is in the area of ASHA certification. 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.

National Examination in Speech Pathology and Audiology

Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

**A maximum of 6 credits of clinical practicum for audiology majors can be applied to the degree.*

B. SPEECH-LANGUAGE PATHOLOGY MS

1. Health Sciences Curriculum MS

Requirements for Admission

1. General admission requirements to the graduate programs in the Health Sciences are observed.
 - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
 - b. Aptitude section of the Graduate Record Examination
 - c. Statement of intent
 - d. Two letters of reference
 - e. For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.
2. An undergraduate grade point average of at least 3.0 is required.
3. Background course work: Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in communication sciences, Health Sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must provide evidence of completion of at least 12 of the required 18 credits of prerequisite course work in communication sciences and disorders before they can apply for matriculation into the MS degree program in communication sciences, Health Sciences curriculum. These courses are

generally available at other colleges and are not credited toward the MS degree. For further information about admissions and matriculation requirements, please contact the program office or visit the program Website <http://www.hunter.cuny.edu/schoolhp/comsc/admissions/process.htm>. In addition, the program hosts two open houses a year for prospective students.

1. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology

2. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. 3 credits of study in biological sciences and 3 credits in physical sciences
 - b. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
 - c. 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, 718, 720, 733, 752

29 credits

First Year Clinical Practica in Speech-Language Pathology:

COMSC 728*, 771

2 credits

Second Year Curriculum Required Courses:

COMSC 702, 717, 724, 726, 736, 737

16 credits

Second Year Curriculum Elective Courses (3 of the following):

COMSC 715, 722, 725, 727, 730, 731, or 790

9 credits

Second Year Clinical Practica in Speech-Language Pathology:

COMSC 729, 739, 772**

2 credits

Subtotal: 58 credits

* For students with an undergraduate preparation in speech-language pathology.

** For students who had not taken **COMSC 728**.

Students in the Health Sciences curriculum are required to take first year curriculum required courses before registering for second year curriculum required courses. Students must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete a minimum of 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students will be considered for clinical practicum upon progress through or completion of the first year curriculum required courses.

Students on academic probation are ineligible for clinical practicum or externship placement.

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.

National Examination in Speech Pathology and Audiology: Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

2. Speech-Language Pathology Majors: Teacher of Students with Speech and Language Disabilities MS

Requirements for Admission

1. General
 - 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

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 communication sciences and disorders:

Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in Communication Sciences, Teacher of Students with Speech and Language Disabilities, must file for matriculated status. Students without a background in communication sciences and disorders must complete at least 12 of the required 18 credits of prerequisite course work in communication

COMMUNICATION SCIENCES

sciences and disorders before they can apply for matriculation into the MS degree program in Communication Sciences, TSSLD curriculum. These courses are generally available at other colleges and are not credited toward the MS degree.

4. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology

5. The candidate for matriculation must have satisfactorily completed 15 undergraduate/graduate credits of the following education courses (or their equivalents):

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

The candidate for matriculation who has satisfactorily completed all but 6 of the total required number of credits may be matriculated with the condition that the remaining 6 credits be completed with the grade of B or better at the graduate level.

6. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. At least 6 credits of study in English (including a course in written analysis and expression)
 - b. At least 6 credits of study in the arts
 - c. At least 3 credits of study in U.S. history or U.S. geography and at least 3 credits in social sciences (dealing with human interaction)
 - d. At least 6 credits of a language other than English
 - e. At least 12 credits of mathematics, science and technology (including 3 or more credits in mathematics or statistics that are not remedial, historical or methods courses; and 3 or more credits of biological or physical sciences)
 - f. 3 credits of study in behavioral sciences (dealing with human interaction)

Requirements for the Degree

1. A 61-credit **Core Curriculum** with a major in speech-language pathology
2. Completion of **School-Based Requirements**. Students are required to complete at least one school-based practicum as one of the clinical practicum requirements and complete the child abuse workshop mandated by the New York State Education Department and the mandated workshop on school violence prevention and intervention.

Core Curriculum:

Speech-Language Pathology Majors

First Year Curriculum Required Courses:

COMSC 700, 705, 708, 711, 712, 716, 718, 720, 733, 752
29 credits

First Year Clinical Practica in Speech-Language Pathology:

COMSC 728*, 771
2 credits

Second Year Curriculum Required Courses:

COMSC 702, 703, 717, 724, 726, 736, 737
19 credits

Second Year Curriculum Elective Courses
(3 of the following):

COMSC 715, 722, 725, 727, 730, 731, or 790
9 credits

Second Year Clinical Practica in Speech-Language Pathology:

COMSC 729, 739, 772**
2 credits

Subtotal 61 credits

* For students with an undergraduate preparation in Speech-Language Pathology.

** For students who had not taken **COMSC 728**.

Note: A maximum of 5 credits of clinical practicum for speech-language pathology majors can be applied to the degree.

Students in the TSSLD curriculum are required to take first year curriculum required courses before registering for second year curriculum required courses. Students must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete a minimum of 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students will be considered for clinical practicum upon completion of the first year curriculum required courses in the professional sequence.

Students on academic probation are not eligible for externship placement.

The major emphasis in clinical practicum is in the area of ASHA certification. 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.

National Examination in Speech Pathology:

Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

Teacher Examination

Prior to graduation, students must take the New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W).

3. Speech-Language Pathology Majors: Teacher of Students with Speech and Language Disabilities with a Bilingual (Spanish/English) Extension MS

Requirements for Admission

In addition to all of the requirements for admission listed for students applying for admission to the Teacher of Students with Speech and Language Disabilities 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 Teacher of Students with Speech and Language Disabilities 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 Pathology (administered by the Educational Testing Service) prior to graduation, students must take the New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation, as well as NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

DOCTORAL PROGRAM IN SPEECH AND HEARING SCIENCES

The City University, through the Graduate School and University Center, offers a Ph.D. program in speech and hearing sciences.

COURSE LISTINGS

For description of the PhD program, see the Bulletin of the Graduate School or visit the Website <http://web.gc.cuny.edu/Speechandhearing/>

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.

audiology prereq: Basic Communication Sciences Sequence

speech prereq: Intro. to SLP, Intro. to AUD

COMSC 702 Multicultural Issues in Counseling and Communication

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 700, 705, 708, 711, 712, 716, 718, 752

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 700, 705, 708, 711, 712, 716, 718, 752

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.

COMSC 708 Anatomy and 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, phonatory, velopharyngeal, articulatory systems.

prereq: Anatomy and Physiology

COMSC 711 Language Acquisition and Development

Speech and language developmental processes in the young and school-age child; acquisition of pre-literacy skills from pre-linguistic stages to complex language development in typically developing monolingual and bilingual children; impact of cultural, ethnic, gender, socioeconomic and individual variation on language acquisition.

prereq: Basic Communication Sciences Sequence

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: Anatomy & Physiology, Intro. to SLP

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.

Recommended prereq or coreq: COMSC 712

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 711

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 700, 705, 708, 711, 712, 716, 718, 752

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: Language Science, Intro. to SLP, COMSC 700, 708, 711, 712

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.

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 700, 705, 708, 711, 712, 716, 718, 752

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: COMSC 700, 705, 708, 711, 712, 716, 718, 752

COMSC 725 Developmental Motor Speech & Swallowing Disorders

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

prereq or coreq: COMSC 700, 705, 708, 711, 712, 716, 718, 752

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 700, 705, 708, 711, 712, 716, 718, 752

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 phonatory 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 700, 705, 708, 711, 712, 716, 718, 752

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

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 practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. **COMSC 729.04** for students in the bilingual extension, designates a special section of **COMSC 729** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 733; coreq: COMSC 736

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 700, 705, 708, 711, 712, 716, 718, 752

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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 700, 705, 708, 711, 712, 716, 718, 752**

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**

COMSC 735 Advanced Clinical Practicum in Speech-Language Pathology

Intensive clinical practicum externship experience in speech-language pathology selected from school-based, hospital, early intervention or health care settings under the direct supervision of an ASHA-certified and New York State licensed speech-language pathologist.

prereq: **COMSC 729**
min. 60 hours, 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**; *coreq:* **COMSC 729**

COMSC 737 Clinical Seminar in Speech-Language Pathology 2

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**

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**

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**

COMSC 741 Advanced Audiology

Audiometric interpretation, speech audiometry; masking; assessment of functional hearing impairment.

prereq: *Basic Communication Sciences Sequence*

COMSC 743 Hearing Conservation

School and industrial hearing conservation programs; noise measurement and instrumentation; auditory effects of noise; hearing protective devices; worker's compensation.

prereq or coreq: **COMSC 741**

COMSC 744 Speech Perception and Production in the Hearing Impaired

Speech perception from feature to connected speech levels; speech production including prosodic aspects; speech intelligibility; speech and language abilities in hearing-impaired children and adults.

prereq: **COMSC 741, 745**

COMSC 745 Pediatric Audiology

Genetic factors in hearing disorders; hereditary, congenital and adventitious hearing defects; normal auditory response and auditory development, identification programs; audiological evaluation; use of physiological measures and assessment of hearing aids.

prereq: *Intro. to AUD*; *recommended prereq:* **COMSC 741**

COMSC 748 Hearing and Balance Disorders

Prevention and identification of auditory and vestibular disorders, audiology and medical management, implications for history-taking, counseling; measurement and instrumentation, and industrial hearing conservation programs.

prereq: **COMSC 741**

COMSC 749 Clinical Practicum in Audiology

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. There are 5 clinical practicums in audiology. Each clinical practicum in audiology is a prereq for the following clinical practicum in audiology.

coreq or prereq for 1st cr: *Clinical Observation*;
prereq for 2nd cr: **COMSC 741**;
1 cr of **COMSC 749**;
prereq for 3rd cr: *2 cr of* **COMSC 749**;
prereq for 4th cr: *3 cr of* **COMSC 749**;
prereq for 5th cr: *4th cr of* **COMSC 749**

COMSC 750 Audiology Internship Practicum Seminar

ASHA code of ethics and certification standards, policies and procedures of the Center for Communication Disorders, infectious disease and prevention issues, basic audiology test and screening procedures; biologic checks; masking; counseling; report-writing; infectious disease and prevention issues, history-taking.

coreq: **COMSC 749**

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: *Hearing Science, Intro. to AUD*

COMSC 753 Speech-Language Pathology for Audiologists

Normal processes in speech and language across the lifespan; the effects of communication disorders and differences on audiology testing, treatment and counseling; screening and prevention of communication disorders across the life span. Students will complete at least 20 hours of college-supervised speech and language screenings in a variety of settings.

prereq: *Basic Communication Sciences Sequence, Clinical Observation*

COMSC 754 Advanced Clinical Practicum in Audiology

Clinical practicum in balance assessment and hearing-aid fitting at an affiliated externship site under the direct supervision of an ASHA certified and New York State licensed audiologist.

prereq: **COMSC 749**
min. 60 hours, 2 cr

COMSC 759 Audiology Externship Seminar

Audiologic protocols in various clinical settings; advanced report writing issues; advanced history-taking and counseling issues including multicultural considerations; case presentations. Two audiology externship seminars are required.

prereq for 1st credit: **COMSC 741, 1st cr of 749, 750**;
coreq for 1st credit: *2nd cr of* **COMSC 749**;
prereq for 2nd credit: **COMSC 750**;
coreq for 2nd credit: *2nd cr of* **COMSC 749**

COMSC 762 Anatomy and Physiology of the Auditory and Vestibular Mechanisms

In-depth study of the structure and function of the auditory and vestibular system.

prereq: *Basic Communication Sciences Sequence*

COMSC 763 Psychological Acoustics

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

prereq: **COMSC 741**

COMSC 764 Auditory Electrophysiology 1

Basic principles and clinical applications of otoacoustic emissions and acoustic immittance in newborns, infants, children and adults.

prereq: **COMSC 741**

COMSC 765 Auditory Electrophysiology 2

Basic principles and clinical applications of the auditory evoked potentials and balance testing in children and adults.

coreq or prereq: **COMSC 741**

COMSC 766 Aural Habilitation

Intervention and management of infants and children with hearing loss and their families including classroom acoustics, assistive listening device technology, counseling and communication approaches.

prereq: **COMSC 741**

COMSC 767 Communication Skills for Hearing-Impaired Adults

Principles and practice in intervention with adults and individuals who are elderly who have hearing loss.

coreq or prereq: **COMSC 741**

COMSC 768 Amplification 1

Hearing-aid components, compression, earmold acoustics, hearing-aid test box measures, behavioral hearing-aid evaluation and hearing-aid trouble-shooting.

coreq or prereq: **COMSC 741**

COMSC 769 Amplification 2

Real-ear probe-tube microphone measurement and prescription procedures for hearing-aid evaluation and fitting; programmable, digital and CIC hearing aids; assessing hearing-aid benefit; counseling issues; professional practice considerations.

prereq: **COMSC 768**

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 supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: **COMSC 733**

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**

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**

Normal and abnormal swallowing function. Radiographic interpretation and fiberoptic evaluation of swallowing. Evaluation and treatment across various etiologies for tracheostomized and ventilator-dependent patients.

prereq: **COMSC 700, 705, 708, 711, 712, 716, 718, 753**

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.

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.

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**

EDESL 783 Methodology of Teaching English to Speakers of Other Languages

An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments.

PHYSICAL THERAPY

Director and Adviser: Gary Krasilovsky,

Room E 007, Brookdale Center, (212) 481-4469, garyk2@optonline.net

Associate Professors: Krasilovsky, Lipovac, Rosen

Assistant Professors: Babyar, Holland, Macht-Sliwinski

Academic Coordinator of Clinical Education: Karman

Website: www.hunter.cuny.edu/schoolhp/pt

Degree offered HEGIS

Physical Therapy	MPT	1212
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The Physical Therapy program is a three-year post-baccalaureate master's degree curriculum. Upon completion of the program, students will receive a master of physical therapy (MPT) degree. The program is preparing a transition to a clinical doctorate in PT (DPT). Pending approval, the information contained in this catalog is subject to revision. Please go to the Physical Therapy Program Website for updated information on the present and proposed curriculum, the admissions process and open-house dates, and to download clinical experience forms.

Physical therapists, as essential members of the health care team, address health maintenance and the prevention of disabilities, the identification and assessment of impaired motor function, and rehabilitation toward optimal health and function. The physical therapist provides therapeutic services to individuals of all ages with musculoskeletal, neurological, sensorimotor, cardiovascular and other physiological dysfunctions. Physical therapists may be employed in hospitals and extended-care facilities, ambulatory clinics, school systems and sports medicine centers. They may also be self-employed professionals in private practice.

The present graduate program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduates are prepared for the National Licensing Examination in Physical Therapy.

PHYSICAL THERAPY

Requirements for Admission

Admission requirements for entry into the master's degree program are described below.

The bachelor's degree requirement for entry is based upon the CAPTE criterion that mandates that physical therapy programs are "built on a balance of course work in social sciences, humanities, and natural sciences, which is appropriate in depth and breadth, to develop the ability in students to think independently, to weigh values, to understand fundamental theory, and to develop skill for clinical practice, including critical thinking and communication."¹

¹ Commission on Accreditation in Physical Therapy Education (1996). *Evaluative Criteria for the Accreditation of Education Programs for the Preparation of Physical Therapists*. Effective January, 1998. Alexandria, VA: American Physical Therapy Association.

The pathway requires the following prerequisite course work and admissions procedures. Students enter the graduate physical therapy program in the fall semester; the program is designed for full-time study during the day.

1. A bachelor's degree from an accredited four-year institution by the end of the summer semester which must be completed prior to entry
2. Two semesters of biology 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
6. One semester of mathematics (minimum level: pre-calculus)
7. One semester of statistics
8. One semester of English composition (expository writing)
9. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
10. An undergraduate grade point average (GPA), calculated from all college courses, of 3.0 or above
11. Documented clinical experience of at least 75 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital-based setting. Applicants may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form will be provided by the physical therapy program and is available from our Website. The completed documentation should be provided by the supervising physical therapist by the deadline of February 1 prior to the fall semester for which admission is sought.
12. Filing of a Hunter College Graduate Admissions Application, available from the Hunter College Admissions Office or the Hunter College Physical Therapy Program, by the February 1st deadline date for submission, including transcripts and two letters of recommendation.

13. A personal essay statement as determined by the physical therapy program faculty.
14. An interview may be required with faculty of the Hunter College Physical Therapy Program.
15. For applicants who have not studied in English-speaking countries, a score of at least 550 on the TOEFL examination
16. Students who have not completed up to 6 credits of prerequisites may be conditionally accepted for the incoming class, but all requirements must be met before the starting date of the program in the fall semester.

A listing of all eligible applicants will be provided to the physical therapy program from the Hunter College Admissions Office. Documents submitted by eligible applicants will be reviewed for clinical experience and other relevant experience in health care to identify those eligible for interviews. Subsequent to the interviews, a standardized scoring form will be used to evaluate each applicant, based on GPA, TOEFL scores, clinical experience, essay quality, and interview scores.

Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. The Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.

Requirements for Graduation

Specialization (Courses designated PT)

89 credits

First Year

(First semester)

PT 500, 505, 515, 520, 530, 575

(Second semester)

PT 550, 555, 560, 565, 570, 580*

Second Year

(First semester)

PT [600, 610, 615, 620, 625, 630]¹, 635²

(Second semester)

PT 650, 655, 660, 665, 670, 675, 680, 685, 770.02

(Summer semester) **PT 690**

Third Year

(First semester)

PT 700, 705, 710, 715, 720, 725, 730, 735

(Second semester) **PT 750, 760**

¹ These courses are scheduled during the first nine weeks of the semester.

² **PT 635** is a six-week, full-time clinical externship, which is scheduled for the last six weeks of the fall semester.

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. 11). 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. 6). 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. 11) 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.

* Pending Senate approval

COURSE LISTINGS

PT 500 Introduction to Functional Training and Physical Agents

An introduction to the physical therapy profession; includes the history and scope of physical therapy practice and basic medical terminology. Fundamental physical therapy skills are introduced and practiced by students. The course will be a combination of lecture, demonstration and laboratory practice.

4 hrs, 2 cr

PT 505 Human Anatomy

An in-depth study of the human body, with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences include cadaver dissection as well as study of skeletal materials and anatomical models.

6 hrs, 4 cr

PT 515 Kinesiology I

The structure and function of joints and muscles will be reviewed for the upper extremities, head, neck, and trunk. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities and trunk.

4 hrs, 2 cr*

PT 520 Human Physiology and Exercise Physiology

An overview of cellular structures and functions which regulate body homeostasis from the point of cell division and genetic control of protein synthesis. Emphasis is placed on the role of the cell membrane in control of cellular events, particularly the presence of membrane resting and action potential and their role in muscle contraction. This course is also a study of physiology at the organ and system levels with studies of the immune, cardiovascular, respiratory, gastrointestinal, renal, urogenital, endocrine and reproductive systems.

4 hrs, 4 cr

PT 530 Growth and Development

Principles of development; maturation process from utero to maturity and the influence of environment on growth.

2 hrs, 2 cr

PT 550 Electrotherapeutic Modalities

Principles and practical application of electromagnetic and other energies in physical therapy. An introduction and comprehensive review of the mechanical and electrical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

prereq: PT 500, 520

5 hrs, 3 cr*

PT 555 Prevention and Intervention

Basic concepts of mobility and exercise for prevention and restoration of function. Therapeutic application of basic neurophysiological principles associated with normal and abnormal movement.

prereq: PT 505, 515, 520

6 hrs, 4 cr

PT 560 Kinesiology II

An introduction to the application of anatomy for human movements. The structure and function of joints and muscles will be reviewed for the upper extremities, head and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head and neck.

prereq: PT 505, 515

4 hrs*, 2 cr

PT 565 Structure and Function of the Nervous System

Microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurophysiological processes, structural and functional relationships. A logical progression of information from molecular and cellular levels to systems and regions provides framework for students to understand neural organization.

prereq: PT 505, 520

3 hrs, 3 cr

PT 570 Clinical Medicine

Provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological adaptation processes and how they apply to physical therapy assessment and treatment are the objectives of this course.

prereq: PT 505, 520

3 hrs, 3 cr

PT 575 Psychosocial Aspects of Clinical Practice

Psychosocial aspects associated with the onset of physical disability and their impact on the patient, family and patient-therapist relationship. Implications for clinical practice from the onset of a disability throughout the life span will be discussed.

2 hrs, 2 cr*

PT 580* Pulmonary Evaluation & Interventions

Covers patient problems involving respiratory dysfunctions commonly seen in a physical therapy setting. Physical therapy evaluations and interventions for these patients serves as the foundation of this course.

prereq: PT 520

2 hrs, 1 cr

PT 600 Clinical Education I

This is the first of three courses in preparation for and followed by clinical externship experiences in which the student implements evaluation and treatment procedures under the supervision of a physical therapist. This course is designed to develop a greater understanding of communication skills and the significant role communication plays in client and health professional interaction.

prereq: PT 560, 575

2 hrs, 2 cr

PT 610 Clinical Orthopedics I

Introduction to the etiology and clinical therapeutic management of selected orthopedic and rheumatological conditions.

prereq: PT 555, 560; coreq: PT 620

2 hrs, 2 cr

PT 615 Cardiac Rehabilitation

Covers patient problems involving cardiovascular dysfunction commonly seen in physical therapy. Physical therapy evaluations and treatment approaches for patients with cardiovascular dysfunction serve as the foundation for this course.

prereq: PT 570

2 hrs*, 2 cr

PT 620 Joint Examination and Treatment I

Basic examination techniques utilizing selective tissue tension testing will be applied to clarify common orthopedic diagnoses of the upper extremities. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses.

prereq: PT 555, 560, 570; coreq: PT 610

4 hrs*, 2 cr

PT 625 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. Assessment of clusters of signs and symptoms that are used in clinical problem-solving will be addressed.

prereq: PT 505, 565

2 hrs*, 1 cr

PT 630 Research Design

Literature review, measurement systems, reliability and validity of measurement, sampling and probability theory, hypothesis testing, forms of research design and issues of internal and external validity will be discussed within the framework of systematic scientific inquiry.

prereq: PT 550; coreq: PT 600

2 hrs, 2 cr

PT 635 Clinical Affiliation I

This is the first of four clinical internships. A six-week, full-time placement is required for this affiliation. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback.

prereq: all PT course work preceding PT 635

60 hrs, 2 cr

PT 650 Neurological Rehabilitation

Foundations, assessment procedures and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of disorders of the central nervous system. Techniques are as taught by the Bobaths (Pediatric and Adult), Brunnstrom, and Carr & Shepherd. The student is also introduced to the concepts of motor control theories to enhance their application of these techniques within the context of modern movement science.

prereq: PT 555, 625, 635

6 hrs, 4 cr

PT 655 Adult Rehabilitation

Principles and practical application of evaluation, therapeutic exercise and adaptive equipment prescription for the rehabilitation of the physically disabled adult with an emphasis on spinal cord injury and traumatic brain injury.

prereq: PT 555, 615, 620, 635

5 hrs, 3 cr

PT 660 Clinical Orthopedics II

Etiology and therapeutic management of selected orthopedic conditions.

prereq: PT 610, 620, 635

1 hr, 1 cr

PHYSICAL THERAPY

PT 665 Proprioceptive Neuromuscular Facilitation

The historical and theoretical framework of proprioceptive neuromuscular facilitation (PNF) will serve as the foundation for learning these special exercise techniques. Students will apply the principles for training of the trunk and extremity musculature in preparation for treating patients with musculoskeletal, neuromuscular and cardiopulmonary dysfunction. Students will learn to select PNF techniques based on the indications, contraindications and precautions for the patients.

prereq: **PT 555, 575**
1.5 hr*, 1 cr

PT 670 Clinical Neurology

This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. The therapeutic management of various neurological conditions and their scientific basis are addressed.

prereq: **575, 625, 635**
3 hrs, 3 cr

PT 675 Joint Examination and Treatment II

Advanced management of hand dysfunction and upper extremity splinting. Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common lower extremity orthopedic diagnoses. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses. The spine, sports medicine and taping, and radiology will be introduced.

prereq: **PT 610, 620, 635; coreq:** **PT 660**
5 hrs, 3 cr

PT 680 Clinical Education II

Clinical Education II is the second of three clinical education courses designed to prepare students for external clinical placements. The intention of this course is to develop problem-solving skills for clinical decision-making in order to administer effective patient care. This course integrates material from other courses in a problem-based format. Documentation skills will be reviewed. Communication with the health care team will also be emphasized.

prereq: **PT 600, 635**
1 hr, 1 cr

PT 685 Research Seminar I

Groups of four students will be supervised by a faculty member as they develop a formal research proposal. Critique of the literature and application of material from previous courses will be stressed.

prereq: **PT 630**
1 hrs, 1 cr

PT 690 Clinical Affiliation II

This is the second of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this second clinical experience.

prereq: All PT level courses prior to **690**
60 hrs, 2 cr

PT 700 Clinical Education III

Clinical Education III is designed to enable the student to move into the final full-time phase of clinical education. Professional growth, job preparation, ethical issues, and communication skills will be emphasized.

prereq: **PT 680 and 685**
1 hr, 1 cr

PT 705 Orthotics and Prosthetics

The role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This course emphasizes advanced evaluation of normal and abnormal gait with implications for treatment intervention and will prepare the student to work in a clinical setting with amputees and patients requiring orthotics.

prereq: **PT 690**
2 hrs, 2 cr

PT 710 Seminar in Organization and Management

Administration, personnel management, inter-departmental relationships, insurance reimbursement as related to the practice of physical therapy, and alternative practice environments and arrangements.

prereq: **PT 690**
3 hrs, 3 cr

PT 715 Pharmacology

General pharmacology with a focus on drugs and treatments commonly used by patients receiving physical therapy. Instruction in this course will serve as a foundation for the drugs and treatments covered in future courses.

prereq: **PT 690**
3 hrs, 3 cr

PT 720 Joint Examination III

Advanced management of the spine including selective tissue testing techniques. Selection of appropriate physical therapy interventions for individuals with spinal dysfunction (excluding spinal cord injury); ergonomics, joint and soft tissue mobilization; back exercise; and industrial preventive programs.

prereq: **PT 660, 675, 690**
5 hrs, 3 cr

PT 725 Electrodiagnosis and Motion Analysis

The physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined. Motion analysis systems which include kinematic analysis and force plate studies will be presented.

prereq: **PT 670, 685, 690**
2 hrs, 2 cr

PT 730 Research Seminar II

This seminar will focus on the presentation and critique of research proposals. Four sessions will be dedicated to special topics presented by faculty relating to the ethical implications of research, attainment of funding for research projects, and reporting and presenting the results of research.

prereq: **PT 630, 685**
1 hr, 1 cr

PT 735 Physical Therapy in Health Promotion

The role of physical therapy in disease prevention, health and wellness promotion. Wellness throughout the life span is emphasized through incorporating the interrelationships among physical activity, stress, mind-body connections and nutritional health. Students are required to examine and explore their own wellness profile. Assessment strategies for developing health and wellness programs for clients will be examined including community-oriented programs and prevention in special patient populations.

prereq: **PT 675, 685, 720**
2 hrs, 2 cr

PT 750 Clinical Affiliation III

This is the third of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this third clinical experience.

prereq: All PT level courses prior to **750**
105 hrs, 3.5 cr

PT 760 Clinical Affiliation IV

This is the fourth of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this final clinical experience.

prereq: All PT level courses prior to and including **750**
105 hrs, 3.5 cr

PT 770.01 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

1 hr, 1 cr

PT 770.02 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

2 hrs, 2 cr

PT 770.03 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

3 hrs, 3 cr

PT 775.01 Independent Study

1 cr

PT 775.02 Independent Study

2 cr

PT 775.03 Independent Study

3 cr

* Pending curriculum revision approval of the Hunter College Senate.

URBAN PUBLIC HEALTH

MPH and MS Program Director: Nicholas Freudenberg, Brookdale Center, 1005 West Building; (212) 481-4363, nfreuden@hunter.cuny.edu

Community Health Education Coordinator: Philip Alcabes, Brookdale Center, 1029 West Building; (212) 481-7560, palcabes@hunter.cuny.edu

Environmental and Occupational Health Coordinator: Jack Caravanos, Brookdale Center, 1007 West Building; (212) 481-7569, caravan@hunter.cuny.edu

Public Health Nutrition Coordinator: Arlene Spark, Brookdale Center, 1015 West Building; (212) 481-7590; aspark@hunter.cuny.edu

Administrative Office: (212) 481-5111, uph@hunter.cuny.edu

Website: www.hunter.cuny.edu/health/uph

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 MS/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog (see p. 166). 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, and the MS degree is accredited by the Accreditation Board for Engineering and Technology.

The program in urban public health educates public health professionals to promote health and prevent disease among urban populations. It prepares students to work with the diverse populations living in cities, and to serve in a variety of settings in government, nonprofit organizations, businesses and communities. The program provides students with a broad multidisciplinary background in public and urban health and with specific competencies in community health education, environmental and occupational health, or nutrition. It also offers students an opportunity to select concentrations in specific populations, health conditions or public health tasks, allowing them to use elective and field work credits to add additional competencies. The concentrations currently available are listed below.

Each track prepares students for specific job opportunities. Graduates of the community health education track plan and manage community health programs to reduce social and behavioral threats to health. Graduates of the environmental and occupational health track identify, assess and reduce community and workplace exposures that jeopardize the health of urban populations. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The public-health nutrition specialization within the MPH program includes courses that meet the requirements of the Dietetic Internship (DI), a 900-hour fieldwork and didactic experience accredited by the American Dietetic Association to prepare graduates to become registered dietitians. Students who enter the MPH program with a bachelor of science degree in nutrition can simultaneously work toward the master's degree and the DI certificate, two credentials that will increase their skills and employability.

AFFILIATED CENTERS

Two centers are affiliated with the program in urban public health: the **Center on AIDS, Drugs and Community Health**, and the **Center for Occupational and Environmental Health**. They provide opportunities for students to become involved in demonstration projects and research through internships and independent study. The program also works closely with **Brookdale Center on Aging**. (See section on Research Centers and Institutes in front section of this catalog, p. 15.)

MPH DEGREE

Requirements for Admission

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. Aptitude section of the Graduate Record Examination or a prior master's degree from an accredited U.S. university
3. Undergraduate major in natural or social sciences, health studies, nutrition or a related field. Students are expected to present a background in both natural sciences and social sciences. Applicants to specializations in public-health nutrition and environmental and occupational health are expected to have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus. An undergraduate major in nutrition is desirable for the public-health nutrition specialization.
4. At least one year of work or volunteer experience related to public health, nutrition, environmental health, social services or community organization is required.
5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 is required for admission.

Academic Requirements

1. 48 cr chosen as follows:
All courses (12 cr) in Group A, Public Health Core (see below under Course Distribution)
All courses (6 cr) in Group B, Urban Health Core
5 courses (15 cr) in Group C within one of the three specialization areas of community health education, environmental and occupational health, or public health nutrition
3-9 cr in Group D, supervised fieldwork experience within specialty area

Degrees offered

HEGIS

Community Health Education	BS*	1214
Nutrition and Food Science	BS*	1306
Urban Public Health	MPH	1214
Community Health Nursing/ Urban Public Health	MS/MPH	1203.1/1214
Environmental and Occupational Health Sciences	MS	1299

* See Hunter College Undergraduate Catalog 2002-2004, pp. 178-180 for information concerning undergraduate programs in urban public health

6-12 elective credits, which can be within a single concentration area listed in Group E, chosen in consultation with the faculty adviser.

2. A written comprehensive examination upon completion of course work. This exam will assess the student's skills and competencies in public health, urban health and the specialty area. A list of these outcome competencies for the program as a whole and each specialization is available from the program office.

Note: In addition to the degree requirements listed above, depending on their undergraduate preparation and work experience, students may be required to take additional undergraduate courses or independent study to meet program competencies as determined by a faculty 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 to meet the American Dietetic Association's requirements for registered dietitians.

Up to 12 credits of program requirements may be waived for students who demonstrate mastery of specific content required for the degree as evidenced by passing challenge examinations or submitting documentation of relevant skills.

Course Distribution

Group A

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 700, 701, 702, 740, 741 or 742
EOHS 702, 705, 747, 754, 765
NUTR 710, 720, 730, 733, COMHE 700, 702

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 701, 702 6 cr
[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 a single topic area in order to develop more advanced knowledge and skills.

URBAN PUBLIC HEALTH

With the approval of the faculty adviser, students can design their own concentrations using resources of other college departments including nursing, urban affairs and planning, social work, social sciences or others, or with research centers. Available concentrations include:

Gerontology

COMHE 730, 731, 732, 733
NUTR 733
NURS 754
PH 783, 784

Women's Health/Sexuality/Maternal-Child Health/Adolescent Health

COMHE 714, 721, 722, 723, 724;
NURS 725, 726, 727
PH 783, 784

Immigrant Health

ANTH 716, 777
BILED 779
COMHE 770.76, 770.99
PH 783, 784

Community Health Management and Administration

COMHE 741, 742, 770.88
GSR 723, 746, 767
PH 720, 783, 784

Dietetic Internship

NUTR 700, 701, 702, 703

Public Policy/Planning

GSR 741, 742
URBG 750, 755, 760
SSW 701/702
EOHS 725
HIST 755
PH 783, 784

HIV/Infectious Diseases/Substance Abuse

COMHE 706/NURS 706
COMHE 713, 714, 770.70, 770.71, 770.94
NURS 707, 708

Urban Environmental Health

COMHE 700, 740
EOHS 745, 759
PH 740
PH 783, 784

Occupational Safety and Hygiene

COMHE 702, 726
EOHS 702, 710, 725, 741, 755, 757, 759, 762
PH 740, 783, 784

Note: To be eligible for the American Dietetic Association's Dietetic Internship Certificate, a requirement for taking the examination to become a registered dietitian, students in the public-health nutrition specialization must complete NUTR 700, 701, 702 and 703.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES — MS

This program is designed for individuals seeking careers as environmental and occupational health professionals. While emphasizing the recognition, evaluation and control of environmental and occupational factors affecting health, the curriculum also includes consideration of economic, sociopolitical and regulatory issues. Offerings are designed so that students may either pursue a broad course of study in environmental health science or specialize 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. All courses are held in the evening, and studies can be pursued on a part-time basis. Together with several other major professional training institutions, this program is a component of the Education and Research Center designated for this region by the National Institute for Occupational Safety and Health.

Graduates of the program are qualified for research, management and planning positions in a variety of private and public institutions. Career options include air and water pollution control, hazardous waste management, industrial hygiene, occupational health and safety, environmental planning, and environmental public health. After a prescribed period of work experience, graduates can qualify for examinations to become certified industrial hygienists (CIH), certified safety professionals (CSP), certified hazardous materials managers (CHMM) or registered sanitarians (RS).

Traineeships in public health are offered through grants from the U.S. Department of Health and Human Services. Contact the program office for further information.

Requirements for Admission

1. General admission requirements to the graduate programs in arts and sciences are observed.
2. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university

An undergraduate major in science or engineering is desirable.

Students are expected to have completed at least 40 credits in undergraduate or graduate-level basic science and math courses such as courses in organic chemistry (with labs), general chemistry, general physics, biology, and environmental or health sciences. Generally, an undergraduate major in biology, chemistry, environmental sciences or physics would satisfy these requirements. Students must also have completed one semester of calculus and one of statistics. Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the program admissions committee.

Requirements for the Degree

The MS program requires the completion of a minimum of 48 credits of course work, of which 25 credits of core courses are required, as well as a seminar and a comprehensive examination. Full-time students are generally able to complete program requirements in four semesters. Students are required to complete an internship project of at least 240 hours.

Course Distribution for MS

Core (all required) 40 cr

PH 700	EOHS 702	EOHS 757
PH 701	EOHS 741	EOHS 759
PH 702	EOHS 754	EOHS 762
PH 703	EOHS 755	EOHS 770.61
PH 710 or 740		

Electives 8 cr

COURSE LISTINGS for MPH and MS Programs

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

PUBLIC HEALTH COURSES

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.

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; 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.

prereq: PH 700

PH 710 Urban Health Promotion

Examines 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 720 Computer Applications in Public Health

Introduces students to the various computer tools available for the analysis of public health data. Topics include: statistical analysis using spreadsheet programs, application of GIS to public health problems, modeling of contaminant releases, toxicological evaluations and creation of Web pages and Websites.

prereq: PH 700

PH 740 Public Health and 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.

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 program offers 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

COMMUNITY HEALTH EDUCATION COURSES

COMHE 700 Principles of Community Health Education

Review of determinants of community health. How to plan, implement and evaluate programs designed to improve well-being of populations. Students investigate a specific health problem in a community.

COMHE 701 Group Processes

Using group discussion techniques, students examine how groups affect health behavior and review relevant theoretical models. Skills in group participation, leadership and communication related to health identified and refined.

COMHE 702 Theory and Practice in Health Communication

Theoretical foundations of behavioral and organizational change related to health. Understanding role of educational materials in health settings.

COMHE 703 Health Advising in the Community

Examination of individual and group advising approaches focused on helping individuals and families to reach optimal health and full development of health resources.

prereq: COMHE 701, 702

COMHE 706 HIV/AIDS for Health Professionals: An Interdisciplinary Perspective

Analyze prevention and care issues related to the HIV pandemic and the response of diverse communities.

COMHE 713 Addictions and Dependencies

Recent findings concerning legal and illegal drugs. Recent legislation. Emphasis on behavioral aspect with focus on abuser rather than substances being abused.

COMHE 714 Human Sexuality

Emotional, social and physical development related to human sexuality. Emphasis on self-understanding and awareness of own sexual nature and needs. Methods, materials and evaluation of sex education program in community settings.

COMHE 720 Alcoholism

Scope, etiology and treatment of alcoholism; role of supportive agencies. Alternatives and strategies for intervention and prevention. Field trips to community programs.

COMHE 721 Family Planning

Examines pregnancy, labor and delivery, contraception, abortion, sterilization and infertility; assesses effects of sexually transmitted diseases on reproduction; describes family planning programs in selected countries.

COMHE 722 Counseling in Sexuality and Family Planning

Explores counseling theory and clinical skills required by educators working in reproductive health facilities. Examines specific needs of adolescents, pregnant women and partners, infertile couples and older people.

prereq: COMHE 714

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.

prereq: COMHE 714

COMHE 724 Family and Sexual Violence

Causes of violence against women, children and older people. Descriptions and critiques of existing programs. How to develop preventive public health interventions.

COMHE 725 Patient Education

How to develop patient education programs; strategies of implementation; evaluation emphasis on self-care. Uses case histories of existing programs.

COMHE 726 Health Education in the Workplace

Development of health education programs for prevention of occupational accidents and illnesses; role of unions, health providers and industry. Politics of health education in the workplace. Health promotion in the workplace.

COMHE 730 Introduction to Gerontology

An overview of gerontology covering three broad areas: aging, health and society; social and economic outlook for an aging society; and the life course perspective.

COMHE 731 Geriatric Community Health Care Systems

An introduction to the continuum of health and human services for elderly persons ranging from home care to long-term care facilities.

prereq: COMHE 730

COMHE 732 Issues in Aging for Women and Ethnic Populations

An examination of the health needs of older women and various ethnic populations, with an emphasis on urban communities.

prereq: COMHE 730

COMHE 733 Aging and Public Policy

Fundamentals of aging and public policy with an emphasis on health care financing systems in relation to insurance, law and entitlement programs.

prereq: PH 701, COMHE 730

COMHE 737.01 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.

prereq: completion of 20 cr incl COMHE 700, 702

six weeks full time (210 hrs), 3 cr

COMHE 737.02 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.

prereq: completion of 20 cr incl COMHE 700, 702

six weeks full time (210 hrs), 3 cr

COMHE 740 Community Organization for Health

Theory and practice of community organization; case histories of communities organizing to solve specific health problems; strategies and tactics for community organization for health.

prereq: COMHE 700, 701

COMHE 741 Health Program Planning, Funding, and Evaluation

Working research seminar. Students identify or design a health program, find funding sources, develop proposal covering program need, objectives, method, evaluation, budget, planning, support.

prereq: completion of 15 cr incl PH 700

COMHE 742 Research and Evaluation in Health Education

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

prereq: 15 cr in program incl PH 700

COMHE 770.70-.99 Topics in Community Health Education

Courses on current areas of professional interest, offered periodically. The following courses are expected to be offered in the next three years:

COMHE 770.46 Geographic Information Systems and Urban Health

COMHE 770.48 Emerging Infectious Diseases

COMHE 770.70 Infectious Disease Control

COMHE 770.71 Epidemiology of Infectious Diseases

COMHE 770.76 Immigration and Health

COMHE 770.80 New Approaches to Adolescent Pregnancy Prevention

COMHE 770.88 Public Health Law

COMHE 770.94 Advanced Topics in HIV Prevention

COMHE 770.96 Ethnicity and Disease

COMHE 770.97 Society, Health, and Cities

COMHE 770.98 Social Dimensions of Health

COMHE 770.99 Immigrant Health and Law

ENVIRONMENTAL AND OCCUPATIONAL HEALTH

EOHS 702 Introduction to Occupational Safety and Health

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

EOHS 705 Environmental Chemistry

Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

URBAN PUBLIC HEALTH

EOHS 710 Industrial Safety and Safety Management

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

EOHS 714 Ergonomics

The study of the relationship of workers to their environment: also known as human factors engineering. Topics include workplace evaluation and design, anthropometrics, biomechanics of lifting, illumination and major repetitive motion diseases.

EOHS 715 Industrial Hygiene for Health Professionals

Introduction to the recognition and evaluation of workplace health hazards. Topics include: industrial health hazard identification and health evaluation, instrumentation, interpretation of sampling results, medical monitoring, and industrial hygiene programs. *This course is not a substitute for the required course EOHS 757.*

EOHS 720 Environmental Criteria and Standards

Examination of scientific, social, political and legal bases for environmental and occupational health standards: emphasis on case studies. Students prepare critical review papers of specific standards evaluating applicable criteria. Feasibility, and implications for enforcement. *coreq or prereq: PH 702*

EOHS 725 Occupational Health Law

Important legal issues related to worker health and safety protection and the OSHA Act, including standards setting, and cost-benefit analysis, tort law and general legal principles. *coreq or prereq: EOHS 702*

EOHS 728 Seminar in Current Environmental and Occupational Health Issues

Environmental and occupational health and safety problems of current importance in urban areas, including air and water pollution, hazardous waste, noise pollution, radiological health, toxicology, epidemiology and industrial hygiene. *prereq: EOHS 700 or EOHS 702*

EOHS 730 Environmental and Occupational Epidemiology

Principles of epidemiological experimental design in studies of environmentally and occupationally induced disease; four-fold tables; significance versus magnitude of association, estimation of relative risk, matching cases and controls; determining sample size. *prereq: PH 700 and PH 703*

EOHS 739 Thesis Seminar in Environmental Health Science

Seminar correlated with thesis research. *30 hrs, 2 cr*

EOHS 741 Environmental and Industrial Hygiene Laboratory

Physical, chemical and instrumental methods for measuring environmental and occupational contaminants.

coreq or prereq: EOHS 705
90 hrs lec and lab, 4 cr

EOHS 743 Air Resource Management

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards and control methods.

EOHS 744 Radiological Hazards: Assessment and Control

Health and safety problems involved in use of ionizing and non-ionizing radiation, ultraviolet and microwave hazards; the elements of the electromagnetic spectrum. Safe standards of exposure and shielding for medical uses and industrial applications.

EOHS 745 Hazardous Waste Management

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

EOHS 746 Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment; chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to wastewater treatment plant.

EOHS 747 Hazard Evaluation and Instrumentation

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 751 Microbiology: Applications to Environmental Health Problems

Microbiology of food and dairy products, water sewage, and air; control of public health problems in institutions; standard and recommended procedures. *75 hrs lec and lab, 3 cr*

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 758 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

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 Audit 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

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

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 the Management of Chronic Disease

Investigation of interrelationships between chronic diseases and the therapeutic modification of food consumption.

NUTR 737.1 Public Health Nutrition Fieldwork I

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 Topics in Public Health Nutrition

Courses on current topics in public health nutrition. Offered periodically.

NUTR 770.10 Cultural Aspects of Food and Nutrition

Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 770.20 Consumer and Food

Available food supply, world hunger, marketing, and legislation.

Selected Field Instruction Centers**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 AIDS, Drugs and Community Health
Center for Occupational and Environmental Health
Institute for Urban Family Health
March of Dimes
Memorial Sloan-Kettering Hospital
Cancer Information Service
Mount Sinai Medical Center
Department of Health Education
Department of Emergency Medicine
NYC Department of Health
Health Resource Training Center
HIV Prevention
Office of Health Promotion
NY State Department for the Aging
NY State Department of Health
Offices of Members of:
NYC Council
NY State Assembly
U.S. Congress
Planned Parenthood of NYC
United Nations Fund for Population Activities

Environmental and Occupational Health Sciences

Ambient Labs
ATC Environmental, Inc.
Bellevue Hospital
Health and Safety Office
District Council 37
Hunter College
Center for Occupational and Environmental Health
Metropolitan Bridge & Tunnel Authority
MHRA Healthy Homes Initiative
Mount Sinai Medical Center
Division of Occupational and Environmental Medicine
National Union of Hospital and Health Care Employees (Local 1199)
NJ State Department of Health Occupational Health Program
NYC Department of Environmental Protection
NYC Health Department
Environmental Epidemiology Unit
Health Research Training Program
NYC Transit Authority
NY Committee for Occupational Safety and Health
NY State Attorney General's Office
Environmental Protection Bureau
NY State Department of Environmental Conservation
NYU Medical Center
Health and Safety Division
United Needle Industrial and Textile employees (UNITE)
U.S. Department of Labor
Occupational Health and Safety Administration
U.S. EPA, Region II

Public Health Nutrition

Bellevue Hospital
City Harvest
Coler-Goldwater Memorial Hospital
Community Food Resource Center
Cornell University Cooperative Extension
Health Insurance of Greater New York (HIP)
Hunter College
Brookdale Center on Aging
Wellness Education Program
Momentum AIDS Project
Montefiore WIC Program Comprehensive Family Health Center
NYC Department of Health



GRADUATE PROGRAMS IN THE SCHOOLS OF THE HEALTH PROFESSIONS

Brookdale Health Science Center, 425 East 25th Street, New York NY 10010

Dean Laurie N. Sherwen, Ph.D, FAAN, (212) 481-4314

Administrative Offices: 6th Floor, West Building, (212) 481-4313

Student Adviser: Room 628 West Building, (212) 481-4773

Website: <http://www.hunter.cuny.edu/schoolhp/>

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 on AIDS, Drugs and Community Health, and the Center for Occupational and Environmental Health —

and the Center for Communication Disorders. A fourth center, the Brookdale Center on Aging is also housed at the Brookdale Campus.

Restructured under a single dean in 1997, the two schools can now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of nursing and health care professionals to meet the needs of 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

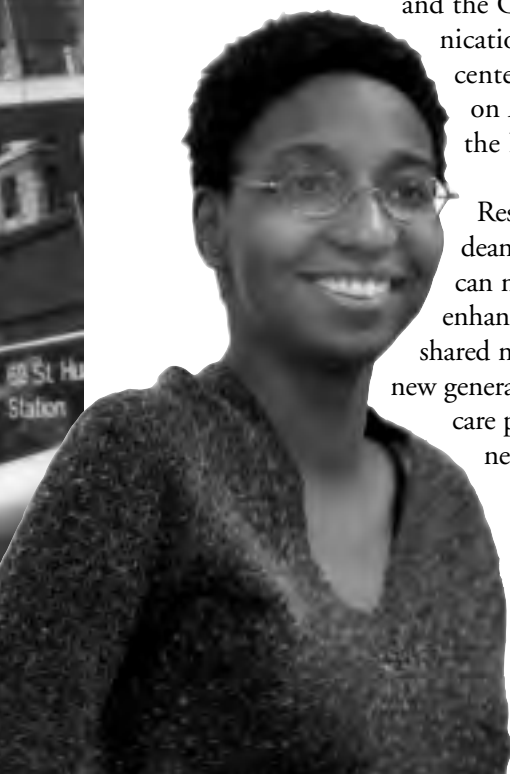
Brookdale Center on Aging

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 on AIDS, Drugs, and Community Health

Brookdale Campus (BC), 10th Floor, West Building, (212) 481-7672

Website: <http://www.hunter.cuny.edu/health/aidshp/>

The Center on AIDS, Drugs and Community Health seeks to help New York City community organizations and human-service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma and related threats to health. By providing training, helping in program development, and conducting research and evaluation, the center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

Current projects are based in city jails, public high schools, community organizations and after-school programs. The center is funded by several private foundations and city, state and federal governments.

Center for Occupational and Environmental Health

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, (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.

The Helene Fuld Media\Learning Resource Center (MLRC)

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building, (212) 481-5129, mdornbau@ms1.hunter.cuny.edu

Website: www.hunter.cuny.edu/health/mediahp.html

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

The MLRC 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 & Environmental Health, The Center on AIDS, Drugs, and Community Health, and the Brookdale Center on Aging. The MLRC provides vital services to faculty and students in supporting teaching, learning and research initiatives.

The MLRC is organized into six functional units:

The Learning Center The MLRC 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 work with faculty on the integration of instructional technologies into the curriculums, and on-line test development.

Electronic Resource Lab The MLRC features hundreds of computer assisted instructional packages (CAIs), interactive video discs (IVDs) and multimedia CD-ROMs complete with digital projection capabilities. 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 the Health Professions. 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 Media Library The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University (more than 3,000 titles). Students wishing to preview materials may do so in private screening rooms or at study carrels.

Audio Visual Services The MLRC provides AV services to the Brookdale Campus. MLRC staff conduct the purchasing, maintenance and training of all equipment. This includes: overhead, slide, opaque and digital computer/video projectors; 1/2", 3/4" VHS video, 8mm video, 16mm film, video monitors, public address systems, speakers, cassette, reel to reel and compact disc. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

The Nursing Laboratory

BC 225 West Building, (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 8 patient bed units. There is a simulated ambulatory care unit with 5 stations, which are fully equipped for physical assessment instruction. A new advanced practice lab with 7 practice stations and a classroom/conference area will be fully operational for the 2003-2004 academic year.

SCHOOL OF HEALTH SCIENCES

Brookdale Health Science Center, 425 East 25th Street, New York, NY 10010

Main Office: 1010 West Building, (212) 481-4324

Student Information: (212) 481-4773

School Director: Marilyn Iris Auerbach, DPH

Website: <http://www.hunter.cuny.edu/schoolhp/shs.htm>

FACULTY

Philip Alcabes, Associate Professor, Urban Public Health; MPH, Columbia; PhD, Johns Hopkins; Epidemiology, Biostatistics, AIDS and HIV, Tuberculosis

Marilyn Iris Auerbach, Associate Professor, Urban Public Health; DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS

Suzanne Babyar, Assistant Professor, Physical Therapy; PhD, NYU; Physical Mobility

Barbara Berney, Assistant Professor, Urban Public Health; PhD, Boston University; School Related Health Issues, Working Conditions in Healthcare, Environmental Health and Environmental Health Policy

Deborah Blocker, Assistant Professor, Urban Public Health; ScD, Harvard; Nutritional Epidemiology and Biochemistry, Nutrition and Minorities

Jack Caravanos, Assistant Professor, Urban Public Health; DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes

Steven Einheber, Assistant Professor, Medical Laboratory Sciences; PhD, Cornell Graduate School of Medical Sciences; Cell Biology and Genetics

Nicholas Freudenberg, Distinguished Professor, Urban Public Health; DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy

Mark Goldberg, Associate Professor, Urban Public Health; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety

Judith Gravel, Professor, Communication Sciences; PhD, Vanderbilt; Early Identification of Hearing Loss, Pediatric Audiologic Assessment, Otitis Media with Effusion

Thomas Holland, Assistant Professor, Physical Therapy; PhD, NYU; Adult Rehabilitation and Kinesiology

Dean Johnston, Associate Professor, Medical Laboratory Sciences; PhD, Wayne State; Cancer and Tumor Immunology, Cell Cultures

Nechama Karman, Instructor, Physical Therapy; MS, Touro; MS, Columbia; Orthopedics and Traumatic Brain Injury in Children

Susan Klitzman, Associate Professor, Urban Public Health; MPH, Columbia; Environmental and Occupational Health and Disease Prevention

Dennis Kodner, Professor, Urban Public Health; PhD, Union Institute

David Kotelchuck, Associate Professor, Urban Public Health; PhD, Cornell; Occupational Health, Industrial Hygiene, Epidemiology

Gary Krasilovsky, Associate Professor, Physical Therapy; PhD, NYU; Parkinson's Disease and Neurological Rehabilitation

Regina Linder, Professor, Medical Laboratory Sciences; PhD, NYU; Bacterial Pathogenesis, Role of Cytotoxins

Milo Lipovac, Associate Professor, Physical Therapy; PhD, Belgrade; Neuroanatomy and Physiology, Pharmacology

Martha Macht-Sliwinski, Assistant Professor, Physical Therapy; MA, NYU; Clinical Education, Diversity Issues

Khursheed Navder, Professor, Urban Public Health; PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods

Robert Orlikoff, Associate Professor, Communication Sciences; PhD, Columbia; Speech and Voice Physiology and Disorders

Robert Raffaniello, Assistant Professor, Medical Laboratory Science; PhD, NYU; Cell Biology

Lynn Roberts, Assistant Professor, Urban Public Health; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health

Kathryn Rolland, Associate Professor, Urban Public Health; EdD, Fairleigh Dickinson; Child and Adolescent Health, HIV/AIDS, School Health

Elaine Rosen, Associate Professor, Physical Therapy; MS, LIU; DPT, Institute of Physical Therapy; Orthopedic Management of Extremities and Spine

Carol R. Silverman, Professor, Communication Sciences; PhD, NYU; Diagnostic and Rehabilitative Audiology

Arlene Spark, Associate Professor, Urban Public Health; EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion

Frances Scheffler, Assistant Professor, Communication Sciences; PhD, Columbia; Pre-school Child Language and Speech Perception

Anahi Viladrich, Assistant Professor, Urban Public Health; PhD Columbia; Immigration and Health, Social Determinants of Health and Ethnographic Methods

Dava Waltzman, Assistant Professor, Communication Sciences; PhD, CUNY; Preschool and School Age Language Development and Disorders, Cultural and Linguistic Diversity

Donald Vogel, Assistant Professor, Communications Sciences and Clinic Director; AuD, Central Michigan; Vestibular Disorders, Electrophysiology, Psychosocial Aspects of Hearing Loss, Ethics

Ming-Chin Yeh, Assistant Professor, Urban Public Health; PhD, North Carolina; Public Health Nutrition, Nutrition Intervention and Policy, Nutritional Epidemiology

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	Degree
Communication Sciences MS (Speech-Language Pathology and Audiology)	
Physical Therapy MPT	
Urban Public Health MPH with Specializations	
Community Health Education	
Environmental and	
Occupational Health	
Public Health Nutrition	

Environmental and
Occupational Health Sciences MS

Prospective students apply directly to the program of their choice. For further information on admission and degree requirements, consult individual departmental listings.

Admission Requirements

Students planning for admission to one of the graduate programs offered at the School of Health Sciences should contact their program of choice for admission and degree requirements. These programs offer sessions for prospective students each semester. See individual program listings in the catalog or visit the college's graduate Website (<http://www.hunter.cuny.edu>). Prospective students apply directly to the program of their choice through the college's Office of Admissions: 695 Park Ave., Room 203 North Building, New York, NY 10021; (212) 772-4490

Note: Depending upon undergraduate preparation and work experience, some students may be required to achieve some competencies through non-credit independent study, undergraduate courses, or graduate courses not credited toward the degree (i.e., 500- and 600-level courses for students who are deficient in certain graduate-level skills). These additional requirements vary from program to program.

All applicants for matriculant admission must satisfy the college's general admission requirements.

General admission requirements to the graduate programs in the arts and sciences are observed.

- Baccalaureate degree from an accredited institution acceptable to Hunter College.
- Aptitude section of the Graduate Record Examination.
- Two letters of reference.
- For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

Program Director: Dava Waltzman; Brookdale Campus, 900A West Building, (212) 481-4339

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900 West Building,
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Audiology Coordinator:

Carol A. Silverman; Brookdale Campus,
901 West Building, (212) 481-7687

GRADUATE FACULTY

Judith Gravel, PhD

Robert Orlikoff, PhD

Frances Scheffler, PhD

Donald Vogel, AuD

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfills 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 programs in speech-language pathology (SLP) and audiology (AUD) are both 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 an Audiologist. "Audiologists are autonomous professionals who identify, assess and manage disorders of the auditory, balance and other neural systems. Audiologists provide audiological (aural) rehabilitation to children and adults across the entire age span. Audiologists select, fit and dispense amplification systems such as hearing aids and related devices. Audiologists prevent hearing loss through the provision and fitting of hearing protective devices, consultation on the effects of noise on hearing, and consumer education. Audiologists are involved in auditory and related research pertinent to the prevention, identification and management of hearing loss, tinnitus and balance system dysfunction. Audiologists serve as expert witnesses in litigation related to their areas of expertise"¹

Definition of a Speech-Language Pathologist.

Speech-language pathologists are autonomous professionals who identify, assess, 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.²

1 American Speech-Language-Hearing Association. (1996, Spring) *Scope of practice in audiology*. Asha, 38 (Suppl. 16), 12-15

2 American Speech-Language-Hearing Association. (2001) *Scope of practice in speech-language pathology*, Rockville MD: Author, p 3-2

Degrees offered HEGIS

Master of Science (MS) in Communications Sciences:

Audiology	
Health Sciences* Curriculum	1220
Speech -Language Pathology	
Health Sciences* Curriculum	1220
Teachers of Students with Speech and Language Disabilities	815
Teachers of Students with Speech and Language Disabilities with Bilingual Extension	815

** Program formerly known as the Arts and Sciences Curriculum*

CENTER FOR COMMUNICATION DISORDERS

Brookdale Campus, 133 North Building,
(212) 481-2188

Clinic Director: Donald Vogel

Office Manager: Silvia Ferreira,

Brookdale Campus, 133 North Building,
Tel. (212) 481-4464; Fax (212) 481-7686

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.

Appointments can be made by calling (212) 481-4464.

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.

COMMUNICATION SCIENCES

THE PROGRAMS

Two majors leading to the MS degree in Communication Sciences are available.

A. Audiology

The Health Sciences curriculum (HS) prepares students as audiologists who practice in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or, after further post-graduate preparation, private practice.

B. Speech-Language Pathology

1. Students can elect the Health Sciences (HS) curriculum, which prepares individuals to become speech-language pathologists working in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice.
2. The Teacher of Students with Speech and Language Disabilities (TSSLD) curriculum prepares students as above as well as for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. This curriculum leads to NY State certification as a teacher of students with speech and language disabilities.
3. 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**)

Both curricula, upon successful completion, permit students to meet the academic and clinical requirements for ASHA certification and New York State licensure, following completion of a clinical fellowship year and the passage of a national examination in the area of certification.

REQUIREMENTS FOR ADMISSION AND THE DEGREE

A. HEALTH SCIENCES CURRICULUM – AUDIOLOGY MAJORS

Requirements for Admission

1. General admission requirements to the graduate programs in the Health Sciences are observed.
 - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
 - b. Aptitude section of the Graduate Record Examination
 - c. Statement of intent
 - d. Two letters of reference
 - e. For international students, a report of the Test of English as a Foreign

Language (TOEFL) is required for applicants who have not studied in English-speaking countries.

2. An undergraduate grade point average of at least 3.0 is required.
3. Background course work: Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in communication sciences, Health Sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 15 of the required 20 credits of prerequisite course work in communication sciences and disorders before they can apply for matriculation into the MS degree program in communication sciences, Health Sciences curriculum. These courses are generally available at other colleges and are not credited toward the MS degree. For further information about admissions and matriculation requirements, please contact the program office or visit the program Website <http://www.hunter.cuny.edu/schoolhp/comsc/admissions/process.htm>. In addition, the program hosts two open houses a year for prospective students.

1. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology
Clinical Observation of Communication Disorders

2. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. 3 credits of study in biological sciences and 3 credits of study in physical sciences
 - b. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
 - c. 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 (48 cr)

Core curriculum:

COMSC 700, 741, 745, 748, 749*, 749, 749, 749, 750, 753, 759, 759, 762, 763, 764, 765, 766, 767, 768, 769.

Students in the Health Sciences curriculum must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete at least 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students must present evidence of 25 hours of clinical observation prior to practicum registration.

Students on academic probation are ineligible for clinical practicum or externship placement.

The major emphasis in clinical practicum is in the area of ASHA certification. 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.

National Examination in Speech Pathology and Audiology

Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

**A maximum of 6 credits of clinical practicum for audiology majors can be applied to the degree.*

B. SPEECH-LANGUAGE PATHOLOGY MS

1. Health Sciences Curriculum MS

Requirements for Admission

1. General admission requirements to the graduate programs in the Health Sciences are observed.
 - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
 - b. Aptitude section of the Graduate Record Examination
 - c. Statement of intent
 - d. Two letters of reference
 - e. For international students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.
2. An undergraduate grade point average of at least 3.0 is required.
3. Background course work: Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in communication sciences, Health Sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must provide evidence of completion of at least 12 of the required 18 credits of prerequisite course work in communication sciences and disorders before they can apply for matriculation into the MS degree program in communication sciences, Health Sciences curriculum. These courses are

generally available at other colleges and are not credited toward the MS degree. For further information about admissions and matriculation requirements, please contact the program office or visit the program Website <http://www.hunter.cuny.edu/schoolhp/comsc/admissions/process.htm>. In addition, the program hosts two open houses a year for prospective students.

1. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology

2. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. 3 credits of study in biological sciences and 3 credits in physical sciences
 - b. 3 credits of study in mathematics or statistics (remedial, historical, or methods courses do not fulfill this requirement)
 - c. 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, 718, 720, 733, 752

29 credits

First Year Clinical Practica in Speech-Language Pathology:

COMSC 728*, 771

2 credits

Second Year Curriculum Required Courses:

COMSC 702, 717, 724, 726, 736, 737

16 credits

Second Year Curriculum Elective Courses (3 of the following):

COMSC 715, 722, 725, 727, 730, 731, or 790

9 credits

Second Year Clinical Practica in Speech-Language Pathology:

COMSC 729, 739, 772**

2 credits

Subtotal: 58 credits

* For students with an undergraduate preparation in speech-language pathology.

** For students who had not taken **COMSC 728**.

Students in the Health Sciences curriculum are required to take first year curriculum required courses before registering for second year curriculum required courses. Students must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete a minimum of 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students will be considered for clinical practicum upon progress through or completion of the first year curriculum required courses.

Students on academic probation are ineligible for clinical practicum or externship placement.

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.

National Examination in Speech Pathology and Audiology: Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

2. Speech-Language Pathology Majors: Teacher of Students with Speech and Language Disabilities MS

Requirements for Admission

1. General
 - 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

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 communication sciences and disorders:

Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in Communication Sciences, Teacher of Students with Speech and Language Disabilities, must file for matriculated status. Students without a background in communication sciences and disorders must complete at least 12 of the required 18 credits of prerequisite course work in communication

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sciences and disorders before they can apply for matriculation into the MS degree program in Communication Sciences, TSSLD curriculum. These courses are generally available at other colleges and are not credited toward the MS degree.

4. The prerequisite credits in acceptable course work include the following (or their equivalents):

Introduction to Language Science
Phonetics of American English
Fundamentals of Hearing and Vestibular Sciences (Hearing Sciences)
Speech and Its Production (Anatomy and Physiology)
Introduction to Speech-Language Pathology
Introduction to Audiology

5. The candidate for matriculation must have satisfactorily completed 15 undergraduate/graduate credits of the following education courses (or their equivalents):

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

The candidate for matriculation who has satisfactorily completed all but 6 of the total required number of credits may be matriculated with the condition that the remaining 6 credits be completed with the grade of B or better at the graduate level.

6. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
 - a. At least 6 credits of study in English (including a course in written analysis and expression)
 - b. At least 6 credits of study in the arts
 - c. At least 3 credits of study in U.S. history or U.S. geography and at least 3 credits in social sciences (dealing with human interaction)
 - d. At least 6 credits of a language other than English
 - e. At least 12 credits of mathematics, science and technology (including 3 or more credits in mathematics or statistics that are not remedial, historical or methods courses; and 3 or more credits of biological or physical sciences)
 - f. 3 credits of study in behavioral sciences (dealing with human interaction)

Requirements for the Degree

1. A 61-credit **Core Curriculum** with a major in speech-language pathology
2. Completion of **School-Based Requirements**. Students are required to complete at least one school-based practicum as one of the clinical practicum requirements and complete the child abuse workshop mandated by the New York State Education Department and the mandated workshop on school violence prevention and intervention.

Core Curriculum:

Speech-Language Pathology Majors

First Year Curriculum Required Courses:

COMSC 700, 705, 708, 711, 712, 716, 718, 720, 733, 752
29 credits

First Year Clinical Practica in Speech-Language Pathology:

COMSC 728*, 771
2 credits

Second Year Curriculum Required Courses:

COMSC 702, 703, 717, 724, 726, 736, 737
19 credits

Second Year Curriculum Elective Courses
(3 of the following):

COMSC 715, 722, 725, 727, 730, 731, or 790
9 credits

Second Year Clinical Practica in Speech-Language Pathology:

COMSC 729, 739, 772**
2 credits

Subtotal 61 credits

* For students with an undergraduate preparation in Speech-Language Pathology.

** For students who had not taken **COMSC 728**.

Note: A maximum of 5 credits of clinical practicum for speech-language pathology majors can be applied to the degree.

Students in the TSSLD curriculum are required to take first year curriculum required courses before registering for second year curriculum required courses. Students must complete the course work within five years and with a grade point average of 3.0 or better. Students maintaining an overall GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete a minimum of 350 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 250 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 externship placements at different affiliated settings. Students will be considered for clinical practicum upon completion of the first year curriculum required courses in the professional sequence.

Students on academic probation are not eligible for externship placement.

The major emphasis in clinical practicum is in the area of ASHA certification. 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.

National Examination in Speech Pathology:

Students must submit passing scores for the Praxis National Examination in Speech Pathology or Audiology (administered by the Educational Testing Service) for program sign-off of ASHA and NYS licensure forms.

Teacher Examination

Prior to graduation, students must take the New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W).

3. Speech-Language Pathology Majors: Teacher of Students with Speech and Language Disabilities with a Bilingual (Spanish/English) Extension MS

Requirements for Admission

In addition to all of the requirements for admission listed for students applying for admission to the Teacher of Students with Speech and Language Disabilities 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 Teacher of Students with Speech and Language Disabilities 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 Pathology (administered by the Educational Testing Service) prior to graduation, students must take the New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation, as well as NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

DOCTORAL PROGRAM IN SPEECH AND HEARING SCIENCES

The City University, through the Graduate School and University Center, offers a Ph.D. program in speech and hearing sciences.

For description of the PhD program, see the Bulletin of the Graduate School or visit the Website <http://web.gc.cuny.edu/Speechandhearing/>

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.

audiology prereq: Basic Communication Sciences Sequence

speech prereq: Intro. to SLP, Intro. to AUD

COMSC 702 Multicultural Issues in Counseling and Communication

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 700, 705, 708, 711, 712, 716, 718, 752

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 700, 705, 708, 711, 712, 716, 718, 752

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.

COMSC 708 Anatomy and 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, phonatory, velopharyngeal, articulatory systems.

prereq: Anatomy and Physiology

COMSC 711 Language Acquisition and Development

Speech and language developmental processes in the young and school-age child; acquisition of pre-literacy skills from pre-linguistic stages to complex language development in typically developing monolingual and bilingual children; impact of cultural, ethnic, gender, socioeconomic and individual variation on language acquisition.

prereq: Basic Communication Sciences Sequence

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: Anatomy & Physiology, Intro. to SLP

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.

Recommended prereq or coreq: COMSC 712

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 711

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 700, 705, 708, 711, 712, 716, 718, 752

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: Language Science, Intro. to SLP, COMSC 700, 708, 711, 712

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.

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 700, 705, 708, 711, 712, 716, 718, 752

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: COMSC 700, 705, 708, 711, 712, 716, 718, 752

COMSC 725 Developmental Motor Speech & Swallowing Disorders

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

prereq or coreq: COMSC 700, 705, 708, 711, 712, 716, 718, 752

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 700, 705, 708, 711, 712, 716, 718, 752

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 phonatory 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 700, 705, 708, 711, 712, 716, 718, 752

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

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 practica or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. **COMSC 729.04** for students in the bilingual extension, designates a special section of **COMSC 729** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 733; coreq: COMSC 736

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 700, 705, 708, 711, 712, 716, 718, 752

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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 700, 705, 708, 711, 712, 716, 718, 752**

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**

COMSC 735 Advanced Clinical Practicum in Speech-Language Pathology

Intensive clinical practicum externship experience in speech-language pathology selected from school-based, hospital, early intervention or health care settings under the direct supervision of an ASHA-certified and New York State licensed speech-language pathologist.

prereq: **COMSC 729**
min. 60 hours, 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**; *coreq:* **COMSC 729**

COMSC 737 Clinical Seminar in Speech-Language Pathology 2

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**

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**

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**

COMSC 741 Advanced Audiology

Audiometric interpretation, speech audiometry; masking; assessment of functional hearing impairment.

prereq: *Basic Communication Sciences Sequence*

COMSC 743 Hearing Conservation

School and industrial hearing conservation programs; noise measurement and instrumentation; auditory effects of noise; hearing protective devices; worker's compensation.

prereq or coreq: **COMSC 741**

COMSC 744 Speech Perception and Production in the Hearing Impaired

Speech perception from feature to connected speech levels; speech production including prosodic aspects; speech intelligibility; speech and language abilities in hearing-impaired children and adults.

prereq: **COMSC 741, 745**

COMSC 745 Pediatric Audiology

Genetic factors in hearing disorders; hereditary, congenital and adventitious hearing defects; normal auditory response and auditory development, identification programs; audiological evaluation; use of physiological measures and assessment of hearing aids.

prereq: *Intro. to AUD*; *recommended prereq:* **COMSC 741**

COMSC 748 Hearing and Balance Disorders

Prevention and identification of auditory and vestibular disorders, audiology and medical management, implications for history-taking, counseling; measurement and instrumentation, and industrial hearing conservation programs.

prereq: **COMSC 741**

COMSC 749 Clinical Practicum in Audiology

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. There are 5 clinical practicums in audiology. Each clinical practicum in audiology is a prereq for the following clinical practicum in audiology.

coreq or prereq for 1st cr: *Clinical Observation*;
prereq for 2nd cr: **COMSC 741**;
1 cr of **COMSC 749**;
prereq for 3rd cr: *2 cr of* **COMSC 749**;
prereq for 4th cr: *3 cr of* **COMSC 749**;
prereq for 5th cr: *4th cr of* **COMSC 749**

COMSC 750 Audiology Internship Practicum Seminar

ASHA code of ethics and certification standards, policies and procedures of the Center for Communication Disorders, infectious disease and prevention issues, basic audiology test and screening procedures; biologic checks; masking; counseling; report-writing; infectious disease and prevention issues, history-taking.

coreq: **COMSC 749**

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: *Hearing Science, Intro. to AUD*

COMSC 753 Speech-Language Pathology for Audiologists

Normal processes in speech and language across the lifespan; the effects of communication disorders and differences on audiology testing, treatment and counseling; screening and prevention of communication disorders across the life span. Students will complete at least 20 hours of college-supervised speech and language screenings in a variety of settings.

prereq: *Basic Communication Sciences Sequence, Clinical Observation*

COMSC 754 Advanced Clinical Practicum in Audiology

Clinical practicum in balance assessment and hearing-aid fitting at an affiliated externship site under the direct supervision of an ASHA certified and New York State licensed audiologist.

prereq: **COMSC 749**
min. 60 hours, 2 cr

COMSC 759 Audiology Externship Seminar

Audiologic protocols in various clinical settings; advanced report writing issues; advanced history-taking and counseling issues including multicultural considerations; case presentations. Two audiology externship seminars are required.

prereq for 1st credit: **COMSC 741, 1st cr of 749, 750**;
coreq for 1st credit: *2nd cr of* **COMSC 749**;
prereq for 2nd credit: **COMSC 750**;
coreq for 2nd credit: *2nd cr of* **COMSC 749**

COMSC 762 Anatomy and Physiology of the Auditory and Vestibular Mechanisms

In-depth study of the structure and function of the auditory and vestibular system.

prereq: *Basic Communication Sciences Sequence*

COMSC 763 Psychological Acoustics

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

prereq: **COMSC 741**

COMSC 764 Auditory Electrophysiology 1

Basic principles and clinical applications of otoacoustic emissions and acoustic immittance in newborns, infants, children and adults.

prereq: **COMSC 741**

COMSC 765 Auditory Electrophysiology 2

Basic principles and clinical applications of the auditory evoked potentials and balance testing in children and adults.

coreq or prereq: **COMSC 741**

COMSC 766 Aural Habilitation

Intervention and management of infants and children with hearing loss and their families including classroom acoustics, assistive listening device technology, counseling and communication approaches.

prereq: **COMSC 741**

COMSC 767 Communication Skills for Hearing-Impaired Adults

Principles and practice in intervention with adults and individuals who are elderly who have hearing loss.

coreq or prereq: **COMSC 741**

COMSC 768 Amplification 1

Hearing-aid components, compression, earmold acoustics, hearing-aid test box measures, behavioral hearing-aid evaluation and hearing-aid trouble-shooting.

coreq or prereq: **COMSC 741**

COMSC 769 Amplification 2

Real-ear probe-tube microphone measurement and prescription procedures for hearing-aid evaluation and fitting; programmable, digital and CIC hearing aids; assessing hearing-aid benefit; counseling issues; professional practice considerations.

prereq: **COMSC 768**

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 supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: **COMSC 733**

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**

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**

Normal and abnormal swallowing function. Radiographic interpretation and fiberoptic evaluation of swallowing. Evaluation and treatment across various etiologies for tracheostomized and ventilator-dependent patients.

prereq: **COMSC 700, 705, 708, 711, 712, 716, 718, 753**

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.

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.

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**

EDESL 783 Methodology of Teaching English to Speakers of Other Languages

An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments.

PHYSICAL THERAPY

Director and Adviser: Gary Krasilovsky,
Room E 007, Brookdale Center, (212) 481-4469, garyk2@optonline.net

Associate Professors: Krasilovsky, Lipovac, Rosen

Assistant Professors: Babyar, Holland, Macht-Sliwinski

Academic Coordinator of Clinical Education: Karman

Website: www.hunter.cuny.edu/schoolhp/pt

Degree offered HEGIS

Physical Therapy	MPT	1212
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The Physical Therapy program is a three-year post-baccalaureate master's degree curriculum. Upon completion of the program, students will receive a master of physical therapy (MPT) degree. The program is preparing a transition to a clinical doctorate in PT (DPT). Pending approval, the information contained in this catalog is subject to revision. Please go to the Physical Therapy Program Website for updated information on the present and proposed curriculum, the admissions process and open-house dates, and to download clinical experience forms.

Physical therapists, as essential members of the health care team, address health maintenance and the prevention of disabilities, the identification and assessment of impaired motor function, and rehabilitation toward optimal health and function. The physical therapist provides therapeutic services to individuals of all ages with musculoskeletal, neurological, sensorimotor, cardiovascular and other physiological dysfunctions. Physical therapists may be employed in hospitals and extended-care facilities, ambulatory clinics, school systems and sports medicine centers. They may also be self-employed professionals in private practice.

The present graduate program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduates are prepared for the National Licensing Examination in Physical Therapy.

PHYSICAL THERAPY

Requirements for Admission

Admission requirements for entry into the master's degree program are described below.

The bachelor's degree requirement for entry is based upon the CAPTE criterion that mandates that physical therapy programs are "built on a balance of course work in social sciences, humanities, and natural sciences, which is appropriate in depth and breadth, to develop the ability in students to think independently, to weigh values, to understand fundamental theory, and to develop skill for clinical practice, including critical thinking and communication."¹

¹ Commission on Accreditation in Physical Therapy Education (1996). *Evaluative Criteria for the Accreditation of Education Programs for the Preparation of Physical Therapists*. Effective January, 1998. Alexandria, VA: American Physical Therapy Association.

The pathway requires the following prerequisite course work and admissions procedures. Students enter the graduate physical therapy program in the fall semester; the program is designed for full-time study during the day.

1. A bachelor's degree from an accredited four-year institution by the end of the summer semester which must be completed prior to entry
2. Two semesters of biology 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
6. One semester of mathematics (minimum level: pre-calculus)
7. One semester of statistics
8. One semester of English composition (expository writing)
9. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
10. An undergraduate grade point average (GPA), calculated from all college courses, of 3.0 or above
11. Documented clinical experience of at least 75 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital-based setting. Applicants may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form will be provided by the physical therapy program and is available from our Website. The completed documentation should be provided by the supervising physical therapist by the deadline of February 1 prior to the fall semester for which admission is sought.
12. Filing of a Hunter College Graduate Admissions Application, available from the Hunter College Admissions Office or the Hunter College Physical Therapy Program, by the February 1st deadline date for submission, including transcripts and two letters of recommendation.

13. A personal essay statement as determined by the physical therapy program faculty.
14. An interview may be required with faculty of the Hunter College Physical Therapy Program.
15. For applicants who have not studied in English-speaking countries, a score of at least 550 on the TOEFL examination
16. Students who have not completed up to 6 credits of prerequisites may be conditionally accepted for the incoming class, but all requirements must be met before the starting date of the program in the fall semester.

A listing of all eligible applicants will be provided to the physical therapy program from the Hunter College Admissions Office. Documents submitted by eligible applicants will be reviewed for clinical experience and other relevant experience in health care to identify those eligible for interviews. Subsequent to the interviews, a standardized scoring form will be used to evaluate each applicant, based on GPA, TOEFL scores, clinical experience, essay quality, and interview scores.

Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. The Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.

Requirements for Graduation

Specialization (Courses designated PT)

89 credits

First Year

(First semester)

PT 500, 505, 515, 520, 530, 575

(Second semester)

PT 550, 555, 560, 565, 570, 580*

Second Year

(First semester)

PT [600, 610, 615, 620, 625, 630]¹, 635²

(Second semester)

PT 650, 655, 660, 665, 670, 675, 680, 685, 770.02

(Summer semester) **PT 690**

Third Year

(First semester)

PT 700, 705, 710, 715, 720, 725, 730, 735

(Second semester) **PT 750, 760**

¹ These courses are scheduled during the first nine weeks of the semester.

² **PT 635** is a six-week, full-time clinical externship, which is scheduled for the last six weeks of the fall semester.

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. 11). 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. 6). 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. 11) 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.

* Pending Senate approval

COURSE LISTINGS

PT 500 Introduction to Functional Training and Physical Agents

An introduction to the physical therapy profession; includes the history and scope of physical therapy practice and basic medical terminology. Fundamental physical therapy skills are introduced and practiced by students. The course will be a combination of lecture, demonstration and laboratory practice.

4 hrs, 2 cr

PT 505 Human Anatomy

An in-depth study of the human body, with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences include cadaver dissection as well as study of skeletal materials and anatomical models.

6 hrs, 4 cr

PT 515 Kinesiology I

The structure and function of joints and muscles will be reviewed for the upper extremities, head, neck, and trunk. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities and trunk.

4 hrs, 2 cr*

PT 520 Human Physiology and Exercise Physiology

An overview of cellular structures and functions which regulate body homeostasis from the point of cell division and genetic control of protein synthesis. Emphasis is placed on the role of the cell membrane in control of cellular events, particularly the presence of membrane resting and action potential and their role in muscle contraction. This course is also a study of physiology at the organ and system levels with studies of the immune, cardiovascular, respiratory, gastrointestinal, renal, urogenital, endocrine and reproductive systems.

4 hrs, 4 cr

PT 530 Growth and Development

Principles of development; maturation process from utero to maturity and the influence of environment on growth.

2 hrs, 2 cr

PT 550 Electrotherapeutic Modalities

Principles and practical application of electromagnetic and other energies in physical therapy. An introduction and comprehensive review of the mechanical and electrical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

prereq: PT 500, 520

5 hrs, 3 cr*

PT 555 Prevention and Intervention

Basic concepts of mobility and exercise for prevention and restoration of function. Therapeutic application of basic neurophysiological principles associated with normal and abnormal movement.

prereq: PT 505, 515, 520

6 hrs, 4 cr

PT 560 Kinesiology II

An introduction to the application of anatomy for human movements. The structure and function of joints and muscles will be reviewed for the upper extremities, head and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head and neck.

prereq: PT 505, 515

4 hrs*, 2 cr

PT 565 Structure and Function of the Nervous System

Microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurophysiological processes, structural and functional relationships. A logical progression of information from molecular and cellular levels to systems and regions provides framework for students to understand neural organization.

prereq: PT 505, 520

3 hrs, 3 cr

PT 570 Clinical Medicine

Provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological adaptation processes and how they apply to physical therapy assessment and treatment are the objectives of this course.

prereq: PT 505, 520

3 hrs, 3 cr

PT 575 Psychosocial Aspects of Clinical Practice

Psychosocial aspects associated with the onset of physical disability and their impact on the patient, family and patient-therapist relationship. Implications for clinical practice from the onset of a disability throughout the life span will be discussed.

2 hrs, 2 cr*

PT 580* Pulmonary Evaluation & Interventions

Covers patient problems involving respiratory dysfunctions commonly seen in a physical therapy setting. Physical therapy evaluations and interventions for these patients serves as the foundation of this course.

prereq: PT 520

2 hrs, 1 cr

PT 600 Clinical Education I

This is the first of three courses in preparation for and followed by clinical externship experiences in which the student implements evaluation and treatment procedures under the supervision of a physical therapist. This course is designed to develop a greater understanding of communication skills and the significant role communication plays in client and health professional interaction.

prereq: PT 560, 575

2 hrs, 2 cr

PT 610 Clinical Orthopedics I

Introduction to the etiology and clinical therapeutic management of selected orthopedic and rheumatological conditions.

prereq: PT 555, 560; coreq: PT 620

2 hrs, 2 cr

PT 615 Cardiac Rehabilitation

Covers patient problems involving cardiovascular dysfunction commonly seen in physical therapy. Physical therapy evaluations and treatment approaches for patients with cardiovascular dysfunction serve as the foundation for this course.

prereq: PT 570

2 hrs*, 2 cr

PT 620 Joint Examination and Treatment I

Basic examination techniques utilizing selective tissue tension testing will be applied to clarify common orthopedic diagnoses of the upper extremities. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses.

prereq: PT 555, 560, 570; coreq: PT 610

4 hrs*, 2 cr

PT 625 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. Assessment of clusters of signs and symptoms that are used in clinical problem-solving will be addressed.

prereq: PT 505, 565

2 hrs*, 1 cr

PT 630 Research Design

Literature review, measurement systems, reliability and validity of measurement, sampling and probability theory, hypothesis testing, forms of research design and issues of internal and external validity will be discussed within the framework of systematic scientific inquiry.

prereq: PT 550; coreq: PT 600

2 hrs, 2 cr

PT 635 Clinical Affiliation I

This is the first of four clinical internships. A six-week, full-time placement is required for this affiliation. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback.

prereq: all PT course work preceding PT 635

60 hrs, 2 cr

PT 650 Neurological Rehabilitation

Foundations, assessment procedures and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of disorders of the central nervous system. Techniques are as taught by the Bobaths (Pediatric and Adult), Brunnstrom, and Carr & Shepherd. The student is also introduced to the concepts of motor control theories to enhance their application of these techniques within the context of modern movement science.

prereq: PT 555, 625, 635

6 hrs, 4 cr

PT 655 Adult Rehabilitation

Principles and practical application of evaluation, therapeutic exercise and adaptive equipment prescription for the rehabilitation of the physically disabled adult with an emphasis on spinal cord injury and traumatic brain injury.

prereq: PT 555, 615, 620, 635

5 hrs, 3 cr

PT 660 Clinical Orthopedics II

Etiology and therapeutic management of selected orthopedic conditions.

prereq: PT 610, 620, 635

1 hr, 1 cr

PHYSICAL THERAPY

PT 665 Proprioceptive Neuromuscular Facilitation

The historical and theoretical framework of proprioceptive neuromuscular facilitation (PNF) will serve as the foundation for learning these special exercise techniques. Students will apply the principles for training of the trunk and extremity musculature in preparation for treating patients with musculoskeletal, neuromuscular and cardiopulmonary dysfunction. Students will learn to select PNF techniques based on the indications, contraindications and precautions for the patients.

prereq: **PT 555, 575**
1.5 hr*, 1 cr

PT 670 Clinical Neurology

This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. The therapeutic management of various neurological conditions and their scientific basis are addressed.

prereq: **575, 625, 635**
3 hrs, 3 cr

PT 675 Joint Examination and Treatment II

Advanced management of hand dysfunction and upper extremity splinting. Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common lower extremity orthopedic diagnoses. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses. The spine, sports medicine and taping, and radiology will be introduced.

prereq: **PT 610, 620, 635; coreq:** **PT 660**
5 hrs, 3 cr

PT 680 Clinical Education II

Clinical Education II is the second of three clinical education courses designed to prepare students for external clinical placements. The intention of this course is to develop problem-solving skills for clinical decision-making in order to administer effective patient care. This course integrates material from other courses in a problem-based format. Documentation skills will be reviewed. Communication with the health care team will also be emphasized.

prereq: **PT 600, 635**
1 hr, 1 cr

PT 685 Research Seminar I

Groups of four students will be supervised by a faculty member as they develop a formal research proposal. Critique of the literature and application of material from previous courses will be stressed.

prereq: **PT 630**
1 hrs, 1 cr

PT 690 Clinical Affiliation II

This is the second of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this second clinical experience.

prereq: All PT level courses prior to **690**
60 hrs, 2 cr

PT 700 Clinical Education III

Clinical Education III is designed to enable the student to move into the final full-time phase of clinical education. Professional growth, job preparation, ethical issues, and communication skills will be emphasized.

prereq: **PT 680 and 685**
1 hr, 1 cr

PT 705 Orthotics and Prosthetics

The role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This course emphasizes advanced evaluation of normal and abnormal gait with implications for treatment intervention and will prepare the student to work in a clinical setting with amputees and patients requiring orthotics.

prereq: **PT 690**
2 hrs, 2 cr

PT 710 Seminar in Organization and Management

Administration, personnel management, inter-departmental relationships, insurance reimbursement as related to the practice of physical therapy, and alternative practice environments and arrangements.

prereq: **PT 690**
3 hrs, 3 cr

PT 715 Pharmacology

General pharmacology with a focus on drugs and treatments commonly used by patients receiving physical therapy. Instruction in this course will serve as a foundation for the drugs and treatments covered in future courses.

prereq: **PT 690**
3 hrs, 3 cr

PT 720 Joint Examination III

Advanced management of the spine including selective tissue testing techniques. Selection of appropriate physical therapy interventions for individuals with spinal dysfunction (excluding spinal cord injury); ergonomics, joint and soft tissue mobilization; back exercise; and industrial preventive programs.

prereq: **PT 660, 675, 690**
5 hrs, 3 cr

PT 725 Electrodiagnosis and Motion Analysis

The physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined. Motion analysis systems which include kinematic analysis and force plate studies will be presented.

prereq: **PT 670, 685, 690**
2 hrs, 2 cr

PT 730 Research Seminar II

This seminar will focus on the presentation and critique of research proposals. Four sessions will be dedicated to special topics presented by faculty relating to the ethical implications of research, attainment of funding for research projects, and reporting and presenting the results of research.

prereq: **PT 630, 685**
1 hr, 1 cr

PT 735 Physical Therapy in Health Promotion

The role of physical therapy in disease prevention, health and wellness promotion. Wellness throughout the life span is emphasized through incorporating the interrelationships among physical activity, stress, mind-body connections and nutritional health. Students are required to examine and explore their own wellness profile. Assessment strategies for developing health and wellness programs for clients will be examined including community-oriented programs and prevention in special patient populations.

prereq: **PT 675, 685, 720**
2 hrs, 2 cr

PT 750 Clinical Affiliation III

This is the third of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this third clinical experience.

prereq: All PT level courses prior to **750**
105 hrs, 3.5 cr

PT 760 Clinical Affiliation IV

This is the fourth of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the academic coordinator of clinical education and Hunter College physical therapy faculty during this final clinical experience.

prereq: All PT level courses prior to and including **750**
105 hrs, 3.5 cr

PT 770.01 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

1 hr, 1 cr

PT 770.02 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

2 hrs, 2 cr

PT 770.03 Topics in Physical Therapy

Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

3 hrs, 3 cr

PT 775.01 Independent Study

1 cr

PT 775.02 Independent Study

2 cr

PT 775.03 Independent Study

3 cr

* Pending curriculum revision approval of the Hunter College Senate.

URBAN PUBLIC HEALTH

MPH and MS Program Director: Nicholas Freudenberg, Brookdale Center, 1005 West Building; (212) 481-4363, nfreuden@hunter.cuny.edu

Community Health Education Coordinator: Philip Alcabes, Brookdale Center, 1029 West Building; (212) 481-7560, palcabes@hunter.cuny.edu

Environmental and Occupational Health Coordinator: Jack Caravanos, Brookdale Center, 1007 West Building; (212) 481-7569, caravan@hunter.cuny.edu

Public Health Nutrition Coordinator: Arlene Spark, Brookdale Center, 1015 West Building; (212) 481-7590; aspark@hunter.cuny.edu

Administrative Office: (212) 481-5111, uph@hunter.cuny.edu

Website: www.hunter.cuny.edu/health/uph

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 MS/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog (see p. 166). 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, and the MS degree is accredited by the Accreditation Board for Engineering and Technology.

The program in urban public health educates public health professionals to promote health and prevent disease among urban populations. It prepares students to work with the diverse populations living in cities, and to serve in a variety of settings in government, nonprofit organizations, businesses and communities. The program provides students with a broad multidisciplinary background in public and urban health and with specific competencies in community health education, environmental and occupational health, or nutrition. It also offers students an opportunity to select concentrations in specific populations, health conditions or public health tasks, allowing them to use elective and field work credits to add additional competencies. The concentrations currently available are listed below.

Each track prepares students for specific job opportunities. Graduates of the community health education track plan and manage community health programs to reduce social and behavioral threats to health. Graduates of the environmental and occupational health track identify, assess and reduce community and workplace exposures that jeopardize the health of urban populations. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The public-health nutrition specialization within the MPH program includes courses that meet the requirements of the Dietetic Internship (DI), a 900-hour fieldwork and didactic experience accredited by the American Dietetic Association to prepare graduates to become registered dietitians. Students who enter the MPH program with a bachelor of science degree in nutrition can simultaneously work toward the master's degree and the DI certificate, two credentials that will increase their skills and employability.

AFFILIATED CENTERS

Two centers are affiliated with the program in urban public health: the **Center on AIDS, Drugs and Community Health**, and the **Center for Occupational and Environmental Health**. They provide opportunities for students to become involved in demonstration projects and research through internships and independent study. The program also works closely with **Brookdale Center on Aging**. (See section on Research Centers and Institutes in front section of this catalog, p. 15.)

MPH DEGREE

Requirements for Admission

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. Aptitude section of the Graduate Record Examination or a prior master's degree from an accredited U.S. university
3. Undergraduate major in natural or social sciences, health studies, nutrition or a related field. Students are expected to present a background in both natural sciences and social sciences. Applicants to specializations in public-health nutrition and environmental and occupational health are expected to have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus. An undergraduate major in nutrition is desirable for the public-health nutrition specialization.
4. At least one year of work or volunteer experience related to public health, nutrition, environmental health, social services or community organization is required.
5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 is required for admission.

Academic Requirements

1. 48 cr chosen as follows:
All courses (12 cr) in Group A, Public Health Core (see below under Course Distribution)
All courses (6 cr) in Group B, Urban Health Core
5 courses (15 cr) in Group C within one of the three specialization areas of community health education, environmental and occupational health, or public health nutrition
3-9 cr in Group D, supervised fieldwork experience within specialty area

Degrees offered

HEGIS

Community Health Education	BS*	1214
Nutrition and Food Science	BS*	1306
Urban Public Health	MPH	1214
Community Health Nursing/ Urban Public Health	MS/MPH	1203.1/1214
Environmental and Occupational Health Sciences	MS	1299

* See Hunter College Undergraduate Catalog 2002-2004, pp. 178-180 for information concerning undergraduate programs in urban public health

6-12 elective credits, which can be within a single concentration area listed in Group E, chosen in consultation with the faculty adviser.

2. A written comprehensive examination upon completion of course work. This exam will assess the student's skills and competencies in public health, urban health and the specialty area. A list of these outcome competencies for the program as a whole and each specialization is available from the program office.

Note: In addition to the degree requirements listed above, depending on their undergraduate preparation and work experience, students may be required to take additional undergraduate courses or independent study to meet program competencies as determined by a faculty 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 to meet the American Dietetic Association's requirements for registered dietitians.

Up to 12 credits of program requirements may be waived for students who demonstrate mastery of specific content required for the degree as evidenced by passing challenge examinations or submitting documentation of relevant skills.

Course Distribution

Group A

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 700, 701, 702, 740, 741 or 742
EOHS 702, 705, 747, 754, 765
NUTR 710, 720, 730, 733, COMHE 700, 702

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 701, 702 6 cr
[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 a single topic area in order to develop more advanced knowledge and skills.

URBAN PUBLIC HEALTH

With the approval of the faculty adviser, students can design their own concentrations using resources of other college departments including nursing, urban affairs and planning, social work, social sciences or others, or with research centers. Available concentrations include:

Gerontology

COMHE 730, 731, 732, 733
NUTR 733
NURS 754
PH 783, 784

Women's Health/Sexuality/Maternal-Child Health/Adolescent Health

COMHE 714, 721, 722, 723, 724;
NURS 725, 726, 727
PH 783, 784

Immigrant Health

ANTH 716, 777
BILED 779
COMHE 770.76, 770.99
PH 783, 784

Community Health Management and Administration

COMHE 741, 742, 770.88
GSR 723, 746, 767
PH 720, 783, 784

Dietetic Internship

NUTR 700, 701, 702, 703

Public Policy/Planning

GSR 741, 742
URBG 750, 755, 760
SSW 701/702
EOHS 725
HIST 755
PH 783, 784

HIV/Infectious Diseases/Substance Abuse

COMHE 706/NURS 706
COMHE 713, 714, 770.70, 770.71, 770.94
NURS 707, 708

Urban Environmental Health

COMHE 700, 740
EOHS 745, 759
PH 740
PH 783, 784

Occupational Safety and Hygiene

COMHE 702, 726
EOHS 702, 710, 725, 741, 755, 757, 759, 762
PH 740, 783, 784

Note: To be eligible for the American Dietetic Association's Dietetic Internship Certificate, a requirement for taking the examination to become a registered dietitian, students in the public-health nutrition specialization must complete NUTR 700, 701, 702 and 703.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES — MS

This program is designed for individuals seeking careers as environmental and occupational health professionals. While emphasizing the recognition, evaluation and control of environmental and occupational factors affecting health, the curriculum also includes consideration of economic, sociopolitical and regulatory issues. Offerings are designed so that students may either pursue a broad course of study in environmental health science or specialize 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. All courses are held in the evening, and studies can be pursued on a part-time basis. Together with several other major professional training institutions, this program is a component of the Education and Research Center designated for this region by the National Institute for Occupational Safety and Health.

Graduates of the program are qualified for research, management and planning positions in a variety of private and public institutions. Career options include air and water pollution control, hazardous waste management, industrial hygiene, occupational health and safety, environmental planning, and environmental public health. After a prescribed period of work experience, graduates can qualify for examinations to become certified industrial hygienists (CIH), certified safety professionals (CSP), certified hazardous materials managers (CHMM) or registered sanitarians (RS).

Traineeships in public health are offered through grants from the U.S. Department of Health and Human Services. Contact the program office for further information.

Requirements for Admission

1. General admission requirements to the graduate programs in arts and sciences are observed.
2. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university

An undergraduate major in science or engineering is desirable.

Students are expected to have completed at least 40 credits in undergraduate or graduate-level basic science and math courses such as courses in organic chemistry (with labs), general chemistry, general physics, biology, and environmental or health sciences. Generally, an undergraduate major in biology, chemistry, environmental sciences or physics would satisfy these requirements. Students must also have completed one semester of calculus and one of statistics. Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the program admissions committee.

Requirements for the Degree

The MS program requires the completion of a minimum of 48 credits of course work, of which 25 credits of core courses are required, as well as a seminar and a comprehensive examination. Full-time students are generally able to complete program requirements in four semesters. Students are required to complete an internship project of at least 240 hours.

Course Distribution for MS

Core (all required) 40 cr

PH 700	EOHS 702	EOHS 757
PH 701	EOHS 741	EOHS 759
PH 702	EOHS 754	EOHS 762
PH 703	EOHS 755	EOHS 770.61
PH 710 or 740		

Electives 8 cr

COURSE LISTINGS for MPH and MS Programs

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

PUBLIC HEALTH COURSES

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.

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; 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.

prereq: PH 700

PH 710 Urban Health Promotion

Examines 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 720 Computer Applications in Public Health

Introduces students to the various computer tools available for the analysis of public health data. Topics include: statistical analysis using spreadsheet programs, application of GIS to public health problems, modeling of contaminant releases, toxicological evaluations and creation of Web pages and Websites.

prereq: PH 700

PH 740 Public Health and 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.

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 program offers 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

COMMUNITY HEALTH EDUCATION COURSES

COMHE 700 Principles of Community Health Education

Review of determinants of community health. How to plan, implement and evaluate programs designed to improve well-being of populations. Students investigate a specific health problem in a community.

COMHE 701 Group Processes

Using group discussion techniques, students examine how groups affect health behavior and review relevant theoretical models. Skills in group participation, leadership and communication related to health identified and refined.

COMHE 702 Theory and Practice in Health Communication

Theoretical foundations of behavioral and organizational change related to health. Understanding role of educational materials in health settings.

COMHE 703 Health Advising in the Community

Examination of individual and group advising approaches focused on helping individuals and families to reach optimal health and full development of health resources.

prereq: COMHE 701, 702

COMHE 706 HIV/AIDS for Health Professionals: An Interdisciplinary Perspective

Analyze prevention and care issues related to the HIV pandemic and the response of diverse communities.

COMHE 713 Addictions and Dependencies

Recent findings concerning legal and illegal drugs. Recent legislation. Emphasis on behavioral aspect with focus on abuser rather than substances being abused.

COMHE 714 Human Sexuality

Emotional, social and physical development related to human sexuality. Emphasis on self-understanding and awareness of own sexual nature and needs. Methods, materials and evaluation of sex education program in community settings.

COMHE 720 Alcoholism

Scope, etiology and treatment of alcoholism; role of supportive agencies. Alternatives and strategies for intervention and prevention. Field trips to community programs.

COMHE 721 Family Planning

Examines pregnancy, labor and delivery, contraception, abortion, sterilization and infertility; assesses effects of sexually transmitted diseases on reproduction; describes family planning programs in selected countries.

COMHE 722 Counseling in Sexuality and Family Planning

Explores counseling theory and clinical skills required by educators working in reproductive health facilities. Examines specific needs of adolescents, pregnant women and partners, infertile couples and older people.

prereq: COMHE 714

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.

prereq: COMHE 714

COMHE 724 Family and Sexual Violence

Causes of violence against women, children and older people. Descriptions and critiques of existing programs. How to develop preventive public health interventions.

COMHE 725 Patient Education

How to develop patient education programs; strategies of implementation; evaluation emphasis on self-care. Uses case histories of existing programs.

COMHE 726 Health Education in the Workplace

Development of health education programs for prevention of occupational accidents and illnesses; role of unions, health providers and industry. Politics of health education in the workplace. Health promotion in the workplace.

COMHE 730 Introduction to Gerontology

An overview of gerontology covering three broad areas: aging, health and society; social and economic outlook for an aging society; and the life course perspective.

COMHE 731 Geriatric Community Health Care Systems

An introduction to the continuum of health and human services for elderly persons ranging from home care to long-term care facilities.

prereq: COMHE 730

COMHE 732 Issues in Aging for Women and Ethnic Populations

An examination of the health needs of older women and various ethnic populations, with an emphasis on urban communities.

prereq: COMHE 730

COMHE 733 Aging and Public Policy

Fundamentals of aging and public policy with an emphasis on health care financing systems in relation to insurance, law and entitlement programs.

prereq: PH 701, COMHE 730

COMHE 737.01 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.

prereq: completion of 20 cr incl COMHE 700, 702

six weeks full time (210 hrs), 3 cr

COMHE 737.02 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.

prereq: completion of 20 cr incl COMHE 700, 702

six weeks full time (210 hrs), 3 cr

COMHE 740 Community Organization for Health

Theory and practice of community organization; case histories of communities organizing to solve specific health problems; strategies and tactics for community organization for health.

prereq: COMHE 700, 701

COMHE 741 Health Program Planning, Funding, and Evaluation

Working research seminar. Students identify or design a health program, find funding sources, develop proposal covering program need, objectives, method, evaluation, budget, planning, support.

prereq: completion of 15 cr incl PH 700

COMHE 742 Research and Evaluation in Health Education

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

prereq: 15 cr in program incl PH 700

COMHE 770.70-.99 Topics in Community Health Education

Courses on current areas of professional interest, offered periodically. The following courses are expected to be offered in the next three years:

COMHE 770.46 Geographic Information Systems and Urban Health

COMHE 770.48 Emerging Infectious Diseases

COMHE 770.70 Infectious Disease Control

COMHE 770.71 Epidemiology of Infectious Diseases

COMHE 770.76 Immigration and Health

COMHE 770.80 New Approaches to Adolescent Pregnancy Prevention

COMHE 770.88 Public Health Law

COMHE 770.94 Advanced Topics in HIV Prevention

COMHE 770.96 Ethnicity and Disease

COMHE 770.97 Society, Health, and Cities

COMHE 770.98 Social Dimensions of Health

COMHE 770.99 Immigrant Health and Law

ENVIRONMENTAL AND OCCUPATIONAL HEALTH

EOHS 702 Introduction to Occupational Safety and Health

Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards, and the regulations governing these hazards.

EOHS 705 Environmental Chemistry

Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

URBAN PUBLIC HEALTH

EOHS 710 Industrial Safety and Safety Management

Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire protection; personal protective equipment.

EOHS 714 Ergonomics

The study of the relationship of workers to their environment: also known as human factors engineering. Topics include workplace evaluation and design, anthropometrics, biomechanics of lifting, illumination and major repetitive motion diseases.

EOHS 715 Industrial Hygiene for Health Professionals

Introduction to the recognition and evaluation of workplace health hazards. Topics include: industrial health hazard identification and health evaluation, instrumentation, interpretation of sampling results, medical monitoring, and industrial hygiene programs. *This course is not a substitute for the required course EOHS 757.*

EOHS 720 Environmental Criteria and Standards

Examination of scientific, social, political and legal bases for environmental and occupational health standards: emphasis on case studies. Students prepare critical review papers of specific standards evaluating applicable criteria. Feasibility, and implications for enforcement. *coreq or prereq: PH 702*

EOHS 725 Occupational Health Law

Important legal issues related to worker health and safety protection and the OSHA Act, including standards setting, and cost-benefit analysis, tort law and general legal principles. *coreq or prereq: EOHS 702*

EOHS 728 Seminar in Current Environmental and Occupational Health Issues

Environmental and occupational health and safety problems of current importance in urban areas, including air and water pollution, hazardous waste, noise pollution, radiological health, toxicology, epidemiology and industrial hygiene. *prereq: EOHS 700 or EOHS 702*

EOHS 730 Environmental and Occupational Epidemiology

Principles of epidemiological experimental design in studies of environmentally and occupationally induced disease; four-fold tables; significance versus magnitude of association, estimation of relative risk, matching cases and controls; determining sample size. *prereq: PH 700 and PH 703*

EOHS 739 Thesis Seminar in Environmental Health Science

Seminar correlated with thesis research. *30 hrs, 2 cr*

EOHS 741 Environmental and Industrial Hygiene Laboratory

Physical, chemical and instrumental methods for measuring environmental and occupational contaminants.

coreq or prereq: EOHS 705
90 hrs lec and lab, 4 cr

EOHS 743 Air Resource Management

Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards and control methods.

EOHS 744 Radiological Hazards: Assessment and Control

Health and safety problems involved in use of ionizing and non-ionizing radiation, ultraviolet and microwave hazards; the elements of the electromagnetic spectrum. Safe standards of exposure and shielding for medical uses and industrial applications.

EOHS 745 Hazardous Waste Management

A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

EOHS 746 Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment; chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to wastewater treatment plant.

EOHS 747 Hazard Evaluation and Instrumentation

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 751 Microbiology: Applications to Environmental Health Problems

Microbiology of food and dairy products, water sewage, and air; control of public health problems in institutions; standard and recommended procedures. *75 hrs lec and lab, 3 cr*

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 758 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

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 Audit 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

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

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 the Management of Chronic Disease

Investigation of interrelationships between chronic diseases and the therapeutic modification of food consumption.

NUTR 737.1 Public Health Nutrition Fieldwork I

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 Topics in Public Health Nutrition

Courses on current topics in public health nutrition. Offered periodically.

NUTR 770.10 Cultural Aspects of Food and Nutrition

Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 770.20 Consumer and Food

Available food supply, world hunger, marketing, and legislation.

Selected Field Instruction Centers**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 AIDS, Drugs and Community Health
Center for Occupational and Environmental Health
Institute for Urban Family Health
March of Dimes
Memorial Sloan-Kettering Hospital
Cancer Information Service
Mount Sinai Medical Center
Department of Health Education
Department of Emergency Medicine
NYC Department of Health
Health Resource Training Center
HIV Prevention
Office of Health Promotion
NY State Department for the Aging
NY State Department of Health
Offices of Members of:
NYC Council
NY State Assembly
U.S. Congress
Planned Parenthood of NYC
United Nations Fund for Population Activities

Environmental and Occupational Health Sciences

Ambient Labs
ATC Environmental, Inc.
Bellevue Hospital
Health and Safety Office
District Council 37
Hunter College
Center for Occupational and Environmental Health
Metropolitan Bridge & Tunnel Authority
MHRA Healthy Homes Initiative
Mount Sinai Medical Center
Division of Occupational and Environmental Medicine
National Union of Hospital and Health Care Employees (Local 1199)
NJ State Department of Health Occupational Health Program
NYC Department of Environmental Protection
NYC Health Department
Environmental Epidemiology Unit
Health Research Training Program
NYC Transit Authority
NY Committee for Occupational Safety and Health
NY State Attorney General's Office
Environmental Protection Bureau
NY State Department of Environmental Conservation
NYU Medical Center
Health and Safety Division
United Needle Industrial and Textile employees (UNITE)
U.S. Department of Labor
Occupational Health and Safety Administration
U.S. EPA, Region II

Public Health Nutrition

Bellevue Hospital
City Harvest
Coler-Goldwater Memorial Hospital
Community Food Resource Center
Cornell University Cooperative Extension
Health Insurance of Greater New York (HIP)
Hunter College
Brookdale Center on Aging
Wellness Education Program
Momentum AIDS Project
Montefiore WIC Program Comprehensive Family Health Center
NYC Department of Health

NURSING

The Hunter-Bellevue School of Nursing, 425 East 25th Street, New York, NY 10010

Director: Diane Rendon, 530 West, (212) 481-7596

Director of Graduate Program: Violet Malinski, 506 West, (212) 481-4465, Fax (212) 481-4427, vmalinsk@hunter.cuny.edu

Community Health Nursing,

Community Health Nursing/Urban Public Health

Coordinator: Kathleen Nokes, 515 West, (212) 481-7594, knokes@hunter.cuny.edu

Maternal-Child Nursing,

Pediatric Nurse Practitioner, Pediatric Nurse Practitioner/Post-Master's Certificate

Coordinator: Janet Natapoff, 509 West, (212) 481-5070, jnatapof@hunter.cuny.edu

Adult Health Nursing,

Psychiatric Mental Health Nursing

Coordinator: Vidette Todaro-Franceschi, 513 West, (212) 481-4449, vtodaro@hunter.cuny.edu

Adult Nurse Practitioner

Co-Coordinator: Carole Birdsall, 400 West, (212) 481-7585, cbirdsal@hunter.cuny.edu

Co-Coordinator: Joanna Hofmann, 426 West, (212) 481-4454, jhofmann@hunter.cuny.edu

Gerontological Nurse Practitioner

Coordinator: Steven Baumann, 514 West, (212) 481-4457, sbaumann@hunter.cuny.edu

Website: <http://www.hunter.cuny.edu/~shp/nursing/index.htm>

FACULTY

Steven L. Baumann, Associate Professor;

BSN, Molloy; MSN, Catholic; PhD, Adelphi;
GNP and Psychiatric NP; Primary Care of
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Carole A. Birdsall, Professor; BSN,

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Cynthia Degazon, Associate Professor; BA,

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Administration, Community Health

Gloria Essoka, Associate Professor; BSN, MS,

Pennsylvania; PhD, NYU; PNP; Maternal and
Child Health, Pediatric Nurse Practitioner
Education

Mary T. Hickey, Instructor; BSN Georgetown,

MS Adelphi, Postmasters Certificate in Nurse
Practitioner, SUNY (Stony Brook); Women's
Health

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MS, Hunter; MS, EdD, Columbia; ANP;
Primary Care of Adults

Stephen Holzemer, Associate Professor; BSN,

Tennessee; MSN, Catholic; PhD, Adelphi;
Community Health Nursing, Curriculum and
Instruction, HIV/AIDS

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Cornell; MEd, EdD, Teachers College,
Columbia; ANP; Primary Care of Adults,
Medical-Surgical Nursing

Violet Malinski, Associate Professor; BSN,

Rutgers; MA, PhD, NYU; Psychiatric
Nursing, Healing and Spirituality

Marilyn D. May, Lecturer; BS, Cornell; MEd,

Columbia; Maternal and Child Health

Mary Anne Nelson McDermott, Associate

Professor; BSN, Seton Hall; MA, PhD,
NYU; Medical-Surgical Nursing,
Gerontological Nursing

Janet N. Natapoff, Professor;

BS, Alfred; MS, Boston; EdD,
Teachers College, Columbia;
PNP, Maternal and Child
Health, Primary Care of
Children, Pediatric Nurse
Practitioner Education and
Research

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(Stony Brook); MA, NYU;
PhD, Adelphi; Nursing
Administration

Kathleen A. Nokes, Professor;

BSN, Hunter; MA, Teachers
College, Columbia; PhD,
NYU; Community Health
Nursing, HIV/AIDS

Diane Rendon, Associate

Professor; BS, MS, Hunter; EdD, Columbia;
Psychiatric Nursing, Gerontological Nursing

Carol F. Royce, 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

Holly Shaw, Associate Professor; BSN, Boston

University; MS, PhD, Adelphi; Psychiatric
Mental Health, Crisis, Trauma, Bereavement

Donald Smith, Assistant Professor; BSN,

Indiana University of Pennsylvania; MA, PhD,
NYU; Nursing Administration, HIV/AIDS,
Bioreterrorism

Vidette Todaro-Franceschi, Assistant

Professor; BS, CSI; MS, Hunter; PhD, NYU;
Medical-Surgical Nursing, Critical Care,
Health and Healing

Degrees offered

HEGIS

Community/public health nursing	MS	1203.1
Community/public health nursing/ Urban public health	MS/MPH	1203.1/1214
Adult health nursing	MS	1203.1
Maternal-child nursing	MS	1203.1
Psychiatric mental health nursing	MS	1203.1
Gerontological nurse/ adult nurse practitioner	MS	1203.1
Adult nurse practitioner	MS	1203.1
Pediatric nurse practitioner	MS	1203.1
Pediatric nurse practitioner	Adv. Cert	1203.1
Nursing *	BS	1203
Nursing RN *	BS	1203.1

* See Hunter College Undergraduate Catalog 2002-2004, p. 182
for information concerning undergraduate programs in nursing.

MASTER OF SCIENCE PROGRAM 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 adult health, psychiatric-mental health nursing, maternal-child nursing and community/public-health nursing. 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. All students must have an annual physical examination

and submit the necessary clearance forms in order to progress through the clinical courses.

The following programs are registered as nurse practitioner programs by the New York State Education Department: pediatric nurse practitioner (MS and post-master's advanced certificate) and adult nurse practitioner. Graduates of these programs are eligible to apply for New York State Certification as NPs as well as to specialty organizations for national certification. The college has applied for New York State Education Department registration for the combined GNP/ANP (geriatric nurse practitioner/adult nurse practitioner).

Each specialization provides the opportunity for interested students to complete a sub-specialization in the care of HIV/AIDS clients, complementary modalities, or nursing education.

Requirements for General Admission

In addition to the graduate admission requirements of Hunter College, students seeking matriculation in the School of Nursing must meet the following requirements:

1. Completion of an accredited baccalaureate program in nursing with a GPA of 3.0
Students whose undergraduate GPA in nursing is below 3.0 can be considered for admission as nonmatriculants. If they complete 9-12 graduate nursing credits with a cumulative GPA of 3.0, they can be considered for admission to matriculation.
These credits will consist of at least one core course and elective courses or beginning specialization courses for students who have met the prerequisites and/or corequisites. While this will not ensure admission, it will be accepted in lieu of the 3.0 undergraduate GPA requirement.
2. License and current registration to practice professional nursing in New York state
3. Completion of a basic statistics course or its equivalent
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. 159)
7. Applicants for full-time study in nurse practitioner programs must have at least two years of prior relevant clinical experience. Applicants for part-time study in nurse practitioner programs must have at least one year of prior relevant clinical experience and must continue professional nursing employment in the specialty while accumulating credits.

Requirements for the Degree

1. Completion of approved program of study consisting of a minimum of 42 credits for all degree programs (except 57 credits in the dual-degree option MS and MPH)
2. Completion of the program of study within five years from the date of matriculation
3. Students enrolled in the adult nurse practitioner and gerontological/adult nurse practitioner programs must achieve a grade of B or better in **NURS 750 (Pharmacotherapeutics for Advanced Practice Nursing: Adults/Older Adults)** and **NURS 751 (Health Appraisal of Adults/Older Adults)**. Students enrolled in the pediatric nurse practitioner program and advanced certificate pediatric nurse practitioner program must achieve a grade of B or better in **NURS 714 (Health Assessment of Infants, Children and Adolescents)** and **NURS 715 (Advanced Pharmacology for Infants, Children and Adolescents)**.
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 select 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 and 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 specialization

COURSE LISTINGS

(courses are 45 hrs, 3 cr unless otherwise noted)

Nursing Core Courses (12 cr)

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.

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 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 a pretest developed by the program before course registration

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 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.

prereq or coreq: NURS 700

Advanced Practice Core (9 cr)

For Community/Public Health Nursing and Dual Degree

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.

prereq: elementary statistics or calculus

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.

prereq: PH 700

For Maternal-Child Nursing, Pediatric Nurse Practitioner and Pediatric Nurse Practitioner Advanced Certificate

NURS 709 Pathophysiology and Environmental Influences on the Fetus, Infants, Children and Adolescents

Examines environmental influences in utero, their impact on child health, related pathophysiology and health promotion.

*NURS 714 Health Assessment of Infants, Children and Adolescents

Focuses on application of assessment skills needed to provide primary health care for infants, children and adolescents. Role development is emphasized during lectures and supervised practicum experiences.

15 hrs lecture, 40 hrs lab, 3 cr

* Contains a module on assessment of the pregnant woman.

NURS 715 Advanced Pharmacology for Infants, Children and Adolescents

Focuses on pharmacology as part of advanced nursing practice with infants, children and adolescents, its place in primary health care, and drugs used to manage common health problems. Meets NYS prescription writing requirement.

For Adult Health, Psychiatric Mental Health, ANP and GNP/ANP

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 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.

prereq or coreq: **NURS 749**
45 hrs practicum, 3 cr

COMMUNITY/PUBLIC HEALTH NURSING (42 cr)

Specialization Coordinator: Kathleen Nokes

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 emphasis on community health education. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core of 21 credits, students take:

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.

prereq: **NURS 700, PH 700** prereq or coreq: **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.

prereq: **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

Electives: 6 cr

COMMUNITY/PUBLIC HEALTH NURSING/URBAN PUBLIC HEALTH MS/MPH DUAL DEGREE (57 cr)

Specialization Coordinator: Kathleen Nokes

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. Students are required to complete the following courses. In addition to the required core of 21 credits, students take:

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.

prereq: **NURS 700, PH 700**, prereq or coreq: **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.

prereq: **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

Public Health Core Courses

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 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

prereq: at least 30 cr including **PH 700, 701, 702, 703, and 710**

Community Health Education Courses

COMHE 701 Group Processes

Using group discussion techniques, students work toward greater objectivity in observing and understanding own behavior and that of group. Skills in group participation, leadership, and communication related to health identified and refined.

COMHE 702 Theory and Practice in Health Communication

How to communicate effectively with participants in health programs. Theoretical foundation of health education. Understanding educational materials for health education settings.

COMHE 740 Community Organization for Health

Theory and practice of community organization; case histories of communities organizing to solve specific health problems; strategies and tactics for community organization for health.

prereq: COMHE 700, 701

OR**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.

prereq: EOHS 702; prereq: EOHS 705, or permission of the departmental adviser

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; prereq: EOHS 705, or permission of the departmental adviser

Electives: 6 cr

ADULT HEALTH NURSING

(42 credits)

Specialization Coordinator: Vidette Todaro-Franceschi, Room BC413, (212) 481-4449, vtodaro@hunter.cuny.edu

This program prepares nurses to assume an advanced practice nursing role in adult health nursing in a variety of health care settings, from acute care to home care. Students learn to apply theories and research findings to practice through course work and in a series of practicums for a total of 500 hours. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties in acute-care or community-based nursing services. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core of 21 credits students take:

tionification by the American Nurses Credentialing Center. In addition to the required core of 21 credits students take:

NURS 761 Advanced Practice Nursing with Adults I

Provides specialized knowledge and experience needed to actualize the direct care role of advanced practice nursing. Guided learning opportunities, clinical practicums and seminars in a variety of tertiary health care settings will facilitate the direct care role.

prereq: NURS 700; prereq or coreq: NURS 717, 749, 750, 751, 702

30 hrs theory, 15 hrs seminar, 166 hrs practicum, 5 cr

NURS 762 Advanced Practice Nursing with Adults II

Provides specialized knowledge and experience needed to actualize the education and research role of advanced practice nursing. Specialized content, clinical practicum and seminars are provided.

prereq or coreq: NURS 761, 704

30 hrs theory, 15 hrs seminar, 167 hrs practicum, 5 cr

NURS 763 Advanced Practice Nursing with Adults III

Provides a synthesis of theory and experience needed to refine and actualize specialized practice. Through clinical practicum, class discussion and a specialized project, students practice all components of the advanced practice role.

prereq: NURS 762

30 hrs theory, 15 hrs seminar, 167 hrs practicum, 5 cr

Electives: 6 cr

MATERNAL-CHILD NURSING

(42 credits)

Specialization Coordinator: Janet N. Natapoff, 509 West, (212) 481-5070, jnatapof@hunter.cuny.edu

The program prepares nurses to assume a leadership role in maternal and/or child nursing in a variety of health care settings including clinics, hospitals and communities. Students learn to apply theories and research findings to advanced practice through course work and in a series of practicums for a total of 500 hours with pregnant women and/or children and their families. Students can also participate in community-based programs aimed at serving target populations and promoting changes in the health care system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core of 21 credits, students take:

NURS 725 Advanced Practice with Children and Childbearing Families

Establishes the knowledge base needed for advanced practice with childbearing families and children including family theories, growth and development and long term health problems in pregnant women and children. Includes preceptored clinical experiences.

prereq: NURS 700; prereq or coreq: NURS 702, 749, 709, 714, 715

30 hrs theory, 15 hrs seminar, 167 hrs clinical practicum (CNS), 210 hrs clinical practicum (PNP), 5 cr

NURS 732 Advanced Practice Nursing with Maternal Child Populations II*

Provides specialized knowledge and experience needed to actualize the education and research role of advanced practice nursing. Specialized content, clinical practicum and seminars are provided.

prereq or coreq: NURS 725, 704

30 hrs theory, 15 hrs seminar, 167 hrs practicum, 5 cr

NURS 733 Advanced Practice Nursing with Maternal Child Populations III

Provides a synthesis of theory and experience needed to refine and actualize specialized practice. Through clinical practicum, class discussion and a specialized project, students practice all components of the advanced practice role.

prereq: NURS 732

30 hrs theory, 15 hrs seminar, 167 hrs practicum, 5 cr

Electives: 6 cr

** Note: Students preparing for advanced practice with children may elect to take NURS 726 Primary Care of Infants and Young Children or NURS 727 Primary Care of School-Age Children and Adolescents instead of Advanced Practice Nursing with Maternal Child Populations/Adults II.*

PSYCHIATRIC MENTAL HEALTH NURSING

(42 credits)

Specialization Coordinator: Vidette Todaro-Franceschi, Room BC413, (212) 481-4449, vtodaro@hunter.cuny.edu

This program prepares nurses to function in the advanced practice role of clinical nurse specialist in a variety of community and institutional settings, in private practice and in such specialized fields as liaison nursing and hospice care. Emphasis is on individual, family and group modalities. Students learn to manage mental health problems in preceptored practicums for a total of 500 hrs. Graduates meet requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core of 21 credits students take:

NURSING

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.

prereq: **NURS 700**; *prereq or coreq:* **NURS 702, 717, 749, 750, 751**

30 hrs theory, 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 health care for families experiencing a range of complex problems.

prereq: **NURS 742**; *prereq or coreq:* **NURS 704**

30 hrs theory, 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 theory, 15 hrs seminar, 167 hrs clinical, 5 cr

Electives: 6 cr

GERONTOLOGICAL NURSE/ ADULT NURSE PRACTITIONER (42 cr)

Specialization Coordinator: Steven

Baumann, 514 West, (212) 481-4457,
sbaumann@hunter.cuny.edu

This specialization prepares nurses to assume a leadership role in primary care for adults and older adults in the community and in a variety of health care settings. Interdisciplinary studies with students in medicine and the health and social service professions are an integral part of the program. Students learn to apply select theories and research in 735 hours of preceptored practicums. Graduates of the program will be eligible for certification as adult nurse practitioners and gerontological nurse practitioners by the New York State Education Department and by the American Nurses Credentialing Center. In addition to the required core of 21 credits, students take:

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 preceptored practicum in primary care of adults/older adults is required.

prereq: **NURS 700**; *prereq or coreq:* **NURS 702, 717, 749, 750, 751**

30 hrs theory, 15 hrs seminar, 210 clinical hrs, 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 preceptored practicum in primary care of adults/older adults is required.

prereq: **NURS 755**; *prereq or coreq:* **NURS 704**

30 hrs. theory, 15 hrs. seminar, 210 clinical hrs, 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.

prereq: **NURS 757**

30 hrs theory, 15 hrs seminar, 210 clinical hrs, 5 cr

NURS 769 Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: **NURS 755**

15 hrs seminar, 105 clinical hrs. 3 cr

Electives: 3 cr

ADULT NURSE PRACTITIONER (42 credits)

Specialization Coordinators: Carole Birdsall,

400 West, (212) 481-7585,

cbirdsal@hunter.cuny.edu;

Joanna Hofmann, 426 West,

(212) 481-4454, jhofmann@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.

In addition to the required core of 21 credits, students take:

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 preceptored practicum in primary care of adults/older adults is required.

prereq: **NURS 700**; *prereq or coreq:* **NURS 702, 717, 749, 750, 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 preceptored practicum in primary care of adults/older adults is required.

prereq: **NURS 755**; *prereq 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.

prereq: **NURS 757**

30 hrs theory, 15 hrs seminar, 210 clinical hrs, 5 cr

Electives: 6 cr

PEDIATRIC NURSE PRACTITIONER (42 credits)

Specialization Coordinator: Janet Natapoff

The program prepares nurses to deliver primary care for children from birth through adolescence in schools, clinics and hospitals. Students learn to apply theories, research findings and specialized skills to advanced practice.

Practitioner courses emphasize health promotion and protection while building on core courses and theories of growth and development. Clinical experiences are in ambulatory clinics, schools and hospitals for a total of 630 preceptored hours. Graduates are eligible to apply for New York State certification as PNPs and to the National Certification Board of Pediatric Nurse Practitioners for national certification. In addition to the required core of 21 credits, students take:

NURS 725 Advanced Practice with Children and Childbearing Families

Establishes the knowledge base needed for advanced practice with childbearing families and children including family theories, growth and development and long term health problems in pregnant women and children. Includes preceptored clinical experiences.

prereq: **NURS 700**; *prereq or coreq:* **NURS 702, 749, 709, 714, 715**

30 hrs theory, 15 hrs seminar, 167 hrs clinical practicum (CNS), 210 hrs clinical practicum (PNP), 5 cr

NURS 726 Primary Care of Infants and Young Children

Examines primary care as an advanced practice role with infants and young children with emphasis on decision making for health promotion and clinical management of common health problems.

prereq: **NURS 725**

30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

NURS 727 Primary Care of School-Aged Children and Adolescents

Examines primary care as an advanced practice role with school-aged children and adolescents with emphasis on decision making for health promotion and clinical management of common health problems.

prereq: **NURS 726**

30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

Electives: 6 cr

PEDIATRIC NURSE PRACTITIONER ADVANCED CERTIFICATE

Specialization Coordinator: Janet Natapoff,
509 West, (212) 481-5070,
jnatapof@hunter.cuny.edu

The advanced certificate pediatric nurse practitioner program is for registered nurses who hold a master's degree in nursing from an accredited school. The program prepares nurses to deliver primary care for children from birth through adolescence in schools, clinics and hospitals. It leads to a professional certificate granted by Hunter College. Graduates are eligible for certification as nurse practitioners by New York State and by the National Certification Board of Pediatric Nurse Practitioners. The program is composed of 630 preceptored clinical hours and from 13 to 27 credits depending on professional experience and past coursework related to children.

NURS 725 Advanced Practice with Children and Childbearing Families

Establishes the knowledge base needed for advanced practice with childbearing families and children including family theories, growth and development and long term health problems in pregnant women and children. Includes preceptored clinical experiences.

prereq: **NURS 700**; *prereq or coreq:* **NURS 702, 749, 709, 714, 715**

30 hrs theory, 15 hrs seminar, 167 hrs clinical practicum (CNS), 210 hrs clinical practicum (PNP), 5 cr

NURS 726 Primary Care of Infants and Young Children

Examines primary care as an advanced practice role with infants and young children with emphasis on decision making for health promotion and clinical management of common health problems.

prereq: **NURS 725**

30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

NURS 727 Primary Care of School-Aged Children and Adolescents

Examines primary care as an advanced practice role with school-aged children and adolescents with emphasis on decision making for health promotion and clinical management of common health problems.

prereq: **NURS 726**

30 hrs theory, 15 hrs seminar, 210 hrs practicum, 5 cr

***NURS 793 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.

Note: Students may apply up to 12 credits toward the advanced certificate program from the required courses.

** Students who complete the Maternal-Child Advanced Practice Program will receive an additional 5 credits for **NURS 725** but must take **NURS 793** Independent Study to receive credit for clinical hours.*

ELECTIVE COURSES**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 706/COMHE 706**HIV/AIDS for Health Professionals: An Interdisciplinary Perspective**

Analyzes prevention and public policy issues related to the HIV pandemic and the response of diverse communities

NURS 707 Nursing of Persons with HIV Infection

Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV-positive in order to assist them to maintain optimum levels of wellness.

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 716 Nursing Informatics

Integration and use of computer/information technology in support of direct client care, management and administration of nursing care, nursing research and nursing education.

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**

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 or co-req: **NURS 730**
135 hrs, 3 cr

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 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

NURS 792 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
30 hrs, 2 cr

NURS 793 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
45 hrs, 3 cr





GRADUATE PROGRAMS IN THE SCHOOL OF SOCIAL WORK

The Hunter College School of Social Work, 129 East 79th Street, New York, NY 10021

General Information: (212) 452-7000, **Admissions Office:** (212) 452-7005, **E-mail:** admissions.hcssw@hunter.cuny.edu

Dean: Bogart R. Leashore (through December 31, 2003)
James A. Blackburn (effective January 2, 2004)

Assistant Dean: Joann Ivry

Doctoral Program Executive Officer: Michael Fabricant

Assistant to the Dean: Irene Schaefer

Director of Field Education: Glynn Rudich

Coordinator of Admissions and Student Records: Ray Montero

Scholarship Coordinator: Robert Salmon

Website: www.hunter.cuny.edu/socwork/

FACULTY

Miriam Abramovitz, Professor; DSW, Columbia

Janet Becker, Assistant Professor; PhD, NYU

Eleanor Bromberg, Professor; DSW,
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Stephen Burghardt, Professor; PhD, Michigan

Elizabeth Danto, Assistant Professor;
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Patricia L. Dempsey, Associate Professor;
MS, Columbia

Sarah Jane Dodd, Assistant Professor; PhD,
U of Southern California

Irwin Epstein, Professor; PhD, Columbia

Michael Fabricant, Professor; PhD, Brandeis

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Harriet Goodman, Associate Professor;
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CUNY

Carmen Hendricks, Associate Professor;
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Joann Ivry, Associate Professor; PhD, Ohio
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Roselle Kurland, Professor; PhD, U of
Southern California

Paul A. Kurzman, Professor; PhD, NY

Bogart R. Leashore, Professor and Dean;
PhD, Michigan

Annette Mahoney, Assistant Professor; DSW,
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Judith Rosenberger, Professor; PhD, Michigan

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Andrea Savage, Associate Professor; PhD,
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CUNY

Florence Vigilante, Professor; DSW, Yeshiva

Harold H. Weissman, Professor; DSW,
Columbia

Darrell Wheeler, Assistant Professor, PhD,
University of Pittsburgh

MASTER OF SOCIAL WORK

The Hunter College School of Social Work was founded in 1956 and is the only public graduate school of social work in New York City. The educational mission of the School of Social Work is to prepare students for responsible and creative practice in all fields of social work. The school'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 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., case-work, 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 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) are only required to complete one year of fieldwork.

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.

Requirements for Admission

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/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 to the School of Social Work.

Up to 6 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 dean's office.

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 cost does not exceed \$20 per year.

For students without personal health insurance, plans are available through Hunter College.

MSW Degree Program Tracks

All social work students must complete requirements for the 60 credit MSW degree within five years of the date of matriculation.

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.

Part-time Program (Extended Program)

Admission procedures and application requirements are the same as described for applicants in the two-year program. The part-time program allows students 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.

DUAL DEGREE PROGRAM:

Hunter College School of Social Work and the Bank Street College of Education Infant and Parent Development Program

This dual degree program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine both educational and clinical skills. The program incorporates theoretical and practice aspects of each degree into a cohesive program. Applicants apply to each institution—the Hunter College School of Social Work and the Bank Street College of Education—separately. The program requirements satisfy the accreditation standards for each degree.

In the first two years of the program, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between both institutions to complete course work. Both institutions require a supervised field practicum.

Applicants must meet all admission standards of the MSW program and are required to have experience in working with children. For the dual degree program, courses required at Bank Street total 36 credits. Fifty-one (51) credit hours must be taken at the School of Social Work.

COURSE LISTINGS

SSW 701 Social Welfare Policy and Services

SSW 702 Social Policy in Selected Social Welfare Policy Topics

SSW 711 Human Behavior and the Social Environment

SSW 712 Human Behavior and the Social Environment

SSW 713 Child and Adult Psychopathology

SSW 719 Foundations of Social Work Practice

SSW 721, 722, 723 Social Casework I, II, and III

SSW 724 Selected Topics in Advanced Social Casework: Brief Therapies, Family Therapy, Cognitive and Behavioral Therapy

SSW 725 Casework for Non-Majors

SSW 731, 732 & 733 Social Group Work I, II, and III

SSW 735 Group Work for Non-Majors

SOCIAL WORK

SSW 741, 742, 743 Social Work Community Organizing and Planning I, II, and III

SSW 747 Community Organizing & Planning for Non-Majors

SSW 748 Grantsmanship and Proposal Writing

SSW 751 & 752 Social Work Research

SSW 761, 762, 763 & 764
(**SSW 767 & 768** in OYR) Field Practicum

SSW 780 Social Administration

SSW 781, 782 & 783
Social Work Administration I, II, and III

SSW 787 Supervision in Social Work

SSW 790 Professional Seminar

SSW 791.61 Social Work Practice in School Settings

SSW 791.76 Social Services to the Gay and Lesbian Community

SSW 794 Social Work Practice: Family Treatment

SSW 796.52 Social Work Practice with Workers and their Families

SSW 796.53 Clinical Issues in Child Welfare Practice

SSW 796.60 Clinical Issues in Social Work Practice with the Aged

SSW 797 Clinical Social Work Practice in Health Settings

SSW 798.1 Multicultural Social Work Practice

Program for Nonmatriculated Students

Taking courses as a non-matriculated student can be a stimulating introduction to the MSW program and often motivates participants to apply for admission to a degree program. A maximum of two core courses, offering five to six credits, is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

Inquiries for non-matriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College.

Please consult the School of Social Work Catalog for more information

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. The following

agencies are among the field practicum sites most recently used by the school:

AARP
Ackerman Family Institute
Actors Fund of America
AHRC
American Red Cross in Greater New York
Association to Benefit Children (ABC)
Barrier Free Living
Bellevue Hospital Center
Beth Israel Medical Center
Blythedale Children's Hospital
Boys Harbor, Inc.
The Bridge, Inc.
Bronx Lebanon Hospital Center
Brookdale Center on Aging
Brooklyn Family Court
Brooklyn Psychiatric Center
Bushwick High School
Callen-Lorde Health Center
Cancer Care
Catholic Charities,
Far Rockaway Mental Health Services
Center for Family Life in Sunset Park
Children's Aid Society
Children's Village
Chinese-American Planning Council (CPC)
Citizens Advice Bureau
Community Access, Inc.
District Council #37
Dominican Sisters Family Health Service, Inc.
Educational Alliance, Inc.
Elizabeth Coalition to House the Homeless
Elmhurst Hospital Center
Family Services of Bergen County
Federation of Protestant Welfare Agencies
F.E.G.S.
Forest Hills Community House
Fountain House
Friends and Relatives of Institutionalized Aged (FRIA)
Gay Men's Health Crisis (GMHC)
Goddard-Riverside Community Center
Good Shepherd Services
Gouverneur Hospital
Green Chimneys Children Services
Greenwich House Counseling Centers
Guidance Center of New Rochelle
Hamilton Madison House
Henry Street Settlement
Herbert G. Birch School for
Exceptional Children
Hetrick-Martin Institute
Hudson Guild
Hunter College:
Educational Center for Community
Organizing (ECCO)
Employee Assistance Program
Fund for Social Change
Student Counseling Services
Welfare Rights Initiative
Women's Center
Institute for Human Identity
Inwood House
Isabella Geriatric Center
Jamaica Service Program for Older Adults

Jewish Association for Services to the Aged (JASA)
Jewish Board of Family and Children's Services (JBFCs)
Jewish Child Care Association (JCCA)
Karen Horney Clinic
Kingsbridge Heights Community Center
Kings County Hospital Center
Lenox Hill Neighborhood Association
Little Sisters of the Assumption
Los Sures
Maimonides Medical Center
Metropolitan Hospital
Montefiore Medical Center
Mount Sinai Hospital Medical Center
NASW - New York City Chapter
NYC Administration for Children's Services (ACS)
NYC BOE/Alternative H.S. Social Work Program
NYC Department for the Aging
NYC Department of Health
NYC Department of Probation
NYC Gay and Lesbian Anti-Violence Project
NYC Human Resource Administration
NYC Office of the Public Advocate
NYC Health and Hospital Corporation Wings Program
New York Presbyterian Hospital
New York State Office of Mental Health
New York State Psychiatric Institute
Northside Center for Child Development
North Shore Long Island Jewish Health Systems
Postgraduate Center for Mental Health
Project Renewal
Project Return Foundation, Inc.
Puerto Rican Family Institute
Queens Child Guidance Center
Queens Hospital Center
Riverdale Mental Health Center
Safe Horizons
SAGE
Services for Older Persons (SPOP)
St. Luke's-Roosevelt Medical Center
St. Vincent's Hospital
Samaritan Village, Inc.
SCAN/NY
Self-Help Community Services
Staten Island University Hospital
South Beach Psychiatric Centers
The Osborne Association
The Lesbian, Gay, Bisexual, and Transgender Community Center
Ulster County Mental Health Services
Unitas
University Settlement Society of New York
U.S. Department of Veterans Affairs
Urban Justice Center
Visiting Nurse Service of New York
White Plains Youth Bureau
YAI-National Institute for People with Disabilities
Yonkers Residential Center, Inc.
Yorkville Common Pantry



STUDENT RIGHTS AND SCHOOL POLICIES

STUDENTS' RIGHTS CONCERNING EDUCATION RECORDS

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

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

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

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

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

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

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

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

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

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

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

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

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

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

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

STUDENT REGULATIONS AND RIGHTS

STATEMENT ON THE RIGHTS OF STUDENTS

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

Preamble

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

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

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

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

I. Academic and Personal Files

1. Improper disclosure, even within the College, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to College standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the College community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the College.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the College.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.
3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

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

Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980, and May 22, 1989

Rules and Regulations for Students Pursuant to Article 224A

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself or herself of provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.
- 6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Trustees of the City University of New York or any community college.

Equal Opportunity Programs

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

BOARD OF TRUSTEES

The City University of New York

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedom: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board provide that:

"THE PRESIDENT. The president, with respect to his education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
- b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit."

I. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.
3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.
4. Theft from, or damage to, University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.
8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/college.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.
11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.
3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX

Sanctions Defined:

- ADMONITION.** An oral statement to the offender that he has violated university rules.
- 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.
- 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.
- 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.
- RESTITUTION.** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- SUSPENSION.** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- 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.
- COMPLAINT TO CIVIL AUTHORITIES.**
- EJECTION.**

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

BYLAWS OF THE BOARD OF TRUSTEES

ARTICLE XV — STUDENTS

Section 15.0 PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS

- 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.

- 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 shall approve the election procedures and certify the results of elections for student governments, and student body.
- e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

Student Disciplinary Procedure Bylaws of the City University of New York, as Amended by the Board of Trustees on February 24, 1992

Section 15.3 STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures:

- a. Any charge, accusation, or allegation which is to be presented against a student, and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.
- b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:
 - (i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
 - (ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or
 - (iii) prefer formal disciplinary charges.

Conciliation Conference:

- c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:
 1. An effort will be made to resolve the matter by mutual agreement.
 2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
 3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
- ** Throughout these bylaws, in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.*
4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

- d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
- e. The notice shall contain the following:
 1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
 2. A statement that the student has the following rights:
 - (i) to present his/her side of the story;
 - (ii) to present witnesses and evidence on his/her behalf;
 - (iii) to cross-examine witnesses presenting evidence against the student;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be represented by legal counsel or an advisor at the student's expense.
 3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:

- f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
 1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
 2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
 3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

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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.
- c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.
 - d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.
 - e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6 SUSPENSION OR DISMISSAL

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor's designee, president or any dean may, in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7 THE UNIVERSITY STUDENT SENATE

There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8 COLLEGE GOVERNANCE PLANS

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Section 15.4 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

ARTICLE XVI — STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Section 16.1 STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university, shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2 STUDENT ACTIVITY FEES USE-EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3 STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4 STUDENT GOVERNMENT ACTIVITY DEFINED

Student government activity is any activity operated by and for the students enrolled at any unit of the university, provided (1) that such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state, or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

Section 16.5 COLLEGE ASSOCIATION

- a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fees, including student government fee allocations and expenditures, for conformance with the expenditure categories defined in section 16.2 of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform or is inappropriate, improper, or inequitable.

- b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:
 1. The governing board of the college association is composed of:
 - (i) The college president or his/her designee as chair
 - (ii) Three administrative members appointed by the college president
 - (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
 - (iv) Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
 2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.
 3. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

Section 16.6 MANAGEMENT AND DISBURSEMENT OF FUNDS

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other, the signature of an approved representative of the allocating body.

Section 16.7 REVENUES

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8 FISCAL ACCOUNTABILITY HANDBOOK

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9 COLLEGE PURPOSES FUND

- a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

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- b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13 of these bylaws.
- c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12 of these bylaws.

Section 16.10 AUXILIARY ENTERPRISE BOARD

- a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.
- b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president, and the following requirements are met:
 - 1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.
 - 2. The administrative members are appointed by the college president.
 - 3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
 - 4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.
 - 5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.
 - 6. The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

Section 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS

- a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.
- b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.
- c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

- d. All disapprovals exercised under this section shall be filed with the general counsel and vice-chancellor for legal affairs.
- e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 REFERENDA

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

- a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.
- b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.
- c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.
- d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

Section 16.13 DISCLOSURE

- a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activities fees.
- b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.
- c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.
- d. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.
- e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, and contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

Section 16.14. STIPENDS

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was updated and reissued in October 1995. The policy prohibits sexual harassment of faculty, staff, and students:

"It is the policy of The City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with the equal opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigation of allegations will be made to ascertain the veracity of complaints, and appropriate corrective action will be taken.

"It is a violation of policy for any member of the University community to engage in sexual harassment. It is also a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment."

Hunter College adheres to CUNY policy and condemns all forms of sexual intimidation and exploitation. For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other intimidating verbal or written communications or physical conduct of a sexual nature. This behavior constitutes sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or learning environment.*

To implement CUNY's policy, Hunter College created a Sexual Harassment Panel. The panel is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the panel coordinator and/or deputy coordinator will fully investigate the complaint and report the results of the investigation to the College president (and dean of students, if the accused is a student).

Any student or other member of Hunter College may report allegations of sexual harassment to any member of the Sexual Harassment Panel. The names and phone numbers of the panel members are available in the panel coordinator's office and in departments and offices in the College. The complaint will be promptly investigated and will be handled as confidentially as possible. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy Against Sexual Harassment are subject to various penalties, including termination of employment and permanent dismissal from the University.

Further information on the panel is available from members of the panel in the panel's office, located in 1206 East Building. Pamphlets on sexual harassment, and the official policy and procedures, can be found in every department of the College as well as in the panel's office. The panel coordinator is Professor Sandra Clarkson: phone number and fax number (212) 650-3660. For additional information please call the Sexual Harassment Panel Office at (212) 650-3084.

**These criteria are based on Guidelines issued by the Office of Civil Rights.*

THE HUNTER COLLEGE SMOKING POLICY

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.

DRUG-FREE SCHOOLS AND CAMPUSES

PUBLIC LAW 101-226

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

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

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

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

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

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

Health Risks of Alcohol Abuse

Dependency	Malnutrition
Impaired judgment	Reduced alertness
Slowed reaction time	Sensory and motor depression
Cirrhosis of the liver	

Health Risks of Illegal Drug Abuse

Dependency	Malnutrition
Loss of control	Skin abscesses
Vein inflammation	Serum hepatitis
Increased risk of HIV infection	Reduced immunity

Assistance is available by calling:

Hunter College Emergency Medical Service	(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

Tel: (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-answered)
 (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, 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 80 security personnel, dedicated to the safety of the college, its students, faculty and staff. The department consists of a Director, three Assistant Directors, seven Sergeants, ten Corporals, 36 Public Safety Officers, and 32 Campus Security Assistants, one Information Specialist, and one 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 Police Commissioner of the City 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 receive pamphlets on security procedures and attend a presentation by the Director of Public Safety at freshman orientation class. The presentation emphasizes that the vast majority of incidents on college campuses would be avoided if the college community develops greater security awareness and exercises reasonable precaution to prevent victimization. Members of the College community are also encouraged to act as eyes and ears of the Public Safety Department in order to assist in maintaining a safe place to study and work. Throughout the year information on holiday safety, streetwise tips and subway precautionary measures are posted on the college Website, and on flyers and signs.

Policies for Issuing Crime Bulletins

The offices of the Vice President for Administration, Vice President for Student Services, and the Office of Public Safety, when appropriate, issue crime bulletins for informational purposes to alert the community to a particular problem. Also, a daily crime log records any crime that has occurred on campus, at a non-campus building, or property within the patrol jurisdiction of the Office of Public Safety. 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 weapons possession.

Drug and Alcohol Education Programs

The Office of Drug and Alcohol Education and prevention at Hunter College's Office of Student Services meet 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 provide 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 cafeterias, 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.

FIRE SAFETY PLAN

INSTRUCTIONS

- A. In case of a fire or smoke condition stay calm and do the following:
 - * Pull the fire alarm box
 - * Call the Fire Department (911), and
 - * Notify Public Safety either via Emergency Number (212) 772-4444 or press the button on the Talk Alert box.
 - * Then, follow the procedures listed below:
- B. Procedure
 1. Evacuate your area.
 2. Close, but do not lock the doors behind you.
 3. Follow instructions transmitted over the Public Address system.
 4. Proceed to evacuate the building through designated exit areas.
 5. Before entering a stairwell touch the door with the palm of your hand. If the door feels warm or hot do not enter the stairwell. Proceed to the next stairwell.
 6. When leaving the building keep your head turned to the center of the stairway.
 7. Walk downstairs — do not run. Remain calm-do not panic.
 8. Only use elevators when authorized to do so by the Fire Department.
 9. When using the down escalators make long wide turns going from one escalator to the next escalator in order to prevent pedestrian congestion.
 10. When you are outside the building, move away from the entrance approximately 200 feet.
 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 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 loca-

tion. 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 (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 freshmen.

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 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 East Building room 1502A.

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 respond 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 Department's 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.

Note: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building that is on fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated 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 Offices Will Relocate Physically Challenged Individuals

If, for any reason, a physically challenged individual is in imminent danger due to fire, smoke, or any other life-threatening situation on campus, and members of the Fire Department are not

present to relocate the physically challenged individual, Public Safety Officers and other members of the Fire Brigade will assume the responsibility of relocating that individual to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and take immediate action to relocate physically challenged individuals to a safe location.

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

Procedures

Person Who Is Visually Impaired

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

Person Who Is Hearing Impaired

A person who is hearing impaired will be alerted to a fire alarm by either blinking strobe lights, a Public Safety Officer, A Fire Warden, a Fire Searcher, or a member of the Fire Brigade. A person who is hearing impaired and has to be relocated but is able to walk downstairs, will be escorted to a safe location by either a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Lifting and Carrying Physically Challenged Individuals

Before lifting any physically challenged person, when possible ask the physically challenged person how they should be lifted. A physically challenged person know better than anyone else how she/he should be lifted or carried in order to avoid any unnecessary injuries to herself/himself.

FOR YOUR SAFETY

All Hunter College Buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their locations and their uses. These Fire Emergency notification devices consists of the following:

Fire Alarm

The Fire Alarm Pull Stations are small red boxes. They are mounted on the walls and located next to a fire exit. Printed on these pull stations is "Pull Here In Case Of Fire". To activate the Fire Alarm Pull station, follow these steps:

Pull down the white lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on that floor and the floor above. In addition, it will send a signal to the Fire Command Station indicating the

location of activation. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Familiarize yourself with the Fire Alarm Pull Stations so in an event of a fire you will know where they are located.

During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location, and status of all physically challenged individuals via Fire Warden Phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Department regarding the status of all Physically Challenged Individuals in the building as soon as the Fire Department arrives on campus.

No person should ever use the elevator unless directed by the Fire Department personnel. Using the elevator in a fire is extremely dangerous and Hunter College has been informed by the Fire Department that the use of elevators in a fire has, in many incidents, resulted in unfortunate deaths of many people.

The New York City Fire Department will be responsible for the relocation of physically challenged individuals to a safe location if deemed necessary. The Fire Department considers relocation of physically challenged individuals to be very hazardous during an emergency. The relocation process may subject individuals to sustain injuries or have accidents.

If the elevators can be used during a fire alarm, the Fire Department considers this the best method of relocation because it is practical, safe and efficient. This explains the Fire Department's position of advocating emergency assembly areas for physically challenged individuals. The Fire Department refers to this type of assembly area as a refuge area.

When there is a report of a fire alarm in the building and the physically challenged individual is not specifically in any danger from the fire or smoke condition, the Fire Department does not automatically recommend a full building evacuation rather a relocation to a safe area within the building.

Note: The alarm may be due to an unwarranted alarm this is when the system malfunctions requiring the Fire Department to respond. Or an unnecessary alarm is activated when the system functions as designed, but the Fire Department's response was not needed such as cigarette smoke near a smoke detector.

Note: It is imperative that every member of the Hunter College community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically evacuate to the street or be relocated within the building. This is the policy for both physically challenged and non-physically challenged individuals.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuations and relocations, please consult with the Fire Safety Director at (212) 772-4521.

FIRE EXIT ROUTES

NORTH BUILDING
68th Street EXIT ROUTES

Stairwells							
D	A	B	C	E			
16 fl	16 fl	16 fl					
15	15	15					
14	14	14	14 fl				
13	13	13	13				
12	12	12	12				
11	11	11	11				
10	10	10	10				
9	9	9	9	9 fl			
8	8	8	8	8			
7	7	7	7	7			
6	6	6	6	6			
5	5	5	5	5			
4	4	4	4	4			
3	3	3	3	3			
2	2	2	2	2			
1 Lobby Common Level SUB CELLAR	1 Lobby Common Level SUB CELLAR	1 Lobby Common Level SUB CELLAR	1 Lobby Common Level	1 Lobby Common Level			

EAST BUILDING 68th Street
Stairwells EXIT ROUTES

Stairwells			
A	B	C	D
17 fl	17 fl		
16	16		
15	15		
14	14		
13	13		
12	12		
10	10		
9	9		
8	8	Library Area	
7	7	7	Library Area
6	6	6	7
5	5	5	6
4	4	4	5
3	3	3	4
2	2	2	3
Street Level	1	1	2
	B-1 level B-2 level B-3 level	B-1 level B-2 level	1 B-1 level B-2 level B-3 level

WEST BUILDING
68th Street Stairwells EXIT ROUTES

Stairwells									
A	B	C	D	E	F	G	H	I	J
18 fl									
17 fl	17 fl								
16	16								
15	15								
14	14								
13	13								
12	12								
10	10								
9	9								
8	8								
7	7	7	7						
6	6	6	6						
5	5	5	5						
4	4	4	4						
3	3	3	3						
2	2	2	2						
1 Lobby	1 Lobby	1 Lobby	1 Lobby	Lower Levels B1 B2 B3 B4	Lower Levels B1 B2 B3	Lower Levels B1 B2 B3	Lower Levels B1 B2	4th fl. 3rd Landing	Lower Levels B1 B2 B3 B4

Thomas Hunter
68th Street EXIT ROUTES

Stairwells			
A	B	C	D
7 fl	7 fl	6 fl	6 fl
6	6	5	5
5	5	4	4
4	4	3	3
3	3	2	2
2	2		
Basement	Basement	Basement	Basement

MFA Building
41st Street EXIT ROUTES

Stairwells		
A	B	C
6 fl	6 fl	6 fl
5	5	5
4	4	4
3	3	3
2	2	2
1 Street Level	1 Street Level	1 Street Level

School of Social Work
79st Street EXIT ROUTES

Stairwells		
A	B	C
10 fl	10 fl	10 fl
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Basement	Basement	

Campus School
94th Street EXIT ROUTES

Stairwells				
1	2	3	4	5
4 fl	4 fl	4 fl	4 fl	3 fl
3	3	3	3	2
2	2	2	2	1
1	1	1	1	
Basement	Basement	Basement	Basement	

25th Street Health Science Center
Brookdale
EAST BUILDING
EXIT ROUTES & STANDPIPE

Stairwells T & U			
MER	MER	SP	Fire Tower
6	6	S	6
5	5	T	5
4	4	A	4
3	3	N	3
2	2	D	2
		P	
		I	
		P	
		E	
In Lobby to Street Level	1	1	Exit to Street
Ground Fl. to North & West	G		

RETURN STAIRS & FIRE TOWER
These stairways return the user to a point on the floor directly above the point of origin. Fire Tower Exit to 25th Street & Asser Levi Place
SP=Standpipe Located Inside Stairwell U

25th Street Health Science Center
Brookdale
NORTH BUILDING
EXIT ROUTES & STANDPIPE

Stairwells W & V			
MER	SP	MER	SP
13		13	
12	S	12	S
11	T	11	T
10	A	10	A
9	N	9	N
8	D	8	D
7	P	7	P
6	I	6	I
5	P	5	P
4	E	4	E
3		3	
2		2	
MAIN LOBBY TO STREETLEVEL	1	1	MAIN LOBBY TO STREETLEVEL
GROUND FLOOR TO EAST & WEST	G	G	GROUND FLOOR TO EAST & WEST

RETURN STAIRS & FIRE TOWER
These stairways return the user to a point on the floor directly above the point of origin.
SP=Standpipe Located Inside Stairwell U

25th Street Health Science Center
Brookdale
WEST BUILDING
EXIT ROUTES & STANDPIPE

Stairwells			
Z	Y	X	
Fire Tower	MER	SP	MER
10	10	S	10
9	9	T	9
8	8	A	8
7	7	N	7
6	6	D	6
5	5	P	5
4	4	I	4
3	3	P	3
2	2	E	2
EXIT TO STREET	1	1	MAIN LOBBY TO STREETLEVEL
		G	GROUND FLOOR TO NORTH & EAST

RETURN STAIRS & FIRE TOWER
These stairways return the user to a point on the floor directly above the point of origin.
Fire Tower Exit to 25th Street & Asser Levi Place
SP=Standpipe Located Inside Stairwell U

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