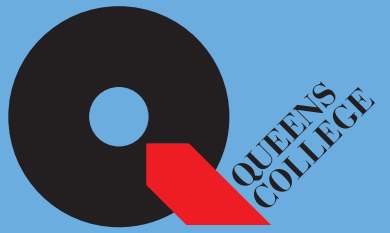




# GRADUATE BULLETIN 2006-2009



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2006–2009



**Flushing, New York 11367-1597 • 718-997-5000 • [www.qc.cuny.edu](http://www.qc.cuny.edu)**

**James L. Muyskens, President**

**Graduate Studies at Queens College**

Graduate Studies Office 718-997-5190 • Graduate Admissions 718-997-5200

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# CALENDAR

## FALL 2006

### August 30 – Wednesday

First day of Fall weekday classes.

### September 4 – Monday

Labor Day – College closed.

### September 22–24 – Friday–Sunday

No classes scheduled.

### October 2 – Monday

No classes scheduled.

### October 9 – Monday

Columbus Day observance – College closed.

### November 23–26 – Thursday–Sunday

Thanksgiving recess – College closed.

### December 13 – Wednesday

Last day of Fall weekday classes.

### December 15–22 – Friday–Friday

15th week, including final exams.

## SPRING 2007

### January 29 – Monday

First day of Spring weekday classes.

### February 12 – Monday

Lincoln's Birthday – College closed.

### February 19 – Monday

Presidents' Day – College closed.

### April 2–10 – Monday–Tuesday

Spring Recess.

### May 17 – Thursday

Last day of Spring weekday classes.

### May 18–25 – Friday–Friday

15th week, including final exams.

### May 28 – Monday

Memorial Day observance – College closed.

### May 31 – Thursday

Commencement – No classes or related

## FALL 2007

### August 27 – Monday

First day of Fall 2007 weekday classes.

### September 3 – Monday

Labor Day—College closed.

### September 12–14 – Wednesday–Friday

No classes scheduled.

### September 21–22 – Friday–Saturday

No classes scheduled.

### October 8 – Monday

Columbus Day observance—College closed.

### November 22–25 – Thursday–Sunday

Thanksgiving Recess—College closed.

### December 12 – Wednesday

Last day of Fall 2007 weekday classes.

### December 13 – Thursday

Reading day.

### December 14–22 – Friday–Saturday

Fifteenth week – including final exams.

## SPRING 2008

### January 25 – Friday

First day of Spring 2008 weekday classes.

### February 12 – Tuesday

Lincoln's Birthday—College closed.

### February 18 – Monday

Presidents' Day—College closed.

### March 21–24 – Friday–Monday

No classes scheduled.

### April 19–27 – Saturday–Sunday

Spring Recess.

### May 14 – Wednesday

Last day of Spring 2008 weekday classes.

### May 16–25 – Friday–Sunday

Fifteenth week – including final exams.

### May 26 – Monday

Memorial Day observance—College closed.

### May 29 – Thursday

Commencement.

## Emergency Closings

If an emergency necessitates closing the college, every effort will be made to provide a timely announcement over the following radio stations:

<b>WINS</b>	<b>1010 AM</b>	
<b>WOR</b>	<b>710 AM</b>	
<b>WCBS</b>	<b>880 AM</b>	<b>101.1 FM</b>
<b>WMCA</b>	<b>570 AM</b>	
<b>WBLS</b>		<b>107.5 FM</b>
<b>WLIB</b>	<b>1190 AM</b>	
<b>WFAS</b>	<b>1230 AM</b>	<b>103.9 FM</b>

## Important Notice of Possible Changes

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of the City University of New York. The University regrets any inconvenience this may cause.

# QUEENS COLLEGE TODAY

Queens College first opened its doors in 1937, in the middle of the Great Depression, to students who were mostly immigrants or the children of immigrants. These people came to the college knowing that education was their surest road to a better life.

Today, in a world that has grown both smaller and more complex, the college retains its international flavor with students from more than 140 nations attending classes here. And, just as before, Queens College is helping these students achieve their goals while giving them the skills to address the problems of a challenging time.

The college carries out its responsibilities by providing learning opportunities to the community, taking the word “community” in its broadest sense. The scholarly resources of our world-class faculty and facilities offer students a rich learning environment and a quality education at a reasonable cost. Through postgraduate study at Queens, students may expand their career opportunities by learning new professional skills, satisfying their scholarly interests, and participating in research that enriches our society.

Queens College students have been the recipients of many fellowships and awards, and members of the faculty have received numerous national and international fellowships, awards, and research grants.

Graduate programs are offered in the Aaron Copland School of Music, the School of Earth & Environmental Sciences, the Graduate School of Library & Information Studies, and all academic divisions. The departments and schools of the college are organized into the following divisions (Queens College’s area code is 718):

## **ARTS & HUMANITIES DIVISION**

997-5790

Art 997-5770

Classical, Middle Eastern & Asian Languages & Cultures 997-5570

English 997-4600

European Languages & Literatures 997-5980

Hispanic Languages & Literatures 997-5660

Linguistics & Communication Disorders 997-2870

Media Studies 997-2950

**The Aaron Copland School of Music** 997-3800

## **EDUCATION DIVISION**

997-5220

Educational & Community Programs 997-5250

Elementary & Early Childhood Education 997-5300

Secondary Education & Youth Services 997-5150

## **MATHEMATICS & NATURAL SCIENCES DIVISION**

997-4105

Biology 997-3400

Chemistry & Biochemistry 997-4100

Computer Science 997-3500

Family, Nutrition & Exercise Sciences 997-4150

Mathematics 997-5800

Physics 997-3350

Psychology 997-3200

**School of Earth & Environmental Sciences** 997-3300

## **SOCIAL SCIENCES DIVISION**

997-5210

Accounting & Information Systems 997-5070

Economics 997-5440

History 997-5350

Philosophy 997-5270

Political Science 997-5470

Sociology 997-2800

Urban Studies 997-5130

**Graduate School of Library & Information Studies** 997-3790

# DEGREE & CERTIFICATE OFFERINGS

Degrees are offered in the following areas: Master of Arts, Master of Arts in Liberal Studies, Master of Arts in Social Sciences, Master of Arts in Teaching, Master of Fine Arts, Master of Library Science, Master of Science, and Master of Science in Education. Certificate programs currently accepting students include Applied Behavior Analysis in Psychology, Post-Master's Certificate in Library Science, Specialist Diploma in School Building Leadership, and the Professional Certificate in School Psychology.

Post-baccalaureate Advanced Certificates leading to New York State provisional teacher certification are offered in Elementary Education in Visual Arts (K–12), Family and Consumer Science (K–12), Music (preK-12), and Physical Education (K–12); and in Adolescent Education in English, English Language Teaching, French, General Science (Biology, Chemistry, Earth Science, and Physics), Italian, Mathematics, Social Studies, and Spanish. Bilingual certificates are offered in connection with master's degree programs in Counselor Education, School Psychology, and Special Education. Post-baccalaureate certificate programs in Librarianship are also offered.

## BA/MA DEGREES

For qualified undergraduate students, the Departments of Chemistry & Biochemistry, Computer Science, Philosophy, and Physics, as well as the Aaron Copland School of Music offer the opportunity to receive combined bachelor's and master's degrees. Application to the BA/MA program should be made during the upper sophomore or lower junior semester; admission is granted only in the junior year. Full details and application forms can be obtained from the chair or graduate advisor of these departments. See below for a listing of the BA/MA degree programs officially registered under HEGIS codes with the New York State Department of Education (Office of Higher Education & the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851).

Students are advised that enrollment in other than registered or approved programs

may jeopardize their eligibility for certain student aid awards.

## MASTER'S DEGREES

See listing below for all the master's degrees that are offered by the college, along with their HEGIS and New York State Education codes.

## CERTIFICATE PROGRAMS

The certificate programs offered by the college are listed below, along with their HEGIS and New York State Education codes.

## DOCTORAL PROGRAMS

Many members of the Queens College faculty participate in the doctoral programs of the City University of New York, which are coordinated through the Graduate School and University Center located in midtown Manhattan. In addition to awarding the PhD degree, the Graduate School offers many services for graduate students, including library and computer research facilities.

The following PhD degrees are offered: Anthropology, Art History, Biochemistry, Biology, Biomedical Sciences, Business, Chemistry, Classics, Comparative Literature, Computer Science, Criminal Justice, Earth & Environmental Sciences, Economics, Educational Psychology, Engineering, English, French, Germanic Languages & Literatures, Hispanic & Luso-Brazilian Literatures, History, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Speech & Hearing Sciences, and Theatre. Both PhD and MD/PhD degrees are offered in Biomedical Sciences, and the DSW is offered in Social Welfare. The DMA is offered in Music Performance. Advanced doctoral work in Biochemistry, Biology, Chemistry, Computer Science, Geology, Physics, and Psychology is given at Queens.

The first 30 credits of graduate work at the master's level constitute the first year of the doctoral program in some departments. Financial assistance may also be available. For more information, contact the appropriate department at the college or the CUNY Graduate

School, 365 Fifth Avenue, New York, NY 10016-4309.

## REQUIREMENTS

Students are responsible for meeting degree requirements in force at the time of their first enrollment as matriculated students. Changes to the structure of a program will be applied in such a way as to avoid increasing the number of credits required of students who have started taking courses in the program. If degree requirements are changed following matriculation, the student may have the option of satisfying either the original or new requirements.

Students dismissed for academic reasons may be subject to new regulations, depending on how long after dismissal the student returns and such other factors as may be taken into account by the Graduate Scholastic Standards Committee.

Please consult the appropriate departmental listing in this *Bulletin* for specific degree and advanced certificate requirements, including the number of semester hours required for the program, mandatory courses, etc. General requirements are as follows:

*Minimum Grade-Point Average of B (3.0):* All programs must be completed with a minimum average of at least B (3.0). At the completion of the total credits allotted to a program, if a student does not have a 3.0 average and wishes to register for additional courses in order to attempt to raise the grade-point average, permission to do so must be obtained from the Office of Graduate Studies. Such courses must be taken at Queens College. For information on probationary status and dismissal, see the section on Scholastic Standards..

*Time Limits:* All programs must be completed within the time limits permitted for each degree and advanced certificate program. The time limit for completion of all requirements for the Master of Arts, Master of Arts in Liberal Studies, Master of Arts in the Social Sciences, Master of Fine Arts, Master of Library Science, or Master of Science degree is four years. The time limit for the Master of



Arts in Teaching and the Master of Science in Education degree is five years. Time limits for certificate programs are noted under the appropriate departmental listing in this *Bulletin*. Transfer credits or credits taken as a non-matriculant that have been approved by the department must have been taken within the time limit. Requests for extensions of time must be submitted to the Office of Graduate Studies (Kiely Hall 139A).

*Credit Requirement:* The number of credits required for master's degree programs varies by program and ranges from 30 to 60. The number of credits required for certificate and diploma programs also varies. Please consult the appropriate departmental listing in this *Bulletin* for the credits each program requires.

*Thesis and/or Comprehensive Examination Requirement(s):* Consult the appropriate departmental listing in this *Bulletin* to determine if a thesis and/or comprehensive examination constitutes part of the requirements for the degree or advanced certificate.

## SUMMER SESSION

The college offers four Summer Sessions. Graduate courses are scheduled during two six-week sessions, and also may be given during two four-week sessions. All of the college's academic, recreational, and cultural

facilities are available during this period. For graduate courses and other information, please consult the *Summer Session Bulletin* (available online at [www.qc.cuny.edu/summer\\_session](http://www.qc.cuny.edu/summer_session)), or write to Summer Session, Queens College, CUNY, Flushing, NY 11367-1597.

## TRANSFER CREDITS

In most cases, a maximum of 12 credits of graduate work completed at other institutions *may* be accepted as transfer credit, if approved by the appropriate department(s) and taken within the time limit specified for the degree or certificate program. The credits may have been part of a completed degree program.

Matriculated students seeking transfer credit for graduate work taken at another institution must submit the request for evaluation of such credit *no later than the end of their second semester in attendance*.

Only the following grades will be accepted for transfer credit: A+, A, A-, B+, B, and B-. (In cases where a student obtained a P grade, and the P is equivalent to no lower than a B-, the grade may be transferred if approved by the appropriate department.)

Some graduate programs will not accept courses for credit where the grade is below B. Check the departmental listing in this *Bulletin*.

New graduate matriculants who wish to transfer credits must file a departmentally approved Advanced Standing Form in the Graduate Admissions Office (Jefferson Hall, 1st floor).

## PERMITS

Currently enrolled matriculants who wish to take courses at another institution must first file for an official permit through the Office of the Registrar *prior* to taking the course. The "permit" acts as an agreement to allow the student to receive credit for a course(s) completed at another institution. Both CUNY E-Permits and non-CUNY permits must be filed during the registration period for the term in which the course is to be taken. *Retroactive permits will not be issued*. There is *no* guarantee that courses taken at other institutions without prior approval will be accepted for credit.

There are two types of permits:

1. CUNY permits (E-Permits) are filed online by logging on to the CUNY Portal System at [www.cuny.edu](http://www.cuny.edu).
2. Non-CUNY permits are filed by submitting a permit-request form to the Office of the Registrar. The form must be signed by a faculty advisor to indicate departmental permission for the courses to be taken, and must be processed by the Office of the Registrar.

## BA/MA DEGREES

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Chemistry & Biochemistry (021)	1905	02798
Computer Science (025)	0701	19797
Music (076)	1004	02733
Philosophy (081)	1509	02772
Physics (085)	1902	02787

## MASTER'S DEGREES

*Master's degrees are offered in these officially registered graduate programs, listed with their HEGIS and New York State Education codes.*

### MASTER OF ARTS DEGREES

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Applied Linguistics (302)	1505	85420
Art History (304)	1003	02728
Biology (308)	0401	02698
Chemistry & Biochemistry (310)	1905	02796
Computer Science (314)	0701	02705
Economics* (318)	2204	02812
English (320)	1501	02762
French (322)	1102	02737
Geology (324)	1914	02801
History (326)	2205	02814
Italian (328)	1104	02744
Mathematics (332)	1701	02780
Music (334)	1004	02731
Physics (336)	1902	02784
Psychology (340)	2001	02806
Psychology: Clinical Behav. Applications in Mental Health Settings* (341)	2099	90172
Sociology (342)	2208	02819
Spanish (344)	1105	02748
Speech Pathology (346)	0815.00	26448
Urban Affairs (348)	2214	02820

### MA IN LIBERAL STUDIES (402)

4901 82492

### MA IN SOCIAL SCIENCES (343)

2201.00 20082

## MASTER OF FINE ARTS

Creative Writing (321)	1507	31162
Studio Art (702)	1002	02726

## MASTER OF LIBRARY SCIENCE

Library Science (602)	1601.00	02778
School Media Specialist (604)	0899.01	26411
School Media Specialist–Library (605)	0899.01	07055

## MASTER OF SCIENCE DEGREES

Accounting & Info. Systems (300)	0502.00	22642
Applied Environmental Geoscience (303)	1914.00	30266
Childhood Ed. (580)	0899.50	27071
Nutrition & Exercise Sciences (329)	1299.30	22412

## MASTER OF ARTS IN TEACHING

Childhood Ed. (1–6) (551)	0802.00	26436
Childhood Ed., Biling. Ext. (1–6) (554)	0899.00	26441
Childhood Special Ed. (1–6) (594)	0808.00	32461
Early Childhood Ed. (B–2) (552)	0823.00	26434
Special Ed. Generalist (595)	0808.00	32462

\*Applications to these programs are not currently being accepted.

## MASTER OF SCIENCE IN EDUCATION

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Adoles. Ed.: Biology (7–12) (510)	0401.01	26425
Adoles. Ed.: Biology (574)	0899.50	27480
Adoles. Ed.: Chemistry (7–12) (512)	1905.01	26426
Adoles. Ed.: Chemistry (575)	0899.50	27481
Adoles. Ed.: Earth Sci. (7–12) (514)	1917.01	26428
Adoles. Ed.: Earth Science (576)	0899.50	27482
Adoles. Ed.: English (7–12) (506)	1501.01	26423
Adoles. Ed.: English (570)	0899.50	27476
Adoles. Ed.: French (7–12) (508)	1102.01	26430
Adoles. Ed.: French (571)	0899.50	27477
Adoles. Ed.: Italian (7–12) (521)	1104.01	26431
Adoles. Ed.: Italian (572)	0899.50	27478
Adoles. Ed.: Mathematics (7–12) (522)	1701.01	26424
Adoles. Ed.: Mathematics (578)	0899.50	27484
Adoles. Ed.: Physics (7–12) (516)	1902.01	26427
Adoles. Ed.: Physics (577)	0899.50	27483
Adoles. Ed.: Social Studies (7–12) (534)	2201.01	26429
Adoles. Ed.: Social Studies (579)	0899.50	27485
Adoles. Ed.: Spanish (7–12) (536)	1105.01	26432
Adoles. Ed.: Spanish (573)	0899.50	27479
Art Ed. (Visual Arts) (501)	0831.00	26446
Childhood Ed. (1–6) (550)	0802.00	26439
Childhood Ed. with Biling. Ext. (1–6) (555)	0899.00	26440
Childhood Special Education (582)	0899.50	30492
Counselor Ed. (530)	0826.01	02712
Early Childhood Ed. (B–2) (553)	0823.00	26438
Family & Cons. Sci. Teacher Ed. (K–12) (557)	1301.01	26422
Literacy Teacher (B–6) (529)	0830.00	26420
(5–12) (559)	0830.00	26421
Music Ed. (preK–12, 36 credits)* (560)	0832.00	26450
Music Ed. (preK–12, 30 credits) (561)	0832.00	26449
Music Ed. (581)	0899.50	27072
Physical Ed. Teaching Curric. (562)	0835.00	26414
School Psychologist (532)	0826.02	02711
Special Ed.: Generalist (583)	0899.50	30493
Special Ed.: Biology (7–12) (584)	0899.50	30500
Special Ed.: Chemistry (7–12) (585)	0899.50	30501
Special Ed.: Earth Sci (7–12) (593)	0899.50	30502
Special Ed.: English (7–12) (586)	0899.50	30494
Special Ed.: French (7–12) (587)	0899.50	30496
Special Ed.: Italian (7–12) (588)	0899.50	30497
Special Ed.: Math (7–12) (589)	0899.50	30495
Special Ed.: Physics (7–12) (590)	0899.50	30503
Special Ed.: Social Studies (7–12) (591)	0899.50	30499
Special Ed.: Spanish (7–12) (592)	0899.50	30498
Teacher of Special Ed. (B–2) (565)	0808.00	26412
(1–6) (566)	0808.00	26482
(7–12) (567)	0808.00	26417
Teaching English to Speakers of Other Languages (TESOL) (540)	1508	26444

## CERTIFICATE PROGRAMS

### POST-BACCALAUREATE ADVANCED CERTIFICATES

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Adoles. Ed.: Biology (845)	0401.01	26868
Adoles. Ed.: Chemistry (846)	1905.01	26869
Adoles. Ed.: Chinese (873)	1107.00	32707
Adoles. Ed.: Earth Science (847)	1917.01	26870
Adoles. Ed.: English (841)	1501.01	26864
Adoles. Ed.: French (842)	1102.01	26865



Adoles. Ed.: Italian (843)	1104.01	26866
Adoles. Ed.: Mathematics (849)	1701.01	26872
Adoles. Ed.: Physics (848)	1902.01	26871
Adoles. Ed.: Social Studies (850)	2201.01	26873
Adoles. Ed.: Spanish (844)	1105.01	26867
Applied Behavior Analysis (803)	2299.00	22225
Archives & Records Management. & Preservation (853)	0699.00	28084
Art Ed. (Visual Arts) (801)	0831.00	26447
Bilingual Ed: Education (875)	0802.00	32783
Biling. Ed.: ITI (874)	0890.00	32722
Biling. Pupil Personnel (866)	0899.00	32165
Biling. Pupil Personnel–Intensive (867)	0899.00	32166
Childhood Ed. (Grades 1–6) (851)	0802.00	26437
Children/Youth Serv. in Public Lib. (821)	1699.00	26916
Early Childhood Education (B–2) (852)	0802.00	31393
Earth Science (7–12) (856)	1917.01	28142
Educational & Learning Technologies (904)	0899.00	89023
English Language Teaching (865)	1508.00	31946
Family & Cons. Sci. Teacher Ed. (K–12) (819)	1301.01	26442
Music Ed. (preK–12) (864)	0832.00	31639
Music Performance – Prof. Studies (871)	1004.00	32426
Physical Ed. (827)	0835.00	26416
Special Ed. Adoles. Ed. (7–12) (877)	0808.00	32804
Childhd. Ed. (1–6) (876)	0808.00	32803
Early Childhd. (B–2) (878)	0808.00	32802
TESOL: ITI (868)	0899.60	32258

## POST-BACCALAUREATE ADVANCED DIPLOMAS

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Chamber Music (869)	1004.00	32425
Music Performance (870)	1004.00	32424

## POST-MASTER'S ADVANCED PROGRAMS

<i>Program (and QC Program Code)</i>	<i>HEGIS Code</i>	<i>NYS Ed. Code</i>
Child Development Psychology (859)	0802.00	31395
Children's Literature (1–6) (862)	0802.00	31398
Early Childhood Education (B–2)(857)	0802.00	31393
Language Minority Ed. (B–6) (858)	0899.00	31394
Librarianship (906)	1601.00	76018
Mathematics Ed. (1–6) (863)	0802.00	31399
Music Performance (872)	1004.00	32424
School Building Leader <sup>†</sup> (916)	0828.00	28942
School District Leader (917)	0827.00	32369
School Psychology <sup>‡</sup> (918)	0826.02	12900
Science Ed. (1–6) (860)	0802.00	31396
Social Studies Ed. (861)	0802.00	31397

<sup>†</sup>This advanced certificate program leads to a specialist diploma in School Building Leadership at both elementary and secondary school levels.

<sup>‡</sup>This professional certificate program is offered in conjunction with the Master of Science in Education program.)

Forms are available online at [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar).

To be eligible for a permit to enroll outside Queens College in a course or courses pertaining to a graduate degree or certificate program, a student must first:

1. be matriculated in a graduate degree or certificate program at the college;
2. have obtained the approval of the departmental graduate advisor for the permit; and
3. have registered for and completed with a passing grade at least one undergraduate prerequisite course or one graduate course as part of the graduate program at Queens College—except that, if the student is in the first semester of attendance, he/she must register in at least one graduate or undergraduate course at Queens while simultaneously registering elsewhere for the permit course(s).

Students who have taken an entire semester's program on permit at an institution other than a CUNY college must pay a reentry fee and file a graduate reentry application.

### TRANSFER AND PERMIT COURSE GRADES AND GPA

Neither the grades earned for transfer credits nor for coursework completed on permit at a non-CUNY institution are to be counted into the cumulative grade-point average (GPA); only the course equivalent or elective credits

are posted to the student's record at the college. A minimum grade of *B–* must be earned in order to receive credit for the course toward the degree. It is the responsibility of the student to have an official transcript sent to the Office of the Registrar once the course is completed. No advanced standing or transfer credit may be posted to a student's Queens College record unless an official transcript certifying to the completion of the work has been submitted.

*Important note:* As of the Fall 2004 semester, grades earned for coursework completed on permit at a CUNY institution other than Queens College *will* be posted to the student's record and *will* be counted into the student's GPA. The CUNY host college will automatically send official transcripts to the Office of the Registrar. If the transcript is not received, the student should contact the host college for information on requesting an official transcript, which must be sent to the attention of the Registrar.

### THESIS OR PROJECT

A student matriculated in a department that requires a master's thesis or research paper or other project must submit the manuscript in as many copies as required to the departmental advisor for approval. The title page of the manuscript must bear the following descrip-

tion: "Submitted in partial fulfillment of the requirements for the degree of Master of Arts *or* Master of Arts in Liberal Studies, *or* Master of Arts in Social Sciences, *or* Master of Library Science in (Department) in the Graduate Division of Queens College of the City University of New York, date." Thesis approvals must be submitted to the Office of Graduate Studies prior to or on the degree conferral date specified by the Office of the Registrar.

After the manuscript has been approved, the student must arrange for binding. A \$25 binding fee must be paid at the Bursar's window, and a receipt will be issued. The receipt and two copies of the manuscript must be taken to the Catalogue Department, Rosenthal Library, Room 201. One bound copy of the manuscript is retained by the Library and becomes part of its collection. A second bound copy is for the academic department. If desired, a third copy may be submitted, which, when bound, will become the property of the student.

### APEALS

For relief from or waiver of regulations of the Graduate Division, students may petition the Office of Graduate Studies. Appeals of the decision of the Office may be directed to the Graduate Scholastic Standards Committee.

# GOVERNMENT, SERVICES & FACILITIES

Graduate students are encouraged to take advantage of the numerous services and facilities offered by Queens College. There is something for everyone: students can receive career and personal counseling; become involved in the governing of the college by joining the Academic Senate; attend musical and theatrical events; or enjoy a swim in the pool in FitzGerald Gymnasium.

## STUDENT GOVERNMENT

### Academic Senate

The Academic Senate is the chief legislative body of the college, responsible, subject to the CUNY Board of Trustees, for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, campus life, and the nomination of full deans. It also establishes the rules governing the use of the college name by organizations and clubs.

The Academic Senate Charter provides for a membership of 60 faculty and 30 students. In addition, there are *ex-officio* members, including the President and other administrative officers of the college, who have all the privileges of membership except voting and holding office.

Faculty representatives serve for two years; student representatives for one year. Elections take place during the Spring semester. Student representatives are elected by the student body from among undergraduate and graduate students, according to standards of eligibility as determined by the Academic Senate. All full-time members of the faculty with the rank of professor, associate professor, assistant professor, instructor, or lecturer may vote for the faculty representatives.

Much of the Senate's work is done by committees composed of an equal number of students and faculty. These committees prepare proposals for the Senate in such areas as curriculum, scholastic standards, and campus affairs. All students and the instructional staff may serve on these committees. Half the membership of each committee is elected yearly by the Senate at its regular December meeting. Among the Senate committees are

the Graduate Scholastic Standards Committee and the Graduate Curriculum Committee.

### Graduate Scholastic Standards Committee

The committee is made up of faculty and graduate students representing each division of the college. It constitutes a board of final appeal for students requesting relief from scholastic regulations and requirements of the Graduate Division. Such requests initially must be directed to the Office of Graduate Studies.

### Graduate Curriculum Committee

All proposals to change the present curriculum of the Graduate Division, including proposals for new programs, courses, changes in requirements and prerequisites, etc., must be presented to the Graduate Curriculum Committee for review and approval prior to submission to the Academic Senate. The committee is composed of faculty and graduate students representing each division of the college.

## STUDENT SERVICES

### Student Association

#### Student Union 319; 997-3965

The Student Association represents the interests of all students at Queens College. The Student Association offers free evening coffee service; social, academic, and professional gatherings; and free income tax return preparation help.

### Graduate Student Organizations

*Chi Sigma Iota–Nu Gamma Psi* is an honor society for students in the Graduate Counselor Education Program (NuGamma@qc.cuny.edu).

*Graduate Counselor Education Club* acts as an advocate for school/mental health counseling professions and to educate the community about the role of a school/mental health counselor (GradCounselor@qc.cuny.edu).

*Graduate Fine Arts Club* acts to inform the community about the arts, increase the audience for Master of Fine Arts events, and

strengthen the program (GradFineArts@qc.cuny.edu).

*Graduate Library and Information Studies Student Association* alerts students to the importance of networking and sharing ideas while studying, observing, and beginning their careers as librarians and information technology specialists (GLISSA@qc.cuny.edu)

*Graduate Music Association* presents professionally led concerts of music composed by its members (GradMusic@qc.cuny.edu).

*Graduate School Psychology Club* helps to further the education of members and keep them informed about the field (GradSchoolPsy@qc.cuny.edu).

### Graduate Award

An annual prize is awarded to recognize outstanding scholarship and exceptional research or accomplishment in the creative arts and humanities, and the mathematical, physical, biological, and social sciences. Students who are nominated by a faculty member and are graduating with a Master of Arts, Master of Arts in Liberal Studies, Master of Arts in Social Sciences, Master of Arts in Teaching, Master of Fine Arts, Master of Library Science, Master of Science, or Master of Science in Education degree are eligible. Many academic departments also provide specialized awards for graduating students.

### Veterans and Military Service Information

Queens College is an approved training institution for veterans, disabled veterans, and children of deceased or totally and permanently disabled veterans. Students who believe they are eligible for benefits can be certified to the Veterans Administration by going to the Registrar's Office (Jefferson Hall, 1st floor) at the time of registration. Students must notify the certifying official of all changes in their credit load to ensure their eligibility for future benefits. (See also information under Veterans Administration Educational Benefits in the section on Tuition, Fees, & Financial Aid.)

## OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

Frese Hall, 1st floor; 997-5500;  
fax 997-5640

The Office of the Vice President for Student Affairs provides a variety of services designed to assist students outside of the classroom. The office's professional staff is committed to facilitating emotional, psychological, social, and intellectual growth and development within the student population. The various services offered are noted below.

### Career Development & Internships Frese Hall 213; 997-4465; fax 997-4463 Hours: Mon.–Thurs., 9:00 am–4:00 pm; Fri., 9:00 am–12 noon. Evening hours: Wed. until 7:30 pm, when classes are in session. Summer evening hours by appointment.

The Career Development & Internships Office is the student's link between the academic and the business and professional worlds. In addition to one-on-one career counseling, many other resources are available:

- Counseling on how to select a career.
- Computer-assisted counseling and information to explore different graduate schools and part-time job placement for current students who wish to develop practical work experience while earning money.
- Internship referral and assistance.
- Workshops on career exploration for students who are in the process of defining their career goals.
- Job-search counseling for graduating students who are preparing to enter the workforce.
- Summer job placement as well as job referrals.
- Workshops on resume writing, interview techniques, and job-search strategies in which students are assisted in developing skills to organize their educational and work experience to prepare for the transition from college to work.
- On-campus recruitment for graduating students through an extensive campus interview program.
- Full-time job information for graduating students and recent alumni.
- Information on recruiting organizations, employer and career directories, current job vacancy listings, and an array of other career resources.

- Credential Services: For a modest fee, students can maintain a file in which recommendation letters from professors can be stored and forwarded to graduate schools and prospective employers to support applications.

- An Internet-based internship, career, and job information system (QC CAREERLINK).

An internship is a supervised education program that integrates classroom learning with work experience. The program provides students with an individualized, structured, career-exploration plan that includes:

- Career counseling
- Resume preparation
- Interviewing techniques
- Job-search strategies
- Work experience
- Professional enrichment

The program is administered by the Office of Career Development & Internships in cooperation with the academic departments that sponsor internships.

### Child Development Center at Queens College

Kiely Hall 245; 997-5885  
[www.qc.cuny.edu/qcchild](http://www.qc.cuny.edu/qcchild)  
Hours: Mon.–Thurs., 8:00 am–8:00 pm;  
Fri., 8:00 am–4:00 pm. (For weekend  
or summer hours, please contact the  
center.)

The Child Development Center provides on-campus quality child care for children of Queens College students. Children aged 30 months to 5 years may be enrolled in an early childhood education (pre-school) program; an after-school program for youngsters from 6 to 10 years of age is also available. Students register their children according to their own class/study schedules. Fees are based upon the number of hours each child is registered. Licensed by the New York City Department of Health, the center is staffed by professional early childhood educators.

### College Counseling & Resource Center Frese Hall, 1st Floor; 997-5420

Hours: Mon.–Fri., 9:00 am–5:00 pm  
Students have to deal with a variety of personal, emotional, and interpersonal issues that can affect their general college adjustment. Many students have found it helpful to discuss their current life situations and plans with a staff member of the college's Counseling and Resource Center.

Students are seen on an individual basis. There is no fee for services. Students can make appointments on their own or may be referred by an advisor, an instructor, or an administrative office. The staff is also available to consult with any faculty member or department concerned with student needs or problems.

The staff, which includes certified psychologists, sees students for personal counseling for as few as one or two sessions to as long as one or two semesters. Personal counseling may involve referral to other college services such as Career Development, the Office of Special Services, the Graduate Scholastic Standards Committee, and Honors & Scholarships, or to various community resources, including longer-term counseling centers and practitioners.

**All counseling services are strictly confidential.**

### Financial Aid Office Jefferson Hall 202; 997-5100 [www.qc.cuny.edu/financial\\_aid](http://www.qc.cuny.edu/financial_aid)

Hours: Mon.–Fri., 9:30 am–4:30 pm.  
Evening hours: Tues. and Wed., 5:00–7:00 pm, when classes are in session.

Students seeking information on costs, resources, and eligibility criteria for various federal and state financial aid programs should contact the Financial Aid Office. Complete information about these programs and college resources will be found in the section on Tuition, Fees & Financial Aid.

### Health Service Center Frese Hall, 3rd floor; 997-2760 [www.qc.cuny.edu/Health\\_Services](http://www.qc.cuny.edu/Health_Services) Hours: Mon.–Fri., 9:00 am–5:00 pm; call for evening hours.

The Health Service Center is the campus's health ambulatory/infirmary site. A registered nurse provides walk-in services to students, faculty, and staff who are injured or require medical assistance.

Free MMR and flu clinics are scheduled during the year for students and faculty who meet the criteria for these services. The center works to ensure that all students meet the New York State Health Immunization mandate of Public Health Laws #2165 and #2167. Education, assistance, and referrals are provided by the center's nurse and health and wellness advisor on HIV/AIDS, STDs, substance and alcohol abuse, safer sex, nutrition, hypertension, cardiovascular disease, and other health and wellness issues. Free TB skin tests are available (tests are read two days after planting; documentation provided).

Scales for height and weight, eye tests for drivers, as well as blood pressure monitoring, healthcare referrals, first aid supplies, and feminine hygiene products are available. Assistance for disabled students is offered, and dressing changes can be provided. Evaluations of emergencies are made for the Emergency Medical Services of New York. Health-related reading materials and information regarding free or low cost health insurance are available in the reception area.

Students' health records and consultations are *strictly* confidential. The staff is especially sensitive to the needs of students, and preventive healthcare is a high priority.

### **International Students & Scholars Student Union 327; 997-4440**

**Hours: Mon.–Fri., 9:00 am–4:00 pm**

The International Student & Scholars office assists international students in obtaining student visa and immigration status so they may legally enter and temporarily stay in the United States for the purpose of studying at the college. The office provides ongoing student visa/immigration advisement; issuance of U.S. government documents for the purpose of obtaining and maintaining student visa/immigration status; and work authorizations to eligible students. Advisement and information on registration procedures, campus life, the U.S. higher education system, and cross-cultural adjustment issues are offered.

### **Office of Special Services**

**Kiely Hall 171; 997-5870; fax 997-5895**

**Hours: Mon.–Fri., 8:00 am–6:00 pm;  
Thur., until 7:00 pm; Sat., 9 am–12 noon. Assistive Technology Lab: 8:00 am–7 pm.**

The Office of Special Services provides a full range of services to enhance educational and vocational opportunities for students with disabilities. These services include orientation, alternative registration, counseling, academic advisement, vocational testing, peer counseling, and career development activities.

### **The Student Life Office**

**Student Union 320; 718-997-3970**

**Student.Life@qc.cuny.edu**

**Hours: Mon.–Fri., 9:00 am–5:00 pm**

The goal of the Student Life Office is to create and support co-curricular opportunities for students through social, educational, and recreational programs, as well as through structured leadership development workshops, and small group and individual advisement.

## **FACILITIES**

### **The Student Union**

**Hours: Mon.–Thurs., 7:00 am–10:45 pm;  
Fri.–Sun., 7:00 am–5:00 pm**

The Student Union is the hub of campus life. The building contains major social, cultural, recreational, and educational facilities and services that add greatly to the student's enrichment, development, and pleasure. Over 45 student organizations have office space here, and another 90 student organizations use the Student Union for meetings, events, and seminars. All clubs must register with the Office of Student Life (Student Union, Room 320) each semester. Information is available in this office about student governments, leadership development, and volunteer opportunities.

Two food service options are available at the Student Union:

- *Starbucks Coffee Shop* offers a variety of beverage and snack options.
- A large food court—open for breakfast, lunch, and dinner—features both hot and cold entrees of various ethnicities, as well as beverage and snack options.

Other services at the Student Union include a copy/fax center, game room, TV and study lounges, an underground parking garage, and an ATM. Catering facilities, meeting rooms, and a ballroom are available for lectures, movies, music performances, conferences, and dinner or dance events. The Campus Bookstore and Kaplan Test Prep are located on the lower level.

The Student Union is financed by Student Union fees and revenue-producing enterprises. It is operated by the QC Student Services Corporation.

### **The Campus Bookstore**

The Campus Bookstore, located on the lower level of the Student Union, sells all course books, reference books, best-sellers, sale books, stationery and art supplies, college apparel, emblematic gifts, and other related items. Hours of operation (posted inside and outside the store) are increased during registration and the first two weeks of classes for the convenience of students. If financial assistance is needed to buy books, students should consult the Financial Aid Office (Jefferson Hall, Room 202).

### **Dining Hall**

The Dining Hall houses various food services. Choices include pizza, burgers, Chinese food, sandwiches, salads, fresh bagels, muffins, cookies, pastries, and flavored coffees. A por-

tion of the Dining Hall is open for breakfast, lunch, and dinner, and includes a special area that serves only kosher food under strict rabbinical supervision. An ATM is also available.

The *Corner Pocket*, a recreation center, features billiards, ping-pong, arcade games, and copy services. Live jazz music is scheduled during selected free hours, as well as programming events sponsored by the Office of Student Life, Student Association, and various clubs and organizations.

Adjacent to the Corner Pocket is the *Q-Tips Information Center*, a one-stop location for everything you need to know on campus. Items available include brochures, event flyers, and tickets for the entire college community.

Two additional food-service areas are available on campus:

- The Science Building has a café on the second floor landing, where Starbucks coffee, sandwiches, salads, and light snacks are available.
- Rosenthal Library is home to an Internet Café, *Books & Bytes*, with coffee, snacks, and light meals.

### **FitzGerald Gymnasium**

The FitzGerald Gymnasium offers many physical education facilities. The main gymnasium measures 225 feet by 194 feet. There are also an auxiliary gymnasium, individual sports areas, a swimming pool, classrooms, dance studios, and applied physiology research laboratories. Adjacent to the gymnasium are outdoor facilities, including 18 composition tennis courts, a quarter-mile track, ball fields, and other teaching recreation facilities.

In 1991 the soccer fields, lacrosse field, and baseball field were upgraded as part of the construction of a parking facility. An air-supported structure covers six of the tennis courts.

### **Queens College Libraries**

The Benjamin S. Rosenthal Library, which opened in 1988, is the centerpiece of the campus, and contains a carefully selected collection of print and non-print materials, including over 830,000 books. The total count of current print journal subscriptions is 1,020, with online access to over 23,000 e-journal titles. The Library includes a growing collection of multimedia in its Media Center, and there is also an extensive collection of microform material. In addition, the Rosenthal Library is a depository for many U.S. government publications. The reference area contains materials for research on a wide range of social science, humanities, education, and science topics.

The Art Library and the Queens College Art Center are on the sixth floor. The Art Library has over 70,000 books, 5,000 bound periodicals, and 110,000 slides, pictures, and exhibition catalogs and pamphlets. The collection includes resources for the study of all aspects of the visual arts and material culture, including art and architectural history, theory, criticism, materials, techniques, and practice.

Nurtured by both the Aaron Copland School of Music and the Queens College Libraries, the Music Library has evolved into a first-class research facility, and is the largest music collection in the CUNY system. Located on two levels in the School of Music building, the Music Library contains over 35,000 scores, 30,000 books, and 20,000 sound recordings, including the David S. Walker Music Education Collection and the Ursula Springer Choral Music Collection.

The libraries offer a constantly expanding number of electronic resources and services. Resources include online databases, electronic journals and reference sources, electronic books, and Internet resource options available from workstations on all floors of the building. Electronic services include off-campus access to CUNY+ Web (the Web version of CUNY's Online catalog) as well as many electronic resources; online renewal of borrowed books; interlibrary loan service that allows for email requests and document delivery; the option of electronic reserve for required readings; word processing at selected workstations; and printing capabilities from all workstations. CUNY Libraries Inter-Campus Services (CLICS) allows users to request circulating books from any CUNY library to be delivered to any other CUNY library for pickup.

At the same time, the libraries continue to provide traditional in-house services: reference; on-site interlibrary loan; a reserve library for print and media reserves; instructional services; a multimedia center; an education curriculum center; services for students with disabilities; and photocopying capabilities.

The Queens College Archives include a selected group of legislative leader Benjamin S. Rosenthal's Congressional papers, New York State Assemblyman Saul Weprin's papers, other special collections, and college records dating from 1935. The Louis Armstrong Archives, also housed in the Rosenthal Library building, is open, by appointment, for scholarly consultation. For information, please contact the director, Michael Cogswell, at 997-3670.

Additional information on the Queens College Libraries resources and services can be found online at [www.qc.cuny.edu/Library](http://www.qc.cuny.edu/Library).

### **Office of Converging Technologies**

The Office of Converging Technologies (OCT) provides a full range of academic and administrative computing and multimedia support to the college community. OCT support areas include the operation of computer laboratories and classrooms; design and maintenance of the campuswide computing infrastructure; maintenance of the college's presence on the Internet; delivery and presentation of media materials for classroom instruction; and coordination of satellite teleconferences. In addition, OCT operates the interactive video classroom that is affiliated with CUNY's Distance Learning/Media Distribution Project. OCT offices are located in I Building and Kiely Hall, with user facilities in I Building, the Dining Hall Building, the Science Building, Kiely Hall, and Rosenthal Library.

**Microcomputer Facilities:** Extensive microcomputer laboratory and classroom facilities managed by OCT are located on the second floor of I Building, as well as in the Science Building, Kiely Hall, and the Library. In total, OCT facilities provide more than 500 IBM, IBM-compatible, and Apple Macintosh computers for classroom and open laboratory use. A wide range of software is available.

Most OCT labs are open seven days and four evenings a week. For current lab hours, check the OCT Web site ([www.qc.cuny.edu/OCT/](http://www.qc.cuny.edu/OCT/)), postings in each lab, or call the labs in I Building (997-5967) or the Science Building (997-3518).

**Electronic Classrooms:** Located in Kiely Hall 226, the Learning Center has interactive audio facilities and advanced computer classrooms where students meet for instruction in a variety of academic areas. The Learning Center also provides playback services for students who wish to review audiotaped lecture materials. The Interactive Video classroom facility, located in Kiely Hall 115, can be networked with similar classrooms at other CUNY colleges to participate in distributed teaching, distance-learning, conferencing, and multimedia distribution.

**Web site:** OCT operates the college's Web server ([www.qc.cuny.edu](http://www.qc.cuny.edu)), which has information on admissions, registration requirements, class schedules, alumni, scholarships, student services, study abroad, and Weekend College, as well as graduate and undergraduate academic programs. Information is also provided on computing and library facilities, the academic calendar, and special events and entertainment at the college and at Kupferberg Center. Many academic departments have

Web sites with details of their offerings. In addition, one can find out about special research and academic programs, and check employment opportunities. There is also a wealth of detail at [www.satchmo.net](http://www.satchmo.net), a site devoted to Louis Armstrong.

**Computing Resources:** Centralized time-shared computing facilities operated by OCT include a Compaq Computer Corporation AlphaServer 4100 5/466 running UNIX and providing Web server functions. A wide range of academic programming languages, statistical packages, graphics software, and application software is available.

Major administrative systems include QUASAR, a City University-provided student information system; POS, a sales system that supports the Bursar's Office; and the Alumni/Development information system. The Registrar's Web site allows students to register for classes online, and an interactive voice-response system allows students to register by phone.

**Communications:** OCT operates several data communications networks. The major on-campus local area network (LAN) consists of almost 40 interconnected 10/100 Megabit/sec ethernet subnets. More than 5,000 users access the LAN using microcomputers. OCT provides users connected to the LAN with high-speed communications to all the facilities mentioned above, plus access to the Internet in full graphics/multimedia mode. The college utilizes a gigaspeed fiber-optic backbone to interconnect the ethernet subnets.

OCT currently supports more than 15 LAN server machines. The LANs permit wide-band exchange of information between student labs, academic departments, administrative offices, and the Internet. CUNY is a member of NYSERNET 2000, a project of the New York State Educational & Research Network, whose goal is to advance Internet technologies and to improve research and education collaboration.

**Media Services:** The Media Services division of OCT, with offices in Kiely Hall 183, is responsible for delivering materials for classroom instruction (videotapes, films, slides, overhead projectors, etc.). Photographic services (slides, prints, and location photography) are available to faculty and staff in Kiely 108. The division operates and schedules the college's satellite system that is used in teleconferences and to download licensed copyrighted programs. Media Services also operates the Interactive Video classroom in Kiely Hall 115. Services are also provided in Kiely Hall 183 for



students wishing to review videotaped lecture materials or to purchase lecture materials on audio tape.

**Other OCT Services:** The college's Help Desk provides a variety of services to faculty and staff, including consulting on computer purchasing, software, computer installation, troubleshooting, and call tracking. The City University and Queens College have established volume purchasing agreements for a variety of software packages about which the Help Desk can provide additional information. You can access the Help Desk at [HelpDesk.qc.cuny.edu](http://HelpDesk.qc.cuny.edu) for information on the status of outstanding Help Desk calls.

### **Laboratories**

The college's laboratory facilities house up-to-date instruments for research in biology; chemistry and biochemistry; family, nutrition, and exercise sciences; geology; physics; and psychology.

### **Speech-Language-Hearing Center**

The Speech-Language-Hearing Center (G Building, 997-2930) is a unit of the Department of Linguistics and Communication Disorders. Among the services extended are diagnostic speech, language, and hearing evaluations, plus speech and language therapy. The center's facilities are used for research and to provide clinical practical experience

for students in speech-language pathology and audiology.

The facility includes the Morton Roberts Center for Augmentative Communication, as well as a new program to study and modify developmental language disabilities in children.

### **Housing**

A 500-bed residence hall is currently under construction. The expected occupancy date is August 2009.

## Campus Ministry

The Queens College Campus Ministers is an association of the Catholic, Greek Orthodox, Hillel: The Foundation for Jewish Campus Life, and Protestant ministries on campus. Its purpose is to foster harmony among religious traditions and to join in campus efforts to promote spiritual and ethical growth. The campus ministers serve as a resource for religious and ethical information and insight for the academic and the wider Queens community. All unaffiliated students, faculty, and staff are welcome to participate in the activities of the various centers.

*The Catholic Newman Center* (Student Union 207 and 208; 997-3969 or 793-3130 (also the fax number); www.qcnewman.org; email: catholic\_center@qc.cuny.edu or frpaw@yahoo.com) is the Catholic parish on campus. The center celebrates the sacraments; sponsors spiritual, cultural, and social programs; and offers pastoral counseling to all students, faculty, and staff.

*Hillel: The Foundation for Jewish Campus Life* (Student Union 206; 997-3980 or 793-2222; fax 793-2252; www.qchillel.org) provides religious, cultural, and social programming, counseling, and outreach for Jewish students, faculty, staff, and the community.

*The Protestant Center* (Student Union 203; 997-3979, 261-1550) welcomes students, faculty, and staff from the various Protestant denominations for worship and Bible study, counseling, and a variety of programs.

Several student cultural or religious clubs register each semester with the Student Life Office (Student Union 320):

*The Ikaros Hellenic Orthodox Club* (Student Union 219; 997-3576) provides religious, cultural, and social programming, counseling, and outreach for Greek Orthodox students, faculty, and staff. It also offers information on worship and Bible study. For other matters, please call the Center for Byzantine & Modern Greek Studies (Jefferson Hall 302; 997-4520; fax 997-4529).

*The Muslim Students Association* maintains an Islamic prayer room (Student Union 217/218; 997-3659).

For a complete list of current cultural/religious groups on campus, please contact 997-3970.

## Kupferberg Center for the Performing Arts

Kupferberg Center contains the 476-seat Goldstein Theatre and the 2,143-seat Colden Auditorium, a TV center, an academic wing – Karol Rathaus Hall (Drama, Theatre & Dance) – and many other facilities for instruction, practice, production, and performance in the arts. A concert series, jazz series, contemporary events, and family theater events, featuring internationally renowned artists, are offered annually, as are many special events.

## The Music Building

The Music Building houses the Aaron Copland School of Music. This structure includes orchestral, ensemble, and choral rehearsal rooms and a professional-quality recording facility. Its 489-seat Samuel J. and Ethel LeFrak Concert Hall is designed for almost any musical performance.

## College/Community Services

All of the following activities are open to the general public as well as the student body, and thus contribute to the cultural life of the campus and community.

*The Selma and Max Kupferberg Center for the Visual and Performing Arts* was created in 2006 to promote the excellence of the arts at Queens College and to provide a mechanism by which its various participating units can work together on projects and events and increase their visibility and outreach to the community. Offerings include exhibits in the *Queens College Art Center* and the *Godwin-Ternbach Museum*, both on campus, and the *Louis Armstrong House Museum*, in Corona. Classical, contemporary, and jazz concerts, musicals, operas, plays, dance recitals, lectures, and other cultural, educational, and special programming are presented in three performance venues:

*Colden Auditorium* (a 2,124-seat hall) is available for rental year-round (for information call 718-544-2996); popular, jazz, family

theater, and dance performances are presented each season.

*Goldstein Theatre* (475 seats) is a well-equipped facility used mainly for musicals, modern and classic plays, and dance presentations of the *Drama, Theatre, and Dance Department*.

*The Samuel J. and Ethel LeFrak Concert Hall* (489 seats), located in the Music Building, is designed for almost any musical performance and is also available for rental year-round (718-544-2996). Acoustically and visually stunning—with an expanse of natural wood and the magnificent Maynard-Walker Organ—the hall hosts concerts by students, faculty, and internationally known visiting artists.

*The Aaron Copland School of Music* presents concerts by its faculty, students, and ensembles, including the college orchestra, choir, opera studio, collegium, etc. Concerts are held during free hours and on Friday afternoon. In addition, concerts are occasionally given on Tuesday or Thursday afternoon and in the evening. There are also recitals and concerts by guest artists or ensembles in residence, lectures, and master classes, as well as a Chamber Music Concert series each semester.

*The QC Choral Society* makes accessible to the public the cultural benefits of participating in the performance of great works of choral music. Two concerts are given annually, one in December and one in May. In these performances the Choral Society is frequently assisted by the *QC Orchestra*. Rehearsals are held every Wednesday evening when the college is in session. Admission is by audition or interview. College credit is available for student participation.

*The Godwin-Ternbach Museum* in Klapper Hall is a teaching museum with a permanent collection of 2,500 works of art in all media from antiquity to the present. The museum presents several exhibitions a year and holds lectures, workshops, and tours.

# ADMISSION, RETENTION & GRADUATION

Openings for admission in all departments will be filled on a competitive basis; admission cannot be guaranteed to all who meet the stated requirements. This section covers the general admissions requirements for matriculated and non-matriculated students and the special requirements of certain departments. Information concerning admissions procedures for international students is also included.

## General Requirements

Applicants to the Graduate Division should refer to the appropriate departmental listing in this *Bulletin* for specific admissions requirements, including minimum hours of undergraduate preparation, submission of compositions and portfolios, or audition performances.

All students applying for admission as master's degree matriculants must have a bachelor's degree from an accredited college or university, or the foreign equivalent, with an undergraduate record indicating good preparation for the proposed area of graduate study. Good preparation is generally interpreted to mean a minimum academic average of *B* in undergraduate work considered by the department and the Office of Graduate Studies to be relevant to the proposed area of study. If ten years have elapsed since completion of undergraduate work, additional undergraduate courses may be required as a condition of admission.

For admission to the Graduate Division, individuals must show evidence of good character and those personal traits necessary to fulfill course and certification requirements. Interviews, letters of recommendation, and prior academic records may be determinative.

For most programs, applicants must submit a 500-word essay explaining their objectives in pursuing graduate study. The School Building Leader program requires a 1,000-word essay.

Where appropriate, the college will require students to submit medical reports attesting to their ability to enter and complete a program.

## Immunization Requirements

New York State Public Health Law requires that anyone born on or after January 1, 1957, must be immunized against measles, mumps, and rubella before starting school, and be provided with information about meningococcal disease and vaccination. Students are required to file a QC Immunization Form with the Health Service Center (Frese Hall, 3rd floor, 997-2760); the form is available on the QC Web site at [www.qc.cuny.edu/Health\\_Services](http://www.qc.cuny.edu/Health_Services). Failure to file this form will jeopardize the student's continuation in the graduate program, and registration will be blocked if the immunization requirement is not satisfied.

## Application Requirements\*

*Students who apply for the Master of Arts, Master of Arts in Liberal Studies, Master of Arts in Social Sciences, Master of Fine Arts, Master of Library Science, or Master of Science degrees, or for the post-baccalaureate Certificate Program in Applied Behavior Analysis or the post-baccalaureate and post-master's Certificate Programs in Librarianship, must also meet the following requirements:*

1. Three letters of recommendation must be submitted; at least two letters must be from instructors who are in a position to attest to the applicant's capacity to successfully complete a program of graduate studies.

2. The applicant may be required to submit test results for the GRE or GMAT. Students should refer to the application packet issued by the Office of Graduate Admissions or seek advice from the appropriate department Chair or Graduate Advisor. The institutional code number of Queens College is 2750.

*Students who apply for the Master of Arts in Teaching or Master of Science in Education degrees, or for the post-baccalaureate and post-master's Certificate Programs in Education, must also meet the following requirements:*

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\*All graduate applications and forms are available online via the QC Web site: [www.qc.cuny.edu/graduate\\_admissions/](http://www.qc.cuny.edu/graduate_admissions/).

1. Most programs require completion of an undergraduate education sequence, but special transitional programs (post-baccalaureate Advanced Certificate Programs and the Master of Arts in Teaching) are available for students whose undergraduate preparation lacks this sequence.

2. Letters of recommendation are required for most programs in Education. Applicants should refer to the application packet issued by the Office of Graduate Admissions for information regarding this requirement.

Queens College's Master of Science degree programs in Teacher Education and diploma programs in Teacher Education meet New York State academic and field requirements for certification.

Applicants should bear in mind that while the college recommends for New York State teacher certification those students who successfully complete an approved program in Teacher Education, the college itself does not issue teaching licenses or certificates. New York State issues teaching certificates, which are universally accepted in New York State school districts, including New York City. Note also that requirements are subject to change. It is the student's responsibility to determine whether a course of study will meet in full the licensing and certification requirements for New York City and State, and, where relevant, for states other than New York. The college's library contains relevant materials, and assistance is provided by Graduate Advisors and the Office of Educational Placement (997-5545).

*Students applying for Certificate and Diploma Programs:*

Please consult the appropriate departmental listing in this *Bulletin* for additional admissions requirements.

## Internationally Educated Students

Queens College strongly affirms the benefits of an international student body on its campus, and invites internationally educated students to apply for admission to its graduate programs.



Such students must meet all admissions requirements for the program they wish to enter. Official transcripts should be mailed directly from the international institution to the Queens College Office of Graduate Admissions in accordance with instructions in the application packet. If the transcripts are in a language other than English, official translations must be provided.

Students on temporary visas (F-1) must submit with their application packet financial information confirming the funds that will be available to meet expenses for each year of enrollment. A financial information and certification form is included in the application packet mailed by the Office of Graduate Admissions. Support for students on temporary visas is provided by the International Students & Scholars Office (Student Union 327; 997-4440).

### English Proficiency and the TOEFL

Proof of proficiency in the English language is required of all applicants:

1. whose first language is not English, and
2. who were educated in a country where English is not the official language.

This requirement is *not* based upon country of citizenship or permanent residency, but on the two stated conditions.

Applicants who meet these conditions must submit scores for the Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score is 500 (or its equivalent on other TOEFL tests), except for those programs noted below. Students with a proficiency level below 500 should consider attending an intensive English program, such as the Queens College English Language Institute, prior to applying for admission to the Graduate Division. Applications and information regarding the TOEFL may be obtained from: TOEFL Services, Educational Testing Service, PO Box 6151, Princeton, NJ 08541-6151, U.S.A. (609-771-7100; www.ets.org). Students whose TOEFL score is in the 500–599 range will be required to take a course in English as a Second Language (GESL) during their first semester. The course bears no credit, but will count in determining full-time status for visa purposes.

### Minimum

Score	Program
600	Accounting
600	Applied Behavior Analysis
600	Applied Linguistics*
575	Art History
600	Art Studio (Fine Arts)
600	Biology

600	Education: all Teacher Education programs
600	English: Creative Writing
600	English Language Teaching
600	English: Literature
575	History
550	Library Science: all programs
550	Music
600	Psychology
650	Speech-Language Pathology
600	Teaching English to Speakers of Other Languages* (TESOL) (scores <i>must</i> be enclosed with application)
500	All programs not listed here

### Admission to Matriculation

Applications for matriculated admission to the Graduate Division are considered for both Fall and Spring semesters. (Some programs admit *only* in the Fall semester.) Applicants who are admitted to matriculation in one semester and fail to register in that semester must reactivate their applications, which may be reviewed again. Admission to matriculation in one semester does not guarantee admission in a subsequent semester. Applicants admitted for one semester who fail to register and who subsequently are admitted and register in a later semester must fulfill the degree or certificate requirements in effect during the semester of registration.

### Admission Procedures

The procedure for applying to matriculate in the Graduate Division is self-managed. Complete instructions are included in the application packet, which may be obtained online from the college's Web site or from the Office of Graduate Admissions, Jefferson Hall, 1st floor, Queens College, CUNY, Flushing, NY 11367 (997-5200; email: graduate\_admissions@qc.edu). Office hours are 9:30 am–4:30 pm, Monday through Friday, and until 7 pm on Wednesday, when classes are in session during the Fall and Spring semesters.

Applicants must submit their completed packets to the Office of Graduate Admissions by the following deadlines:

#### For Fall admission

Applicants with international education credentials	Mar. 1
Applied Behavior Analysis (Fall <i>only</i> )	June 1
Applied Linguistics	Apr. 1
Art Studio (Fine Arts)	Mar. 15
Counselor Education (Fall <i>only</i> )	Mar. 1
English–Creative Writing (Fall <i>only</i> )	Feb. 15

English Language Teaching Literacy Education (B–6) (Fall <i>only</i> )	Apr. 1
Music (preK–12 Adv. Certif.)	Apr. 1
Physical Education (K–12) (Adv. Certif. program <i>only</i> )	Mar. 1
Speech-Language Pathology (Fall <i>only</i> )	Feb. 1
School Psychology applicants (Fall <i>only</i> )	Mar. 1
Special Education	Apr. 1
TESOL	Apr. 1
<i>All others</i>	Apr. 1

#### For Spring admission

Applicants with international education credentials	Oct. 1
Art Studio	Oct. 15
Physical Education (K–12) (Adv. Certif. program <i>only</i> )	Oct. 1
<i>All others</i>	Nov. 1

\*Please see departmental listing for special instructions regarding TOEFL.

Students accepted for admission in the Fall are eligible to start in the preceding Summer Session if acceptance is granted prior to Summer Session registration. Students who wish to start in the Summer should check with individual departments to see if courses are available.

As of Fall 2005, a nonrefundable fee of \$125 must be paid when the application for admission is filed. Note also that some departments may require special additional procedures, such as interviews and/or the submission of written materials.

### Acceptance for Matriculation with Conditions

A student whose undergraduate preparation is less than fully adequate may be admitted to matriculation with conditions, which take effect in the first semester of attendance. Unless otherwise indicated, these conditions must be removed within one year, or before proceeding beyond 12 credits of graduate work, whichever comes sooner. Under certain circumstances, students with an undergraduate average marginally below *B* may be matriculated with the condition of "Probation." A student admitted on probation must achieve a *B* (3.0) average in the first 12 credits of graduate work. Students admitted on probation who fail to attain fully matriculated status after completing 12 graduate credits will not be permitted to continue.

### **Non-Matriculated Status**

A special application is required for admission as a non-matriculated student. As of Fall 2005, a nonrefundable fee of \$125 is payable at the time of filing the application. The application must be accompanied by proof of receipt of a bachelor's degree (except for the School Building Leader program, for which proof of a master's degree is required) and must have the signed approval of the Graduate Advisor of the program in which the applicant wishes to take courses. The application form may be obtained at the Office of Graduate Admissions or online. The deadlines for Fall and Spring admission are five business days prior to registration.

Applicants on student visas (F-1) are *not* eligible to apply for non-matriculated status.

### **Registration in Courses for Non-Matriculants**

Acceptance to non-matriculant status does not guarantee admittance to courses. Class sections may have been filled during earlier registration periods; many courses have prerequisites, and some courses and programs are not open to non-matriculants. Applicants for non-matriculated status must confer with the appropriate Graduate Advisor and/or class instructor *prior* to filing their applications for admission in order to determine their eligibility for the course and the likelihood of their being able to register for it, and to get the Advisor's signed approval on the admissions application.

Non-matriculated students must obtain permission from the Graduate Advisor *each semester* before registering for classes.

Graduate non-matriculants, except for those who have a master's or higher degree, or those who are Cooperating Teachers with tuition waivers, may take no more than 12 credits at Queens College in that status.

Non-matriculants who wish to matriculate must meet *all* requirements for admission to their particular program as listed in this *Bulletin*. Students should bear in mind that admission to non-matriculant status does not guarantee subsequent acceptance for matriculation. Currently enrolled non-matriculants who have taken 6–9 credits are encouraged to apply for matriculation before completing 12 credits; only courses related to the program for which they are accepted will be credited toward the degree.

Non-matriculants who have not achieved a *B* average after completing 12 credits will not be permitted to matriculate or continue at the college.

### **Full-Time/Part-Time Status**

Students who are registered for 12 credits of coursework, or the equivalent, are considered full time. To meet requirements of the Immigration and Naturalization Service for F-1 visa students, full-time status is defined by the college as enrollment in 9 credits. Full-time graduate students may take a maximum of 15 credits a semester. Students in the Teacher Education program with full-time employment may take a maximum of 6 credits in any semester. Students who want to exceed these limits must receive the permission of both their academic department and the Office of Graduate Studies.

### **Continuous Registration, Inactive Status, and Reentry**

There is no official leave of absence classification for graduate students; students who do not register for a semester are considered inactive. Such status is not noted on student records and does *not* extend the time limit for the degree or certificate. For extensions, see the section on *Time Limits*, in Degree and Certificate Offerings

Inactive students who wish to return to the college within the same program must file an Application to Reenter with the Office of Graduate Admissions, Jefferson Hall, 1st floor, by the following dates:

July 15 for Fall admission  
December 1 for Spring admission  
May 15 for Summer admission

A nonrefundable reentry application fee of \$10 is required. Note that all requirements for the Master of Arts, Master of Arts in Liberal Studies, Master of Arts in the Social Sciences, Master of Fine Arts, Master of Library Science, or Master of Science degree must be completed within a period of four years. The Master of Arts in Teaching or the Master of Science in Education degree must be completed within a period of five years. Graduate courses taken beyond these time periods cannot be counted toward the degree without permission of the Office of Graduate Studies (Kiely Hall, Room 139A; 997-5190).

It is advisable for reentering students to inform their departments and make an appointment with a graduate advisor prior to registration.

### **Graduation Procedures and Maintenance of Matriculation**

The procedure whereby a student receives a degree or certificate *must be initiated by the student*, who declares his or her candidacy by filing a Graduation Application with the Office of the Registrar in accordance with the following deadlines:

For graduation in February: on or before November 1.

For graduation in May: on or before March 1.

For graduation in September: on or before July 1.

Graduation Applications may be obtained at the Office of the Registrar, Jefferson Hall, 1st floor. Candidates are encouraged to file Graduation Applications at the time they register for their last semester.

A Graduation Application should be filed only if the student is reasonably certain that all degree requirements will be satisfied by the end of the semester preceding the graduation date. If the student does not graduate, a new Graduation Application must be filed. Students who submit a Graduation Application after the deadline will be asked to refile for a future semester.

*Important Note: Maintenance of Matriculation.* CUNY regulations require students to be registered in the semester in which the degree is awarded. If all coursework was completed before the graduation semester and no courses are being taken, students must register for *maintenance of matriculation*.

Current fees for maintenance of matriculation are \$150 for New York State residents and \$250 for out-of-state students. Registration for maintenance of matriculation is *not* required for any semester other than the semester before the graduation date, and the fee may not be waived. Students may also fulfill the requirement to be registered by enrolling in undergraduate or extra graduate courses.

Payment of the fee allows students to use the facilities of Queens College as a regularly registered student (library, laboratories, etc.).

### **Enrollment Following Graduation**

If a student wishes to continue taking courses on a nonmatriculated basis after receiving a Queens College master's degree, a Non-Matriculant Application must be filed with the Office of Graduate Admissions by the appropriate deadline date. A Reactivation Application should be filed to apply for a second master's degree.



# TUITION, FEES & FINANCIAL AID

All tuition and other fees listed in this *Graduate Bulletin* and in any registration material issued by the college are subject to change. In the event of any increase in fees or tuition charges, payments already made to the college will be treated as partial payments, and notification will be given of the additional amount due and the time and method of payment. Class schedules should be checked for fee changes prior to registration.

## Payment of Tuition and Fees

Students must be prepared to pay all fees associated with that registration. These include tuition, consolidated service fee, technology fee, material and transportation charges, and other activity fees.

Students registering during the early registration period will receive a bill in the mail. This must be paid by the Payment Due Date printed on the bill. If payment is not received by the due date on the bill, the student's entire registration will be canceled.

Students registering during the late registration periods will be required to pick up a bill at the Bursar's Office. All payments must be made in the Bursar's Office on the day the student picks up the bill.

If a student pays by check or money order, the student's social security number must be written on the check or money order.

A student who issues a bad check will be liable for tuition and fees in addition to a re-processing fee. A Stop Payment on a student's check *does not* cancel registration. The student must withdraw officially.

If you do not make full payment of your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, in addition to whatever amounts you owe the college. In addition, nonpayment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.

For billing and payment information, refer to the *Registration Guide and Schedule of Classes*.

## Activity Fee

All students are required to pay an activity fee that covers student activities, Public Interest Research Group (PIRG), Student Union, and the like. It does not cover service fees that a student may incur individually, such as fees for program changes, late registration, transcripts, special examinations, or parking. Unless changed after printing of this *Bulletin*, the activity fee for full-time and part-time graduate students is \$80.25 for each session of attendance. The breakdown of the fee is shown on the next page.

**The activity fee or any part thereof is not refundable at any time, nor can it be waived** unless the college cancels all courses for which a student has registered or the student formally withdraws from all classes *prior to* the official first day of classes. Exceptions may be made as follows:

1. If a student is placed on active military service, partial refunds may be made. Students who are so notified should get in touch with the Registrar's Office immediately.

2. The PIRG fee portion of the activity fee is refundable if application is made to the Queens College PIRG Office, Student Union B22, within three weeks after commencement of classes.

## Tuition Fees: Matriculated and Non-Matriculated

### New York State Residents

\$270 per credit plus  
\$ 65 per additional contact hour  
Maximum of \$3,200

### Out-of-State Students

\$500 per credit plus  
\$ 85 per additional contact hour  
(No maximum)

Graduate students who take undergraduate courses and receive undergraduate credit for them are charged undergraduate tuition for those courses and the graduate activity fee.

## Material/Film & Transportation/Field Charges

Material/film and transportation/field (MAT) charges may be applied in addition to tuition for various courses in this *Bulletin*. Charges are listed in the current online *Class Schedule*, available prior to registration. A student who drops a course that has such charges before classes begin will receive a refund.

## Special Fees

The following fees will also be charged:

1. All students are required to pay a non-refundable fee of \$125 at the time of filing an application for either matriculant or non-matriculant status in a master's degree or certificate program.

2. A reentry fee of \$10 is payable by matriculated students who want to re-enter the college after an absence of one or more semesters.

3. A charge of \$25 is made for late registration after the regularly scheduled registration period.

4. A charge of \$18 is assessed for students who change their schedules and add courses.

5. Breakage fees are assessed to cover the cost of equipment damaged in the course of laboratory work. There is no charge for total breakage under \$1.

6. A charge at list price is made for replacement of any issued physical education equipment that may be missing from the student's gym locker at the end of a semester.

7. A fee of \$175 per year, including 6% New York City parking tax, is charged for campus parking, if granted. (See *Campus Parking* in the Regulations section.)

8. Duplicate Records fees are: (a) duplicate ID card, \$5; (b) duplicate diploma, \$15; (c) each transcript of record, \$7 (waived when the transcript is to be forwarded to another unit of the City University); (d) other duplicate records, \$5.

9. A fee of \$25 is charged for the binding of the master's degree thesis.

10. The per-semester fees for maintenance of matriculation are: \$150 for NYS residents; \$250 for out-of-state students.

11. A \$15 non-payment service fee is charged whenever a student does not pay

any bill by its due date. It applies to students who receive hardship deferrals and who are declared eligible for financial aid as well as to those not receiving deferrals or aid.

12. A payment reprocessing fee of \$15 is charged when a check tendered to the college by a student is not honored by the bank upon which the check is drawn. A separate fee will be charged for each check that requires re-processing. In the event that the return of the check resulted from a bank error and the bank acknowledges the error in writing, the reprocessing fee may be waived.

Payment of service fees, fines, and miscellaneous charges may be made at the Bursar's windows in Jefferson Hall. Information about payment of registration fees can be found in the *Registration Guide and Schedule of Classes* published each semester.

The Bursar's Office is open Monday through Friday from 9:30 am to 4:30 pm, and Tuesday and Wednesday from 5:00 to 7:00 pm, when classes are in session.

### Refund of Tuition Fees

To receive a 100% refund of tuition, students must drop their courses online at <http://portal.cuny.edu> and log into the portal (or notify the Registrar's Office in writing) prior to the official opening day of classes.

Refunds will be made in accordance with the following schedule. Students should refer to each semester's *Class Schedule* for specific calendar dates.

<i>Fall and Spring</i>	<i>Refund</i>
Withdrawal from course before the official scheduled opening date of the semester _____	100%
Withdrawal within one week after the official scheduled opening date of the semester _____	75%
Withdrawal during the second week after the official scheduled opening date of the semester _____	50%

Withdrawal during the third week after the official scheduled opening date of the semester \_\_\_\_\_ 25%

Withdrawal after completion of the third week after the official scheduled opening date of the semester \_\_\_\_\_ None

Except as otherwise noted, no other fees are refundable.

### Checks Returned to the College by the Bank

If your check is returned by the bank to Queens College, your registration will be processed in the following manner:

1. *Stop Payments:* A stop payment on your check will *not* result in cancellation of your registration. In order to cancel your registration, you must notify the Registrar's Office in writing – *prior to* the official opening day of classes – of your intention not to attend. In such case, you will receive a 100% refund of tuition and fees. As stated in paragraph 12 on this page, any check tendered to the college by a student that is not honored by the bank upon which the check is drawn will result only in a reprocessing fee of \$15.

2. *Other:* If your check is returned by the bank as not presentable for collection (NG), you will be liable for all tuition and fees in addition to the \$15 reprocessing fee.

### Holds

Students who have debts (for any tuition, fees, parking violations, breakage, emergency loans, etc.) that are past due will have a hold placed on their registration, transcripts, and diplomas until they satisfy their outstanding obligations to the college.

## FINANCIAL AID PROGRAMS

Many students need some sort of financial assistance to help pay the costs of attending college or graduate school. Financial Aid at Queens College includes grants, work and

loans from New York State and the federal government, and can help pay related expenses beyond tuition and fees. For detailed information on costs, programs, eligibility criteria, and application procedures for federal and NY State aid, as well as links to other resources, please visit our website at [www.qc.cuny.edu/financial\\_aid](http://www.qc.cuny.edu/financial_aid). The website also lists current office hours for the Financial Aid Office (Jefferson Hall 202; 997-5100) for students who need additional help or advice.

Note that financial aid programs, procedures, and requirements are subject to change. The following information highlights financial aid programs available to graduate students and important details for filing:

### Aid Applications

■ **The Free Application for Federal Student Aid Application (FAFSA)** is the application for all federal aid (Title IV) programs, and is filed online at <http://fafsa.ed.gov>. The FAFSA college code for Queens is 002690.

To be considered for Work-Study and/or Perkins Loans, check the appropriate boxes on the FAFSA. Additional forms are required to apply for Direct Loans.

■ **The NY State Aid/TAP Application** is filed online by NY State residents from the confirmation page of the free FAFSA website *or* at <http://hesc.com>. The TAP college code for Queens is 1416 (indicate "graduate").

*Note:* Students in a PhD program at the Graduate Center should file for aid through the Graduate Center. Students at CUNY Law School at Queens College should file for aid through the Law School.

### Aid Programs

*New York State* (with NY State residency requirements)

- Grants: TAP (minimum 12 credits per semester).
- Scholarships: Professional Opportunity

### Activity Fees

	Total	Stud Govt.	College Assoc.	Serv. Corp.	Disabled Students Fee	PIRG Fee	Univ. Govt. Fee	Special Non-Instructional Fee	Sports Allocation Board	Child Care
<i>Full-time</i>	\$80.25	\$3.00	\$4.75	\$55	\$2.70	\$4	\$.85	-0-	\$8	\$1.95
<i>Part-time</i>	80.25	\$3.00	\$4.75	\$55	\$2.70	\$4	\$.85	-0-	\$8	\$1.95
<i>Cooperating teacher</i>	25.00	-0-	-0-	-0-	-0-	-0-	-0-	\$25	-0-	-0-

All students will be charged a Consolidated Service Fee of \$15 for each semester or session in addition to the fees shown above. All students will also be charged a Technology Fee of \$100.00 for full-time students, \$50.00 for part-time students.

Scholarships, Veterans Tuition Assistance and others (please see <http://hesc.com> for full listing and how to establish initial eligibility).

#### Queens College Programs

- Grants: Graduate Partial Tuition Reimbursement Program (pending availability of funds), based on the FAFSA.
- Short-term emergency loans.
- Adele Fox Book Voucher Program.

### NEW YORK STATE PROGRAMS

*Note:* Where a question of eligibility exists, contact the Financial Aid Office for information and assistance.

#### Tuition Assistance Program (TAP)

Applications must be filed annually. Students must first fill out the FAFSA and then a separate TAP application. The deadline for applications is May 1 of each academic year. Thus, the deadline for the 2006–07 academic year would be May 1 2007; the deadline for 2007–08 would be May 1, 2008; the deadline for 2008–2009 would be May 1, 2009. The New York State Higher Education Services Corporation determines your eligibility based on the information provided on your application.

#### Selection of Recipients

TAP is an entitlement program. There is neither a qualifying examination nor a limited number of awards. Requirements are as follows:

1. You must be a New York State resident and a U.S. citizen, or eligible noncitizen.
2. You must be enrolled on a full-time basis and matriculated in a program approved for state student aid by the New York State Education Department.
3. All credits that constitute full-time status for TAP for a given semester must be applicable to the degree for which a student is enrolled.
4. You must meet income eligibility limitations.
5. You must be charged tuition of at least \$200 a year.
6. You must not be in default in the payment of a student loan.
7. You must be in good academic standing. See the “Eligibility for TAP” charts below for academic eligibility requirements.

#### Academic Standing

Students who received their first TAP award in 1981–82 or thereafter must meet the program pursuit and academic progress requirements to be considered in good academic standing. The penalty for loss of good standing is suspension of the award.

#### Waiver of TAP Academic Standards

A one time waiver of academic standards may be granted for extenuating or extraordinary circumstances beyond the student’s control, such as illness, etc, which cause the student to perform poorly academically.

Students may request a waiver application from College Counseling and Resource Center

in the Frese Hall reception area. You will be required to provide a written explanation of your situation and how it contributed to your academic performance as well as provide documentation. If granted a waiver you will be allowed to receive TAP for the waiver semester only. You will be required to meet academic standards for future payments.

### FEDERAL PROGRAMS

To be eligible for the federal Title IV student financial aid programs (Perkins, Federal Direct Loans, and FWS), a student must:

1. be enrolled at least half-time (6 credits) as a matriculated student;
2. be a U.S. citizen or an eligible noncitizen;
3. show evidence of need;
4. be making satisfactory academic progress toward a degree;
5. not be in default on any student loan, or owe a repayment of a Pell or Supplemental Educational Opportunity Grant.

#### Satisfactory Progress Standard

For purposes of receiving Title IV Federal Student Assistance, a student is considered to be making satisfactory progress toward a degree by meeting or exceeding the Graduate Division requirements concerning grade-point average, as explained in the section *Required Grade-Point Average, Probation, and Dismissal* (see Scholastic Standards). In addition the student must have accumulated credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the college and *not* have attempted more than 150% of the credits normally required for completion of the degree.

Students will be measured against the satisfactory progress standard at the end of the Spring term to determine their eligibility for receipt of funds for the upcoming year. Students who fail to meet the standard may appeal their status in the Graduate Studies Office, Kiely Hall 139A.

#### Appeal/Reinstatement

Graduate students who fall beneath the standard may appeal by filing an appeal application through the Graduate Admissions Office located in Jefferson Hall 105.

These appeals will be evaluated for mitigating circumstances resulting from events such as personal illness, injury, personal tragedy, changes in academic program, and the reasonableness of the student’s capability for improvement to meet the appropriate standard for the degree program in which the student is enrolled. A successful appeal would result in the granting of a one-year probation period for

### TAP PROGRAM PURSUIT

<i>To Be Eligible for TAP Payment No.*</i>	<i>Minimum Credits You Must Complete in Prior Payment Semester</i>
2	6
3	6
4	9
5	9
6 to 16	12

### Academic Progress for Students in Graduate Programs

<i>To Be Eligible for TAP Payment No.</i>	<i>Minimum Cumulative Credits Earned Through Last Semester of Attendance</i>	<i>Minimum Grade-Point Average Through Last Semester of Attendance</i>
2	6	2.2
3	12	2.5
4	21	2.75
5	30	3.0
6	45	3.0
7	60	3.0
8	75	3.0

\* This includes successful completion of credit-equivalent work. The number of payments includes undergraduate payments, if any.

the student to improve the academic record to meet the appropriate standard for the degree program in which the student is enrolled. During this probationary period the student would be eligible for Title IV aid.

#### *Attendance*

Title IV aid is awarded with the assumption that a student will attend school for the entire period for which the aid is awarded. If a student withdraws from all classes, he/she may no longer be eligible for the full amount of Title IV funds originally scheduled to be awarded. The amount of Title IV funds a student has “earned” is based on the amount of time he/she has spent in academic attendance. Students are advised to contact the Financial Aid Office prior to withdrawal.

### **Federal Perkins Loan Program**

#### *Application Procedures*

Application is made through Queens College. A student enrolled at the college can apply for a loan by completing a Free Application for Federal Student Aid (FAFSA), which is available in the Financial Aid Office.

#### *Selection of Recipients*

Loans are available to matriculated students enrolled at least half-time who meet the eligibility criteria listed for federal programs.

#### *Awards*

Federal Perkins Loan awards for graduate students at the City University of New York range from \$800 to \$3,500 (if offered). Students must repay this loan to Queens College.

The current interest rate, payable during the repayment period, is 5% on the unpaid principal. Repayment begins nine months after a student graduates, leaves school, or is enrolled less than half-time, and may extend over a period of 10 years.

### **Federal Direct Loan Program**

#### *Application Procedures*

The first step is to file the FAFSA. After the FAFSA is processed, fill out the Queens College Direct Loan Application. A pre-loan interview is required.

#### *Selection of Recipients*

To be eligible for a Federal Direct Loan, you must meet the eligibility requirements listed above. All students must complete a FAFSA to determine need for the loan.

#### *Loan Schedule*

A graduate student may borrow up to \$8,500 per academic year under the Federal Direct Loan Program, up to a combined total of \$138,500, including any loan for undergraduate study. The amount you may borrow is limited to the cost of education at Queens College minus other financial aid you may receive and your expected family contribution.

The interest rate on Federal Direct Loans is variable. Students are responsible for an origination fee, which is deducted from the payment(s).

For more detailed information about repayment schedules and procedures, contact the Financial Aid Office.

### **Federal Work-Study Program (FWS)**

#### *Application Procedures*

Application is made through Queens College on the FAFSA.

#### *Selection of Recipients*

The college must make employment reasonably available to all eligible students. In the event that more students are eligible than there are funds available, preference is given to students who have a greater financial need and who must earn a part of their educational expenses.

#### *Awards*

The college arranges jobs on and off campus, with public or private nonprofit agencies, such as hospitals, for up to 20 hours per week during the academic year and 35 hours per week during the Summer.

The level of salary must be at least the minimum wage; wages higher than the minimum depend on the nature of the job and the qualifications of the applicant.

Satisfactory academic progress must be maintained, as well as satisfactory performance on the job.

### **Veterans Administration (VA) Educational Benefits**

#### *Application Procedures*

Application forms are available at all VA offices, active duty stations, and American embassies. They also can be downloaded at the G.I. Bill website ([www.gibill.va.gov](http://www.gibill.va.gov)). In addition, forms and assistance in completing and submitting them to the VA Regional Office are available at the Registrar's Office.

Educational benefits are available through the Veterans Administration under the following programs:

*New (Post-9/11) G.I. Bill (Chapter 33)*: For veterans and service persons who served on active duty after September 10, 2001.

*New Montgomery G.I. Bill—Active Duty (Chapter 30)*: For service persons who entered active duty between July 1, 1985 and June 30, 1988.

*Vocational Rehabilitation (Chapter 31)*: For veterans who have at least a 10% disability as a result of active service.

*Veterans Educational Assistance Program (VEAP) (Chapter 32)*: For veterans and service persons who first entered active duty between January 1, 1977 and June 30, 1985 and who elected to make contributions from their military pay to participate in this education benefit program.

*Survivors' and Dependents' Educational Assistance Benefits (Chapter 35)*: For spouses and children of veterans whose death or total, permanent disability was service connected.

*Montgomery G.I. Bill—Selected Reserve (Chapter 1606)*: For active duty members of the Selected Reserve (Selected Reserve components include the Army Reserve, Naval Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard and Air National Guard).

*Reserve Educational Assistance Program (REAP) (Chapter 1607)*: For active members of the Selected Reserve called to active duty and members of the Individual Ready Reserve (Army IRR, Air Force IRR, Navy IRR and Marine Corps IRR). These active members of the Selected Reserve must have served at least 90 consecutive days on active duty in response to a contingency operation declared by the President or Congress.

## **QUEENS COLLEGE PROGRAMS**

### **Emergency Student Loan Funds**

Students may borrow small amounts to cover emergencies for a short time and pay no interest. In general, loans are limited to \$100 and are to be repaid within 30 days. Apply in person at the Financial Aid Office. Approved loans usually may be obtained in two days.

### **Adele Fox Book Loan Fund**

Students may borrow up to \$300 per semester to purchase books at the Queens College Bookstore, to be repaid from their financial aid award.

# SCHOLASTIC STANDARDS

Full-time graduate students may take a maximum of 15 credits a semester. Students in the Teacher Education program with full-time employment may take a maximum of six credits in any semester. Students who want to exceed these limits must receive the permission of both their academic department and the Office of Graduate Studies.

## Grades

The following grades are used in the Graduate Division of Queens College:

A+, A, A-, B+, B, B-, C+, C, C-, F.

To ensure uniformity of grading standards, the Committee on Graduate Scholastic Standards has approved the following table of equivalents:

A+	97–100	B–	80–82
A	93–96	C+	77–79
A–	90–92	C	73–76
B+	87–89	C–	70–72
B	83–86	F	0–69

The following special grades are also used in the Graduate Division:

*W (Withdrawn Passing)*: Given when a student withdraws formally from the fourth through the eighth week, or after the eighth week of the semester with a passing grade in the coursework completed.

*WF (Withdrawn Failing)*: Given when a student withdraws formally after the eighth week of the semester with a failing grade in the coursework completed.

*WU (Withdrawn Unofficially)*: Given when the student ceases to attend classes without formally withdrawing from the course. *WU* is equivalent to a failure.

*WA (Administrative Withdrawal)*: Given when the student fails to comply with New York State Public Health Laws #2165 and #2167 (Immunization).

*P* is a passing grade that is valid *only* in those few courses that are designated as permitting this grade.

*Z* is a temporary grade assigned when an instructor does not submit a grade.

*Audit (Aud.)* indicates that a student registered and paid for a course and attended

classes, but was not required to do coursework and will receive no credit for the course.

Courses that have been audited may not later be repeated for credit, nor will credit be granted for an audited course.

## Withdrawal Procedures

Withdrawals from courses during the first eight weeks of the semester require no special approval. During this period, students *must* use the Web Registration System (eSIMS), both to drop courses within the first three weeks of classes and to withdraw, receiving a grade of *W* from the fourth through eighth week of the semester.

Beginning with the first day of the ninth week of the semester, graduate students must complete a Request for Permission to Withdraw from a Course. This form may be obtained online or from the Office of the Registrar. It must be signed by the course instructor and by the student's Graduate Advisor and filed in the Registrar's Office up to the fourteenth week of classes.

Beginning with the fourteenth week of the semester, approval of the Office of Graduate Studies is also required. In both cases, the instructor must indicate whether the student is passing or failing as of the date of withdrawal. An indication of failure results in the grade of *WF*, which has the same effect on the student's grade-point average as an *F*. Course withdrawals at the graduate level are allowable up to the *official* last day of classes.

A course (or courses) dropped during the first *three* weeks of the semester may result in a refund of some portion of the tuition fee. The activity fee is not refundable unless the student has formally withdrawn from classes prior to the first official day of classes. Withdrawal may also have implications for federal financial aid. Students are advised to contact the Financial Aid Office prior to withdrawal.

## Incomplete Work

*Incomplete (Inc.)*: This grade, which must be requested by the student prior to the end of the semester, is given by the instructor to indicate a student has made a satisfactory record in

coursework but, *for good and sufficient reason*, is unable to complete the course. A graduate student receiving this grade must complete the work of the course by the end of the next two regular semesters. Requests for extensions of time may be addressed to the Office of Graduate Studies. If the work of the course is *not* completed, the grade remains on the transcript without penalty. Students preparing to complete a course in which the grade is *Incomplete* must not register for the course a second time.

## Absent

*Absent (Abs.)*: This is a temporary grade indicating that the student missed the final examination, which was the *only work in the course that was not completed*. The *Absent* grade is given only when it is expected that the student will be able to achieve a passing grade in the course by taking a makeup examination. A graduate student receiving this grade is required, with the permission of the departmental advisor, to take a makeup final examination by the end of the next two regular semesters. A fee of \$15 is charged when a special examination is given. (See number 7 under *Special Fees* in the section on Tuition, Fees & Financial Aid.)

*Note*: Students may not graduate with an unresolved grade of *Abs.* on the record.

## Important Note Regarding Completion of Courses

Full-time graduate students who were eligible to receive New York State Tuition Assistance Program (TAP) awards for the first time in Fall 1981 or thereafter should be aware that they must have completed 12 credits in the semester of the award in order to receive the award. For graduate students, the grades *W*, *WF*, *WU*, *Inc.*, and *Abs.* are counted as "not complete" and may jeopardize eligibility for the TAP award.

## Advisement

Matriculated students are urged to consult with their Graduate Advisor before registering for courses. New matriculants and non-matriculated students are required to obtain permission from the Graduate Advisor *each semester* prior to registering for courses. Instructors have the



right to dismiss from class any non-matriculated student who did not obtain permission to enroll.

**Grade-Point Average (GPA)**

The grade-point average (GPA) is a numerical index of the student’s academic record at Queens College, and is computed in the following manner:

1. Multiply the total number of credits earned at Queens College with each specific grade (A+ to C– and F) by the numerical values of these grades.
2. Add the number of credits taken at Queens College. This sum includes credits for courses failed (WU, WF, or F) as well as courses passed with grades A+ to C–. Credits completed with a grade of P are *not* included in this sum. (See also the *Important Note* below.)
3. Divide the result obtained in step 1 by the result obtained in step 2. This result becomes the grade-point average, which is calculated to three decimal places.

*Important Note:* Grades for courses transferred from other institutions are *not* included in the computation of the GPA; it is based *only* on grades received in Queens College courses. An exception to this is course(s) taken at other units of CUNY for which enrollment was by e-permit (see *Transfer Credits* and *Permits* in the Degree & Certificate Offerings section).

**Grade Replacement Policy**

As of September 1, 1996, graduate students are entitled to the following grade replacement

policy, which is limited to graduate courses: With the exception of courses that have been designated as repeatable for credit, graduate students may repeat a graduate course and have the last grade received replace the previous grade in the cumulative GPA. No more than four credits may be replaced.

**Transcripts**

A fee of \$7 is charged to order a copy of your Queens College record. (*Note:* There is no fee for transcripts to be sent to other branches of CUNY.) The fee covers a complete transcript for all divisions attended. A Transfer Request form must be filed with your fee in order to fill your request. There are three ways to file: online, by mail, or in person.

You may order the transcript online at [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar) with a credit card, or you may download the Transcript Request form, complete all the information on the form, and bring or mail it to the Office of the Registrar, Queens College, 65-30 Kissena Blvd., Flushing, NY 11367-1597 with a check or money order, made payable to Queens College. (Be sure to include your Student ID number and current address on the check or money order.)

If you are paying for the transcript in person, first go to the Bursar’s payment windows on the second floor of Jefferson Hall. When you pay your fee, you will be given a receipt to bring to the Registrar’s Office. You must give the Registrar’s representative the Registrar’s copy of the receipt to receive a transcript request form. Fill out the form completely and be sure to sign it. Return both copies of the

form to the Registrar’s Office, and allow three to four weeks for delivery. (There is no same-day service.)

If a hold has been placed on your record, you will not be notified. Requests for transcripts will not be honored until the hold has been cleared.

**Required Grade-Point Average, Probation, and Dismissal**

All programs must be completed with a minimum GPA of at least B (3.0). A matriculated graduate student whose GPA falls below 3.0 during the course of the program will be placed on probation. The student will then have up to 12 graduate credits within which to raise the GPA to 3.0. If this standard is not met, the student will be dismissed.

A matriculated graduate student who is dismissed must remain out of the college for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable reentry fee by the appropriate deadline (see Admission, Retention & Graduation section). The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis.

Permission to reenter following a suspension may be granted *one time only*.

Students who have completed the total credits required by their degree or certificate program may not take additional credits at another institution to raise their GPA. At the completion of the total credits allotted to a program, if a student does not have a 3.0 average and wishes to register for additional courses at Queens College to attempt to raise the GPA, permission to do so must be obtained from the Office of Graduate Studies.

**Appeals of Grades**

A student who believes he/she has received an inappropriate grade should take the following steps:

1. Consult with the instructor.
2. If no satisfactory resolution can be reached with the instructor, consult with the department chair. The chair may convene a faculty committee to review the appeal.
3. If there is still no satisfactory resolution, appeal to the Office of Graduate Studies for a further review. The appeal must be in writing, and must detail the reasons why the grade is felt to be inappropriate.
4. Appeals from the decisions of the Office of Graduate Studies may be directed in writing to the Graduate Scholastic Standards Committee.

**COMPUTING THE GRADE-POINT AVERAGE**

Grade	Numerical Value		Credits		Quality Points
A+	4	×	6	=	24
A	4	×	9	=	36
A–	3.7	×	3	=	11.1
B+	3.3	×	6	=	19.8
B	3	×	6	=	18
B–	2.7	×	3	=	8.1
C+	2.3	×	3	=	6.9
C	2	×	3	=	6
C–	1.7	×	3	=	5.1
WU, WF, F	0	×	3*	=	0
			45		135

$135 \div 45 = 3.00$

The GPA is 3.00.

\*Credit granted in computing the GPA, but not toward the degree.

At the department level, a grade appeal may be based on the academic quality of the student's work. The only basis for an appeal to the Office of Graduate Studies and the Graduate Scholastic Standards Committee is that the student feels he/she has been treated in an arbitrary and capricious manner by the instructor. To make such an appeal, the student must be prepared to demonstrate that the grade was assigned punitively, unfairly, or on a basis other than impartial academic evaluation.

Once a grade has been posted on the record, it may not be changed without the written permission of the Office of Graduate Studies.

### **Attendance**

By registering in a course, the student assumes the obligation to fulfill the requirements set for that course by its instructor. Although absence in and of itself shall not affect a student's grade, students are responsible for such activities as participation in class discussions, laboratory sessions, field trips, etc.; the preparation of papers and reports; and the taking of quizzes and examinations – any or all of which may constitute a component in the student's final grade for the course. In addition to observing the regulation regarding withdrawal from a course, students are expected as a normal courtesy to inform the instructor of any prolonged absence or withdrawal.

Students who wish to withdraw officially from a course should refer to the section of this *Bulletin* dealing with withdrawal procedures (see first page of Scholastic Standards above).

Students who wish to request a grade of *Incomplete (Inc.)* should refer to the section on *Incomplete Work* (see first page of Scholastic Standards above).



# REGULATIONS

Rules governing parking, on campus, student records, non-discrimination policies, complaint procedures, the use of computers, and general student conduct are listed in this section.

A complete statement concerning the college's policy on sexual assault, sexual harassment, security, AIDS, and drugs and alcohol abuse is contained in a document called *Your Right to Know*; updated annually, it can be downloaded from the QC website. *Your Right to Know* also lists resources, both on and off campus, for students who have questions or seek assistance about any of the topics noted above, as well as general policies in force throughout the City University of New York.

## Identification Cards

The college supplies each student with an identification card. College regulations require students to carry their validated ID on campus and to present it to a member of the faculty or staff if requested to do so.

New students should have their ID photos taken in the Student Union, LL 29, after they have completed their initial registration. The Bursar will mail a validation sticker for the ID card with acknowledgment of receipt of payment of the tuition bill.

The validated card identifies those persons authorized to be on campus and extends to registered students all the privileges of membership in the college community. ID cards also are used in the library system. A validated ID must be shown to collect any check from the Bursar's Office.

A \$5 fee is charged for the replacement of lost or stolen ID cards. A \$5 fee is also charged if the ID is not obtained during the student's first semester at Queens College. Students may contact the Security and Public Safety Office at 997-4443/5912 for further information.

## Campus Parking

Parking in college parking lots is by decal only. All vehicles must be registered with the Security & Public Safety Office (Jefferson Hall 201) in order to park on college property.

Applications for parking are available at the Security & Public Safety Office. All

unregistered vehicles or vehicles parked in violation of the Parking & Traffic Regulations are subject to both ticketing and immobilization ("booting"). A fee of \$50 will be charged for removal of the immobilization boot in addition to the parking violation penalty for the ticket(s).

## Parking for Students with Disabilities

Requests for parking privileges based on physical disabilities must be made through the Office of Special Services for Students with Disabilities (Kiely Hall, Room 171). Students with disabilities *must* have a license plate or a hangtag issued by the Department of Motor Vehicles. The tag *must* be displayed at all times. (This is *in addition* to the Queens College decal.)

## Student Records

The college abides by the provisions of the Federal Education Rights and Privacy Act of 1974. Students have the right to be advised of what student records and information are maintained by the college, who maintains them, who has access to them and for what purposes, policies for reviewing and expunging them, procedures for granting students access and for challenging the records, cost charged for copies, and other rights and requirements under the Act. All of this information is available from the Registrar's Office (Jefferson Hall, 1st floor) during the hours the office is open.

A student whose request for access is denied or not responded to within 15 days of receipt may appeal in writing to Jane Denkensohn, Esq., Special Counsel to the President, Kiely Hall 805, indicating the date of the original request for access, the particular records to which access was requested, the person to whom the request was made, and the reasons why the student believes he/she has a right of access to the record. The appeal will be decided no later than 25 days after the receipt of the original request for access. A denial of an appeal may be further appealed to the General Counsel and Vice Chancellor for Legal Affairs of the City University of New York.

Queens College will confirm the following

information concerning present and former students: name, dates of attendance, major field of study, and degrees and awards received.

Any student or former student may require that any or all of the above information *not* be released, without prior written consent from the student, by completing a form available in the Registrar's Office. The form may be completed, withdrawn, or modified at any time the Registrar's Office is open.

## NON-DISCRIMINATION POLICIES

It is the policy of Queens College of the City University of New York to recruit, employ, retain, and promote employees and to admit and provide services for students without regard to sex, age, race, color, national or ethnic origin, religion, sexual orientation, veteran or marital status, or disability.

## Affirmative Action

Affirmative Action goes beyond equal opportunity principles; it attests to the college's commitment to achieve substantial participation by women and minority groups in all phases of the college endeavor. The Affirmative Action Committee monitors accomplishment of these goals, identifies problem areas that indicate patterns of discrimination against a group of people by a particular unit of the college, and presents proposals for remedial action to the President. Additional information and the names of the members of the Affirmative Action Committee is available in *Your Right to Know* ([www.qc.cuny.edu/students.php](http://www.qc.cuny.edu/students.php)) or from the Office of Affirmative Action, Compliance & Diversity Programs, (Kiely Hall, Room 147, 997-5888).

## Rights of Persons with Disabilities

The college complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability for all educational and employment purposes, including admissions, evaluation and placement programs, courses and activities, counseling, financial aid,

scholarships, athletics, and employment. The Office of Special Services coordinates implementation of the regulations contained in Section 504 and the ADA.

Those seeking information regarding Section 504 or ADA regulations or who wish to file a grievance, may do so with the Director of Special Services. For more information, you may obtain a copy of the pamphlet entitled *Your Right to Know* (see previous page) or contact the Counseling and Advisement Center (Frese Hall, 1st floor, 997-5420) or the Office of Special Services (Kiely Hall 171, 997-5870).

### Sexual Discrimination

The college complies with Title IX of the Educational Amendments Act of 1972, which protects persons from discrimination on the basis of sex in the operation of its educational programs. Additional information about Title IX is available in *Your Right to Know*, available online via the college's website ([www.qc.cuny.edu/pdfs/YourRightToKnow.pdf](http://www.qc.cuny.edu/pdfs/YourRightToKnow.pdf)) or from Assistant Vice President Jane Denkensohn, Esq., Title IX Coordinator (Kiely 805, 997-5725).

### Sexual Harassment

The following is the text of the City University of New York's Policy Against Sexual Harassment.

#### Policy Statement

It is the policy of the City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all CUNY students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to CUNY policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within CUNY.

CUNY, through its colleges, will disseminate this policy and take other steps to educate the CUNY community about sexual harassment. CUNY will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the CUNY community who believe themselves

to be aggrieved under this policy are strongly encouraged to report allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for an individual college or CUNY to investigate the allegations.

#### Prohibited Conduct

It is a violation of CUNY policy for any member of the CUNY community to engage in sexual harassment or to retaliate against any member of the CUNY community for: raising an allegation of sexual harassment; filing a complaint alleging sexual harassment; or participating in any proceeding to determine if sexual harassment has occurred.

#### Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

#### Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as *quid pro quo* harass-

ment) include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

#### Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the CUNY community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the CUNY community is required to evaluate the work or make personnel or academic decisions with respect to

an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Accordingly, faculty members, supervisors, and other members of the CUNY community who have professional responsibility for other individuals should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has “professional responsibility” for another individual within CUNY if he/she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making recommendations or decisions that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.

### **Academic Freedom**

This policy shall not be interpreted so as to constitute interference with academic freedom.

### **False and Malicious Accusations**

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

### **Procedures**

CUNY shall develop procedures to implement this policy. The President of each constituent college of CUNY, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his/her respective unit of CUNY. In addition, each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the CUNY community are required to cooperate in any investigation of a sexual harassment complaint.

### **Enforcement**

There is a range of corrective actions and penalties available to CUNY for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from CUNY.

### **Sexual Harassment Coordinators**

The President has designated the following persons to serve the college’s Sexual Harassment Coordinators, responsible for investigating complaints made to members of the college’s Sexual Harassment Awareness & Intake Committee.

#### **Dr. Elizabeth McCaffrey, Coordinator**

College Counseling & Resource Center  
Frese Hall, 1st floor 997-5421

#### **Cynthia W. Rountree, Esq.,**

*Deputy Coordinator*  
Affirmative Action Compliance & Diversity Programs  
Kiely Hall, Room 147 997-5888

Two students also serve on the panel. Please contact the Office of the Vice President for Student Affairs (Frese Hall 102, 997-5100) for their names.

### **Confidentiality**

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the bringing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality, and no such promises should be made by members of the Sexual Harassment Panel or other CUNY employee who may be involved in the complaint process.

### **Making a Complaint of Sexual Harassment**

Any member of the CUNY community may report allegations of sexual harassment to any member of the panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures to report allegations of sexual harassment, within the time limits provided in those agreements, or, they may report such allegations directly to a member of the panel as provided in these Procedures. Members of the CUNY community who believe themselves to be aggrieved under the policy are strongly

encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

### **Responsibilities of Supervisors**

(a) Each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility (hereinafter “supervisor”) is responsible within his or her area of jurisdiction for the implementation of the policy and must report to the Sexual Harassment Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the panel’s Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

(b) Each supervisor shall arrange for the posting, in his or her area, of the CUNY policy against sexual harassment; the names, titles, telephone numbers, and office locations of the college’s Sexual Harassment Panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

### **Responsibilities of the CUNY Community-At-Large**

Members of the CUNY Community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the Sexual Harassment Panel.

## **COMPLAINT PROCEDURES**

### **Student Complaints**

Student complaints are heard initially by the Vice President for Student Affairs, or his/her designee. A student with a complaint is generally able to get an appointment within 72 hours and often sooner. When the student does not want to file a formal complaint or grievance, the Vice President for Student Affairs, or his/her designee, will act as an ombudsman or mediator in an effort to work out the problem and obtain a satisfactory outcome or get an answer for the student. To file a formal complaint, the student submits a written description of the complaint/problem with the Vice President’s Office, and the Vice President or the appropriate college official(s) then looks into the complaint and provides the student with a response within two weeks, often sooner. The college official(s) providing a final determination will not be a person (or

persons) involved in the alleged problem. Filing a complaint can never result in adverse action taken against the student for filing the complaint.

Documentation concerning each formal college complaint and its disposition will be kept for a period of at least six years.

Any student may also file a complaint with the Education Department of the State of New York.

## **SUBSTANCE ABUSE**

The following program, in compliance with the Drug-Free Schools and Campuses Act Amendments of 1989 (Public Law 101-226), has been adopted and implemented at Queens College to prevent the illicit use of drugs and abuse of alcohol and tobacco by students and employees. Copies of this statement will be made available to all Queens College students and employees.

### **Smoke-Free Policy**

CUNY has adopted a no smoking policy that prohibits smoking in all buildings throughout the CUNY system.

### **Drug, Alcohol, and Tobacco Use**

*Standards of Conduct:* The legislature of the State of New York and federal statutes have made the possession, sale, or purchase of certain drugs without authorization a crime. New York law prohibits selling or giving alcohol to any “visibly intoxicated person.” The possession and consumption of alcohol is illegal under state law for those under 21 years of age.

All members of the college community are expected to abide by the laws of the city, state, and federal government (Board of Trustees Bylaws, Article XV, Section 15.1). The college will not serve as a sanctuary and cannot insulate its members from the consequences of illegal acts. Queens College will not protect students or other members of the college community from prosecution under the law. All members of the college community are expected to abide by the city, state, and federal statutes that have made the possession, sale, or purchase of illegal drugs a crime. Students are expected to comply with the *Rules and Regulations for the Maintenance of Public Order* (see below).

It is illegal to sell tobacco products to any person under the age of 18 in New York State.

*Sanctions – Students:* Any student found in violation of the above-mentioned Rules and Regulations may be subject to disciplinary action. Sanctions for violation may include admonition, warning, censure, discipline, pro-

bation, restitution, suspension, expulsion, complaint to civil authorities, and ejection. These sanctions are defined on below.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Vice President of Student Affairs or the Counseling and Advisement Center by members of the instructional staff or may seek assistance directly. The Vice President may take disciplinary action as required, or may recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies. Serious health risks, documented by the medical community, accompany the use and abuse of alcohol and drugs.

*Sanctions – Employees:* The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by employees in the workplace are prohibited. CUNY employees must also notify the Director of Human Resources of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

Employees who are experiencing difficulty with alcohol or chemical dependency will, at the request of their supervisor, be asked to meet with a counselor. The counselor, after the interview, may recommend appropriate assistance through self-help organizations or other outside intervention such as drug rehabilitation or employee assistance programs. Employees may also seek assistance on their own. Serious health risks, documented by the medical community, accompany the use and abuse of alcohol and drugs.

Employees found in violation of the Standards of Conduct referred to in this policy may be subject to discipline under the provisions of their Union contract and/or applicable Queens College and CUNY policy. The sanctions that will be imposed may include, in addition to those found in the various contracts, verified attendance and successful participation in a drug/alcohol assistance program.

*Criminal Sanctions:* The unlawful possession, use, or distribution of illicit drugs and alcohol is punished by harsh sanctions by the United States government and by the State of New York, which range from completion of an appropriate rehabilitation program through imprisonment.

Regarding illicit drugs, the seriousness of the offense and the penalty imposed upon conviction usually depend upon the individual drug and the amount of the drug held or

sold. For example, in New York State the possession of four ounces of cocaine is a class A-1 felony, punishable by a minimum of 15 years and a maximum of life in prison. The sale of two ounces of cocaine will be similarly treated. The possession of more than eight ounces of marijuana is a class E felony, punishable by up to four years in prison, as is the sale of 25 grams of marijuana. It is important to be aware that, in New York, a gift of drugs, including marijuana, is treated as a sale. Federal penalties are similar to those assessed by New York State.

Criminal penalties may also result from the misuse of alcoholic beverages. In New York, if you give or sell an alcoholic beverage to a person less than 21 years old, you are committing a class B misdemeanor, punishable by up to three months in jail and a \$500 fine. Any sale of any kind of alcoholic beverage without a license or permit is also a misdemeanor punishable by a fine, a jail term, or both. If you are under the age of 21, you are prohibited from possessing alcoholic beverages with intent to consume them. Each violation is punishable by a \$50 fine. The beverages may also be seized and destroyed by internal or external authorities. You can be fined up to \$100 and required to perform community service if you are under 21 and present a falsified proof when attempting to purchase alcoholic beverages, and you can have your driver’s license suspended for up to 90 days if you use the license to try to purchase alcohol illegally.

These are only examples of the penalties that can be assessed against you. You should also know that it is CUNY’s policy to discourage violations of federal, state, and city laws. Where appropriate, CUNY will refer persons who violate such laws for prosecution to the relevant governmental authorities and will cooperate fully with such authorities.

### **Campus/Community-Based Services**

These services and information centers for alcohol and drug abuse are available to all members of the college community: Counseling and Resource Center, Frese Hall, 1st floor (997-5420); Health Service Center, Frese Hall, 3rd floor (997-2760); Office of Human Resources, Kiely Hall 163 (997-4455).

## **OTHER REGULATIONS**

### **Computer Use**

The following regulations are intended for anyone who has been authorized to use a computer owned by or purchased with grant funds administered by the college. This includes students who have registered for courses requiring the use of a computer; faculty and staff who have been

assigned computers or computer accounts for the purposes of research or other scholarly activities; administrative and secretarial staff who are required to use computers in fulfilling their responsibilities; anyone who uses the Queens College microcomputer network; and all others permitted access to a computer.

## REGULATIONS REGARDING USE OF COMPUTING FACILITIES

Queens College maintains several computers for academic and administrative use. The security and good working order of these tools depend on responsible care and use by those who are accorded the privilege of using them. Proper use, in part, means:

1. Only those bearing a valid Queens College ID or other authorized persons may use the computing facilities. Users are required to present a valid ID upon request of computing facility personnel.

2. Queens College computing facilities are to be used *strictly* for those academic or administrative purposes that are established and approved when an account is granted or use is permitted.

3. Users are responsible for maintaining exclusive access to their accounts by ensuring that no one else is permitted the opportunity to learn their passwords. Periodically changing your password to protect your account is strongly urged. If your account is used improperly by someone else, *you* may lose the account.

4. Electronic mail or memo facilities shall not be used for transmitting any form of obscene or threatening messages, or to send multiuser-directed advertisements or announcements, or for other illegal purposes.

5. The writing of code or execution of instructions that threaten system integrity or security, cause harm to the system or users' files, or cause excessive or wasteful use of computer resources such as memory, CPU time, or output pages is strictly prohibited.

6. The computer should not be used for pranks or practical jokes or to gain unauthorized entry to other computers.

7. Use of computers for commercial gain is not permitted.

8. Theft or accessory to theft of equipment, documentation, supplies, or another person's files, programs, or output may result in criminal prosecution or other disciplinary action.

9. Users should use and maintain the computing facilities entrusted to them with care and good sense, and must refrain from smoking, eating, and drinking when using computing facilities. Users should be considerate of others.

10. Users are advised that it is Queens College policy that software that is copyrighted

may not be copied, reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any human or computer language, in any form or by any means, in any part without prior written permission of the copyright holder. Backup copies with a copyright notation may be kept for that purpose only.

## Disability or Pregnancy

A student who becomes disabled or pregnant should consider discussing with a counselor from the Office of the Vice President of Student Affairs the various alternatives regarding current and future academic plans. Some of these alternatives are continuation of attendance, a leave of absence, or a program adjustment. A recommendation from a physician will help in determining what options are feasible.

The recommendation, which would be filed in the Health Service Center, is useful information should the student require any medical services while on campus.

## Student Integrity

Students found guilty of any form of academic dishonesty, such as plagiarism or cheating on an examination, are subject to discipline, including suspension or dismissal from the college. Any student who has been admitted on the basis of forged or altered transcripts will be subject to dismissal.

For retention in the Graduate Division, students must show evidence of good character and those personal characteristics required to fulfill course and certification requirements. Performance in classes may be taken as evidence of these personal characteristics.

## Gambling

Gambling in any form is not permitted on campus except as expressly permitted by New York State law.

## Smoking

Smoking is prohibited in all CUNY buildings: classrooms, offices, auditoriums, gymnasiums, hallways, elevators, restrooms, libraries, stores, and medical facilities.

## Religious Observance

Education Law 224-a states:

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

2. Students in an institution of higher education who are unable, because of their 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 all students who are absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which they 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 said students such equivalent opportunity.

4. If classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian 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 students because of their availing themselves of the provisions of this section.

6. Students who are 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 their rights under this section.

## RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER

"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."

*Bylaws, Board of Trustees*

The attention of students, faculty, and staff is called to the Rules and Regulations for the Maintenance of Public Order below:  
*Adopted by the Board of Trustees, June 23, 1969, with subsequent amendments.*

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 freedoms: 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 of 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 of Trustees provide that:

**THE PRESIDENT.** The president, with respect to his/her educational unit, shall:

“a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;

“b. Be the advisor and executive agent to the Board and of his/her 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/her educational unit.”

## **I. RULES**

1. Members of the academic community shall not intentionally obstruct and/or forcibly

prevent others from the exercise of their rights. Nor shall they interfere with the institution’s educational process 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. Members of the academic community or their invited guests have the right to advocate a 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 instrument 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

an 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 or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by CUNY employees in the workplace is prohibited. Employees of CUNY must also notify the college’s 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 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 Appendix below: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to the civil authorities, and/or ejection.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial 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, 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 Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, a tenured faculty member, or tenured member of the administrative or custodial staff, 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 Civil Service Law.

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 that authorizes 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.

#### **APPENDIX**

Sanctions defined:

- A. *Admonition.* An oral statement to the offender that he has violated university rules.
- B. *Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- C. *Censure.* Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.
- D. *Disciplinary Probation.* Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.
- E. *Restitution.* Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- F. *Suspension.* Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- G. *Expulsion.* Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.
- H. *Complaint to Civil Authorities.*
- I. *Ejection.*

*Resolved.* That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

*Resolved.* That these rules and regulations be incorporated in each college *Bulletin*.

# PROGRAMS OF STUDY

Scheduling information for courses listed is based on information available when the *Bulletin* went to press. For possible changes and for details on courses designated † (offered *either* Fall or Spring) or †† (*may* be offered), consult the current semester's *Class Schedule*, available online just before registration periods.

Curricula are subject to change. Students are advised to check with the department office for the most current program requirements and course descriptions.

## Course Levels

500-level courses are special purpose courses; graduate students may take these courses at the discretion of each department. 500-level courses *cannot* be credited toward the Master of Arts, Master of Arts in Liberal Studies, Master of Arts in Social Sciences, Master of Fine Arts, or Master of Library Science degrees, but *are* counted toward the Master of Arts in Teaching and Master of Science in Education degrees.

600-level courses are introductory graduate courses.

700-level courses are intended primarily for master's degree and first-level doctoral students.

## Undergraduate Students in Graduate Courses

Graduate 500- and 600-level courses may be taken by undergraduate students provided that all prerequisites are met and departmental permission is obtained.

Upper-division undergraduate students may be admitted to 700-level graduate courses, other than Education courses, provided they have a minimum cumulative average of *B* and the permission of the chair or graduate advisor of the department offering the course.

For graduate Education courses at the 700 level, students must have the permission of the chair and the dean of the Division of Education. In specific cases, additional prerequisites may be required. With appropriate approval, graduate courses can be counted toward the undergraduate degree.

In some circumstances it is possible that graduate course credits taken by a Queens College undergraduate can be applied toward the master's degree *instead* of toward the undergraduate degree. In such circumstances, the graduate course credits must be in excess of the 120 credits required for the undergraduate degree. In addition, such graduate courses cannot be counted toward the undergraduate major or used to meet other undergraduate requirements.

A Queens College undergraduate who takes graduate courses and later receives approval to use those courses toward the graduate degree will be billed accordingly at the graduate

level for the difference in tuition fees. For additional information, undergraduate students should consult the chair or graduate advisor of their academic department. (See also *BA/MA Degree Programs* in the section on Degree & Certificate Offerings.)

## Graduate Students in Undergraduate Courses

Graduate students should be aware that undergraduate courses do not accrue credits toward a graduate degree or an advanced certificate.

## Graduate Center Courses

The letter "U" preceding a course number indicates that this is a doctoral course. Students must register for doctoral courses through the CUNY Graduate School. These courses may be taken by students who have the prerequisites, whether or not they intend to continue for the doctoral degree. Students are advised to complete the permit process before registering at the Graduate School. (See *Transfer Credits* and *Permits* in the Degree & Certificate Offerings section.)

## Overlapping Courses

Academic policy as passed by the Senate of the college **PROHIBITS** registration into courses with overlapping schedules. Students who register into courses that overlap **WILL BE DROPPED** from one of the courses. **NO EXCEPTIONS** will be made.

# Accounting & Information Systems

*Chair:* Israel Blumenfrucht

*Graduate Program Directors:* Neal B. Hitzig, Marvin F. Milich

*Dept. Office:* Powdermaker Hall 215, 997-5070

*Website:* [www.qc.cuny.edu/Academics/Degrees/DSS/Accounting](http://www.qc.cuny.edu/Academics/Degrees/DSS/Accounting)

The Master of Science program in accounting is certified by the New York State Education Department under HEGIS Code 0502.00. This 30-credit program provides advanced education in accounting and related areas so that a student completing this program (following a suitable undergraduate program in accounting or completion of the MS Accounting Bridge Program) will meet the fundamental requirements for taking the Uniform CPA Examination in New York State.

Further, students successfully completing the program will be well prepared for careers in public, private, or governmental accounting, or for teaching of accountancy in secondary schools. The Queens College MS in accounting builds upon successful completion of an undergraduate program in accounting or completion of the MS in Accounting Bridge Program for students not having an undergraduate degree in accounting. In addition to the technically oriented courses in accounting and economics, the program allows a set of elective courses outside the technical areas, in liberal arts disciplines, that provide a broader background for the professional accountant.

## FACULTY

Blumenfrucht, Israel, Chair, *Professor*, PhD 1981, New York University; CPA: taxation  
Hitzig, Neal B., Graduate Program Director, *Professor*, PhD 1985, City University of New York; CPA: business  
Milich, Marvin F., Graduate Program Director, *Associate Professor*, JD 1971, New York University School of Law; CPA: law  
Adelberg, Arthur H., *Professor*, PhD 1977, City University of New York; CPA: managerial accounting  
Dauber, Nicky A., *Lecturer*, MS 1982, C.W. Post Institute of Finance; CPA: auditing  
David, Amy B., *Lecturer*, MS 2006, Queens College, CPA: financial accounting  
Davidovits, Murray, *Lecturer*, JD 1983, New York University School of Law: law

Erlach, David, *Assistant Professor*, PhD 1997, University of San Jose; JD, Hofstra University: financial accounting  
Hornung, David, *Lecturer*, MBA 1975, Baruch College: financial accounting  
Leibowicz, Barry, *Associate Professor*, LLM 1973, New York University School of Law: taxation  
Levine, Marc H., *Professor*, PhD 1983, Yeshiva University; CPA: financial accounting  
Milo, Michael, *Lecturer*, MS 1983, Long Island University: managerial accounting  
Mintz, Seymour, *Lecturer*, law  
Qureshi, Anique, *Professor*, PhD 1993, Rutgers University, CPA: managerial accounting  
Ruthizer, Scott, *Lecturer*, MBA 1984, St. John's University, CPA: Taxation, Auditing  
Satenstein, Jeffrey, *Lecturer*, MS 1974, New York University, CPA: financial accounting  
Simon, Abraham J., *Professor*, PhD 1971, University of Pennsylvania; CPA: governmental accounting  
Solieri, Steven A., *Assistant Professor*, PhD 2000, Binghamton University, CPA: auditing  
Stevens, Michael, *Assistant Professor*, LLM 1990, New York University School of Law, CPA: taxation  
Walker, John P., *Professor*, PhD 1976, University of Cincinnati; CPA: auditing  
Weiss, Renee, *Assistant Professor*, PhD 1993, Graduate Center, City University of New York: Financial Accounting

## MASTER OF SCIENCE PROGRAM

### Requirements for Matriculation into the MS in Accounting Program (for students having an undergraduate degree in accounting)

These requirements are in addition to the general requirements for admission.

1. An undergraduate degree (BA or BS) in accounting from an accredited college or university.
2. Students should have earned an overall GPA of at least 3.0 in their undergraduate program, as well as a GPA of at least 3.0 in their undergraduate accounting courses.
3. GMAT (may be waived under certain circumstances; consult a Graduate Program Director).

### Alternative Requirements for Matriculation into the MS in Accounting Bridge Program (for students having an undergraduate degree in a subject other than accounting)\*

These requirements are in addition to the general requirements for admission.

1. An undergraduate degree (BA or BS) from an accredited college or university in a subject other than accounting.

2. Students should have earned an overall GPA of at least 3.0.
3. GMAT.

For the MS Accounting Bridge Program, students subject to the alternative requirements for matriculation are required to complete the following graduate coursework. At the discretion of the Graduate Program Director, the number of graduate MS Accounting Bridge Program courses may be reduced for previously completed equivalent undergraduate coursework.

- ACCT 600. Financial Accounting Theory and Practice: Part 1
- ACCT 601. Financial Accounting Theory and Practice: Part 2
- ACCT 602. Financial Accounting Theory and Practice: Part 3
- ACCT 603. Concepts of Managerial Accounting
- ACCT 604. Concepts of Auditing and Computer Auditing
- ACCT 605. Introduction to Business Law
- ACCT 606. Federal and New York State Taxes on Income
- CSCI 688. Advanced Productivity Tools for Business
- ECON 601. Introduction to Micro and Macro Economics
- ECON 602. Introduction to Corporate Finance and Money and Banking
- ECON 649. Statistics as Applied to Economics and Business

Successful completion of the alternative requirements for matriculation requires an overall GPA of 3.0 or higher in the MS Accounting Bridge Program. Once this is achieved, a student is automatically matriculated into the 30-credit MS in Accounting Program.

Courses in the MS Accounting Bridge Program must be taken in the appropriate sequence, satisfying all prerequisites. The following is an example of such a sequence for a student attending part-time in the evening:

### MS in Accounting Bridge Program Sequence\*

*Fall, first year*

- ACCT 600. Financial Accounting Theory and Practice: Part 1 (4 credits)
- ACCT 605. Introduction to Business Law (4 credits)
- ECON 601. Introduction to Micro and Macro Economics (4 credits)

*Spring, first year*

- ACCT 601. Financial Accounting Theory and Practice: Part 2 (4 credits)
- CSCI 688. Advanced Productivity Tools for Business (3 credits)

\* Pending approval of the New York State Education Department.

## ACCOUNTING & INFORMATION SYSTEMS

ECON 602. Introduction to Corporate Finance and Money and Banking (4 credits)

*Fall, second year*

ACCT 602. Financial Theory and Practice: Part 3 (3 credits)

ACCT 603. Concepts of Managerial Accounting (4 credits)

*Spring, second year*

ACCT 606. Federal and New York State Taxes on Income (4 credits)

ECON 649. Statistics as Applied to Economics and Business (3 credits)

TOTAL 37

Students who have completed equivalent undergraduate coursework may have certain of the above courses waived, reducing the time for completion of the MS in Accounting Bridge Program.

### Requirements for the Master of Science Degree

Students must complete at least 30 graduate credits in addition to completion of the MS Accounting Bridge Program for those students subject to the alternative requirements for matriculation, with a minimum overall GPA of 3.0 and successfully complete a comprehensive accounting examination, which may be retaken once in the event of initial failure. The 30 graduate course credits include:

a. The seven required courses (21 credits) in accounting:

ACCT 712. Advanced Financial Accounting Theory

ACCT 723. Advanced Auditing Theory and Practice

ACCT 747. Communications and Accountants

ACCT 748. Advanced Accounting Information Systems (students who have received credit for at least two undergraduate or graduate computer science or information systems courses are exempt from ACCT 748, and may substitute an elective from *part d., below*).

ACCT 752. Advanced Studies in Business Law

ACCT 757. Taxation of Business Entities

ACCT 773. Government and Not-For-Profit Accounting and Auditing (students who have received equivalent undergraduate credit must substitute an elective from *part d., below*).

b. The two required courses (6 credits) in economics:

ECON 703. Price & Distribution Theory

ECON 715. Corporate Finance

c. One course (3 credits) from the following set of economics courses (students who have taken ECON 382 or its equivalent are exempt from this requirement):

ECON 705. Mathematical Economics

ECON 721. Econometrics

ECON 726. Introduction to Operations Research

d. The following elective classes are available to students who have satisfied one or more of the ten required courses through their previous undergraduate or graduate coursework:

ACCT 707. Contemporary Issues in Management Accounting

ACCT 751. Public Interest Law

ACCT 758. State and Local Taxation

ACCT 759. Estate and Gift Taxation and Administration

ACCT 773. Government and Not-For-Profit Accounting and Auditing

CSCI 688 Advanced Productivity Tools for Business

ECON 711. Money and Capital Markets

ECON 750. Industrial Organization and Control

ECON 770. Urban Economics: Tools, Methodology, and Applications

HIST 774. History of American Business

PHIL 760. Business Ethics

PSCI 640. Public Administration

PSCI 715. Organization Theory

PSYCH 754. Behavioral Science and Business

SOC 716. Professional Writing and Communication for Social Research

SOC 728. Sociology of Organizations and Industry

URBST 727. Public Management

URBST 742. Public Budgeting

## COURSES IN ACCOUNTING

### ACCT 600. Financial Accounting Theory and Practice: Part 1.

4 hr.; 4 cr. Prereq.: Matriculation in the MS in Accounting Bridge Program. First required course for students having an undergraduate degree in other than accounting, wishing to enter the MS in Accounting Program at Queens College. This course provides the fundamental understanding of the language of business as expressed in financial reports. It continues into an intensive study of the theories of financial accounting, generally accepted accounting principles, and relevant opinions and statements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, and the Securities and Exchange Commission.

### ACCT 601. Financial Accounting Theory and Practice: Part 2.

4 hr.; 4 cr. Prereq.: ACCT 600. Second required course for students having an undergraduate degree in other than accounting, wishing to enter the MS in Accounting Program at Queens College. This course continues the intensive study of the theories of financial accounting, generally accepted accounting principles, and relevant opinions and statements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, and the Securities and Exchange Commission. It also involves mathematical principles and applications thereof to accounting.

### ACCT 602. Financial Accounting Theory and Practice: Part 3.

3 hr.; 3 cr. Prereq.: ACCT 601. Theory of accounting applicable to problems peculiar to large-scale business operations, including the problems of accounting for mergers, insolvencies, branch operations, liquidations, and the preparation of consolidated financial reports. Relevant opinions of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, and the Securities and Exchange Commission.

### ACCT 603. Concepts of Managerial Accounting.

4 hr.; 4 cr. Prereq.: ACCT 601. The concepts and procedures used to account for the cost of manufacturing and selling, with their practical application in different types of cost accumulation systems (e.g., job-order, standard, and process costing). The application of various techniques in managerial decision-making, inventory management, capital budgeting, and capital investment decisions.

### ACCT 604. Concepts of Auditing and Computer Auditing.

4 hr.; 4 cr. Prereq.: ACCT 601; Corequisite: ACCT 602. Auditing and other forms of assurance services applicable to the accounting profession. Auditing procedures, including applications to computerized systems; test of internal controls and substantive audit procedures performed by CPAs. Introduction to statistical sampling applicable to audit engagements. Review of relevant pronouncements of American Institute of Certified Public Accountants, Securities and Exchange Commission, and Public Accounting Oversight Board as well as ethical standards expected of CPAs.

### ACCT 605. Introduction to Business Law.

4 hr.; 4 cr. Introduction to key concepts of business law, including contracts, agency, forms of business organization, personal and real property, and employment and elder law.

† Offered either Fall or Spring; see Class Schedule.

†† May be offered; see Class Schedule.

## ACCOUNTING & INFORMATION SYSTEMS

The basic structure through which law is implemented and enforced is reviewed.

**ACCT 606. Federal and New York State Taxes on Income.** 4 hr.; 4 cr. Prereq.: ACCT 600. An introduction to the federal and state income taxes as they relate to individuals. This accelerated course will emphasize the basic multitiered tax structure. Inclusion, exclusion, and deduction are defined, utilizing the Internal Revenue Code and related material. Special classes of taxpayers (including partnerships and corporations) are considered as well as accounting and procedural rules.

**ACCT 707. Contemporary Issues in Management Accounting.** 3 hr.; 3 cr. Prereq.: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. The purpose of this course is to build upon the basic concepts of management accounting introduced in ACCT 305 and 306. The most current theories and practices that comprise ACCT 707 have been developed over the past decade in response to rapid changes in the external and internal environment that business organizations face. ACCT 707 will examine in depth the most recent management accounting literature with respect to: (1) information that managers need for decision-making, and (2) the role of the management accountant in the accumulation, analysis, and use of that information.

**ACCT 712. Advanced Financial Accounting Theory.** 3 hr.; 3 cr. Prereq.: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. The emphasis of this course is on the examination of current issues and research methodologies related to accounting theory in such areas as the objectives of financial statements, financial statement elements, asset-valuation concepts, income-determination models, and cutting-edge topics under scrutiny by the accounting profession. Students will analyze the literature in accounting theory relating to current pronouncements of the Financial Accounting Standards Board and prior pronouncements of the Accounting Principles Board and Committee on Accounting Procedure. A primary focus will be the application and influence of accounting theory on the development of current Generally Accepted Accounting Principles and corporate financial reporting.

**ACCT 723. Advanced Auditing Theory and Practice.** 3 hr.; 3 cr. Prereq.: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. This course focuses on the philosophical aspects of the professional accountant's relationship with clients and third parties. Accordingly, the Code of Professional Conduct issued by the American Institute of CPAs (AICPA) is examined in detail. The auditing pronouncements issued by the AICPA are analyzed in detail. Requirements of the Securities and Exchange Commission are also explored. Other areas scrutinized are compilation and review, attestation engagements, statistical sampling and auditing in an electronic data processing environment. The case method is used in solving problems of a more complex nature.

**ACCT 747. Communications and Accountants.** 3 hr.; 3 cr. Prereq: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the basic core coursework for the MS in Enterprise Risk Management or permission of the department. The examination, both verbally and non-verbally, of communications required in the business life of an accountant. The objectives of this course will be to enhance the ability to write, speak, and listen more effectively in the business environment. Topics covered will be writing a resume and a job application for an accounting position, writing instructions to staff for an audit, writing a letter to a client on the results of an audit, preparing an analysis of an annual report, communicating during an interview and a business meeting, listening skills, and preparing a financial presentation with multimedia aids.

**ACCT 748. Advanced Accounting Information Systems.** 3 hr.; 3 cr. Prereq: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. Methods and techniques of using accounting as an information system. The design, analysis, installation, and evaluation of a system, either manual or computer-based, will be covered. Topics will include accounting systems theory, design theory, accounting file structure, implementation, maintenance, and evaluation of the system. General ledger software and database programs will be discussed and used in the

classroom. The use of the Internet and expert systems as they relate to accounting information will be included.

**ACCT 751. Public Interest Law.** 3 hr.; 3 cr. This course seeks to examine the various aspects of Public Interest Law. It will study public institutions and the phenomenon of bureaucracy in order to gain some understanding of the public law system. Emphasis will focus on the relationship of the government and its citizens with respect to a variety of specific areas of concern. Topics will include administrative law, civil rights and civil liberties, law and education, immigration law, consumer protection, environmental law, poverty law, disability rights, children and the law, and international human rights.

**ACCT 752. Advanced Studies in Business Law.** 3 hr.; 3 cr. Prereq: Open to students who have completed an undergraduate program in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. This course examines the Uniform Commercial Code, with particular emphasis on sales law, commercial paper, and the laws of secured transactions. Laws relating to bankruptcy, suretyship, as well as laws specifically applicable to accountants' professional responsibilities, including securities laws and corporate governance, will also be examined.

**ACCT 757. Taxation of Business Entities.** 3 hr.; 3 cr. Prereq: Open to students who have completed an undergraduate degree in Accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Enterprise Risk Management Accounting/CPA concentration or permission of the department. This course focuses on the taxation of the primary forms of business entities: sole proprietorship, corporations, including S corporations, and partnerships, including limited liability companies (LLCs). The decision process necessary to select a particular type of business entity as well as the tax advantages and disadvantages inherent in the operations, liquidation, and termination of these entities will be stressed. Emphasis is placed on tax planning, problem-solving, and research.

**ACCT 758. State and Local Taxation.** 3 hr.; 3 cr. This course examines the law of state and local taxation with a particular emphasis on the tax laws of the State of New York. Income, corporate franchise, inheritance, and sales taxes are studied where appropriate, distinguished from the rules of federal taxation that apply. Both substantive and procedural rules are studied. Problems of multistate

## ACCOUNTING & INFORMATION SYSTEMS

residence and taxation, related constitutional issues, and conflict of laws are studied. The course addresses ongoing compliance issues as well as tax dispute resolution mechanisms such as making and pleading disputes to the Tax Tribunal.

**ACCT 759. Estate and Gift Taxation and Administration.** 3 hr.; 3 cr. This course focuses on the rules and regulations governing Estate and Gift Taxation and the administration of estates. Topics covered include the rules and regulations governing gifts and bequests, both from the standpoint of tax compliance and tax planning. The administrative rules governing probate administration are covered, as is the role of the accountant in the administrative process.

**ACCT 773. Government and Not-For-Profit Accounting and Auditing.** 3 hr.; 3 cr. The course focuses on accounting, financial reporting, and auditing relevant to governmental and not-for-profit entities. Financial information that is required internally by public officials and governmental and not-for-profit managers is discussed. The financial reporting standards covered are those of the Government Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB). Auditing standards set out in the "Yellow Book" issued by the General Accounting Office (GAO) and by the Office of Management and Budget (OMB) circulars of the Federal Office of Management and Budget are discussed. The "single audit" approach is covered. The foundation of accounting and reporting for governmental entities is developed in terms of public goods theories of governmental activities.

## COURSES IN ECONOMICS

**ECON 601. Introduction to Micro and Macro Economics.** 4 hr.; 4 cr. Prereq.: MATH 131 or equivalent. Principles of microeconomics and macroeconomics. Analysis of the economy as a distinctive whole that is also composed of multiple small parts. Critical examination of economic theories and policies, especially as they are used by government officials to shape and guide the economy.

**ECON 602. Introduction to Corporate Finance and Money and Banking.** 4 hr.; 4 cr. Prereq.: ECON 601 or equivalent. Principles of banking and financial economics. Topics include interest rates, financial markets, financial institutions, the money supply and monetary policy, and how the financial system operates in a macroeconomy.

**ECON 649. Statistics as Applied to Economics and Business.** 3 hr. plus 1 Lab. Hr.; 3 Cr. Prereq.: ECON 601 or equivalent, and MATH 131 or equivalent. Descriptive statistics, elementary probability theory, sampling statistical inference, estimation, correlation and regression. Statistical applications will be on business and economics-related topics.

**ECON 703. Price and Distribution Theory.** 2 hr. plus conference; 3 cr. A one-semester course in microeconomic theory.

**ECON 705. Mathematical Economics.** 3 hr.; 3 cr. Prereq.: A one-semester course in differential calculus and a course in price theory; and either graduate matriculation or permission of the chair. An introduction to applications of mathematics to economic theory and problems. Illustrations are drawn from linear programming, theory of games, and difference equations.

**ECON 711. Money and Capital Markets.** 2 hr. plus conference; 3 cr. Examination of the sources and uses of funds in financial markets; market structure of interest rates; flow-of-funds analysis.

**ECON 715. Corporate Finance.** 2 hr. plus conference; 3 cr. Prereq.: BUS 241 or equivalent. Students who have taken BUS 341 will not receive credit for this course. The theory of investor and firm behavior in financial markets under uncertainty. Among the topics discussed are portfolio theory, the capital asset pricing model, arbitrage pricing theory, asset valuation theory, and optimum firm decision-making rules with regard to capital budgeting, capital structure, and dividend policy.

**ECON 721. Econometrics.** 2 hr. plus conference; 3 cr. Prereq.: One semester of calculus and ECON 249 or equivalent. Analysis of the classic single equation regression models

(simple and multiple), simultaneous equation models, and special problems associated with time series and qualitative data.

**ECON 726. Introduction to Operations Research.** 3 hr.; 3 cr. Prereq.: ECON 249 or equivalent; calculus recommended. Methods of operations research in economic and business decision-making. Topics include linear and nonlinear programming, queuing, theory, and sensitivity analysis.

**ECON 750. Industrial Organization and Control.** 2 hr. plus conference; 3 cr. Structure of the American economy; governmental policies aiming at the preservation of competition in industrial markets and regulation of trade practices.

**ECON 770. Urban Economics: Tools, Methodology, and Applications.** 2 hr. plus conference; 3 cr. Introduces students to major subject areas, theories, and research tools of urban and regional economics and their applications.

## COURSES IN OTHER DEPARTMENTS

*(see department listings for complete course information)*

**CSCI 688 Advanced Productivity Tools for Business**

**HIST 774. History of American Business.**

**PHIL 760. Business Ethics.**

**PSCI 640. Public Administration.**

**PSCI 715. Organization Theory.**

**PSYCH 754. Behavioral Science and Business.**

**SOC 716. Professional Writing and Communication for Social Research.**

**SOC 728. Sociology of Organizations and Industry.**

**URBST 727. Public Management.**

**URBST 742. Public Budgeting.**

# Art

*Chair:* Barbara G. Lane

*Graduate Advisors:* See Department

*Dept. Office:* Klapper Hall 172, 997-4800

*Art History:* Klapper Hall 168, 997-4803

*Studio Art:* Klapper Hall 172, 997-4800

*Website:* www.qc.cuny.edu/Academics/De-grees/DAH/Art

The Master of Arts program in art history is designed to prepare students to meet the specialized requirements of work in museums, galleries, auction houses, publishing, and teaching. This program deepens students' insights into the history of art as a whole and provides them with opportunities to develop research skills in specific areas under the direction of scholars in those fields. Students who complete the program are qualified to enter PhD programs.

The Master of Fine Arts program in studio art is designed to assist serious artists in the development of their work. The heart of the program is independent work in the fine arts in the student's chosen specialty, complemented by required courses and electives. Attendance usually is full time, with four semesters required to complete the program. Admission is selective, limited to those who have already demonstrated both a commitment to art and the promise of further development. Students are provided with individual studios and share additional workspace in wood, printmaking, and metal workshops. Shared ceramics, computer, and photography facilities are also available. The MFA degree is generally recognized as the appropriate academic credential for teaching art in college.

The department also provides both art history and studio courses to students seeking the Master of Science in Education degree.

## FACULTY

Lane, Barbara G., *Chair, Professor*, PhD 1970, University of Pennsylvania:

Medieval art, Northern Renaissance

Atkins, Christopher D.M., *Assistant Professor*, PhD 2006, Rutgers University: Baroque art

Chave, Anna C., *Professor*, PhD 1982, Yale University: twentieth-century art

Clark, William W., *Professor*, PhD 1970, Columbia University: Medieval art, architecture

Cohen, Arthur M., *Professor*, MFA 1969, Indiana University: painting, drawing, design

Connor, Maureen, *Professor*, MFA 1973, Pratt Institute: sculpture

Goldberg, Glenn, *Assistant Professor*, MFA 1981, Queens College, CUNY: drawing and painting

Gonzalez, Antonio L., *Associate Professor*, MFA 1989, Yale University: photography

Goodman, Carole, *Assistant Professor*, MFA 1996, Cranbrook Academy of Art: graphic design

Ho, Sin-ying, *Assistant Professor*, MFA 2001, Louisiana State University: ceramics

Hoshino, Marvin, *Professor*, MFA 1972, Indiana University: graphic design

Kauper, Kurt, *Assistant Professor*, MFA 1995, UCLA: painting and drawing

Lin, Xiaoping, *Associate Professor*, PhD 1993, Yale University: Chinese painting

Mitchell, Tyrone, *Professor*, Art Students League, New York Studio School: sculpture

Nelson, Michael, *Assistant Professor*, PhD 2001, University of Toronto: ancient art and architecture

Powers, Edward, *Assistant Professor*, PhD 2003, New York University: modern and contemporary art

Priestly, Debra, *Professor*, MFA 1996, Pratt Institute: painting, drawing

Saslow, James M., *Professor*, PhD 1983, Columbia University: Italian Renaissance

Sholette, Gregory, *Assistant Professor*, MFA 1995, University of California at San Diego: sculpture and art criticism

Sund, Judy, *Professor*, PhD 1986, Columbia University: nineteenth-century art

## MASTER OF ARTS PROGRAM IN ART HISTORY

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. The applicant must be approved by the department's Committee on Graduate Study in Art History, which has the authority to recommend acceptance or rejection to the Office of Graduate Admissions. In making its selection, the committee will consider such factors as breadth and depth of preparation, level of achievement, and the suitability of the applicant's interests to the curriculum.

2. Applicants must have completed a minimum of four courses (normally 12 credits) in art history beyond the introductory level.

3. Applicants must have completed at least two documented semesters of college-level study of a foreign language or the equivalent; equivalencies will be determined by the graduate committee. Applicants whose native language is not English may satisfy the first foreign language requirement with a TOEFL score of 575 or higher.

4. A student may be conditionally admitted with the stipulation that any deficiencies in preparation be removed in the first year.

### Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree. Full details about program policies and expectations may be found in the handbook for MA candidates; each incoming student may obtain a copy of this handbook from the department office and is responsible for all schedules and guidelines outlined in it.

1. Incoming students are assigned a faculty advisor for guidance in working out a course of study; students must consult with the advisor each semester and have their program approved before registration. Programs will be planned to allow for concentration on a field of special interest with, at the same time, a balanced range of study in other areas. Students must pass at least one course in three of the five broad areas of study: Ancient, Medieval, Renaissance-Baroque, Modern, and Asia/Americas.

2. Students accepted for matriculation in the program are required to pass a qualifying examination during their first semester. This examination, normally given during the opening weeks of each term, is intended to demonstrate general competence in art history. In case of failure, this examination may be retaken during the student's second semester. Students failing twice may petition the department's graduate committee for a third attempt, but may be asked to withdraw from the program.

3. ARTH 740 (Art History Methods Colloquium) is required of all students who have not taken a comparable undergraduate course in art-historical methods; the course must be taken during the student's first year.

4. Of the 30 credits required for the degree, 24 must be in art history. The remaining six credits may be taken in other departments (e.g., history, literature), with the approval of the advisor. The auditing of courses in art history at the college is recommended.

5. At least two of the courses in art history must be seminars.

6. Not later than the completion of the first 15 credits, each student must complete two college-level semesters of a second foreign language, or the equivalent, with a grade of B or better. The second foreign language must be chosen in consultation with the student's advisor.

7. A thesis is required. The student must obtain permission from an appropriate faculty member willing to serve as thesis advisor, who may be different from the student's academic

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advisor. After arriving at a suitable topic, the student must submit to the graduate committee a brief abstract approved by the thesis advisor. Every thesis must also have a second faculty reader, who should be consulted before the thesis is begun.

### MASTER OF FINE ARTS PROGRAM

#### Requirements for Matriculation

These requirements are in addition to the college's general requirements for admission to the Master of Arts program. Alternatively, the Bachelor of Fine Arts degree from a recognized institution shall be considered as an acceptable equivalent for the general requirements of the BA, subject to the determination of the department's MFA Committee in concurrence with the Office of Graduate Studies.

1. In addition to three letters of reference, each candidate for admission shall submit a portfolio of work as prescribed by the committee. This portfolio shall be examined by the committee, which shall have the authority to accept or reject the candidate.

2. Undergraduate study should consist of at least 30 credits in art; students shall have taken the equivalent of a two-semester survey course plus two elective courses in the history of art.

3. Normally, each candidate for admission will be interviewed by a member of the committee. This requirement may be waived at the department's option.

4. Applicants must demonstrate satisfactory standards of spoken and written English. For applicants whose first language is not English: (a) Interviews are required of those applicants who hold an undergraduate or graduate degree from an accredited American institution of higher education; (b) All other applicants must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).

#### Requirements for the MFA

1. Completion of 54 credits consisting of the following:

- a. Two courses in the history of art. (See graduate-level art history electives.)
- b. ARTS 724, Contemporary Issues in the Visual Arts.
- c. Three seminar courses (a total of 9 credits), each with a different topic, must be taken under ARTS 730 and/or 731.
- d. Two elective courses to be selected with departmental approval from ARTS 727.1, 727.2, 728.
- e. Advanced Problems in Drawing (ARTS 735) must be taken twice for a total of 6 credits.
- f. The remaining 24 credits will be taken in the student's area of concentration:

*For Painting or Mixed Media Concentration:* ARTS 721.1, 721.2, 721.3, 721.4

*For Sculpture or Installation Concentration:* ARTS 722.1, 722.2, 722.3, 722.4

Student work in the specialized area shall be reviewed and graded by the MFA Committee each semester. The committee shall be authorized to approve or reject a student for continuation in the program, to place a student on probation, and to approve a student for the MFA degree.

2. A grade-point average of 3.0 shall be maintained.

3. Participation in the program is usually full time, and the degree is normally completed within two years. Exceptions may be granted by the committee.

4. Students will do all of their creative work on campus except by permission of the committee.

### COURSES IN ART HISTORY

Courses numbered in the 500s (see Art Education) are intended for graduate students whose primary area of study is not art history, including MFA candidates; these courses may not be credited toward the Master of Arts degree in art history.

Matriculation for the Master of Arts degree in art history or permission of the instructor is required for admission to courses at the 700 level, which assume a good background in art history and, in some instances, the ability to read in foreign languages. In addition, seminars and ARTH 740 assume prior study in the area and a knowledge of appropriate languages. Students will be expected to do independent work and present reports and an extended paper. Admission to seminars for all students is by permission of the instructor.

Not all courses will be offered each semester. Consult the department for announcements of forthcoming offerings. In the past, course topics have ranged from major artists like Michelangelo and Vermeer, to seminars in women's imagery and mythology, to lecture courses on numerous periods and cultures worldwide.

**ARTH 700. Museum Studies.** 3 hr.; 3 cr. The course will acquaint students with museum work by providing supervised participation in the functioning of the Godwin-Ternbach Museum. Students will engage in such museum activities as the preparation of exhibitions and care of the collection. Practical experience will be supplemented by lectures.

**ARTH 701. Topics in the History of Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. The topic may vary and will be an-

nounced each time the course is given. May be repeated for credit when the topic is different.

**ARTH 702. Seminar in the History of Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTH 740. Art History Methods Colloquium.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The basic problems and techniques of art historical scholarship, stylistic and iconographic analysis, sources, and documentation.

**ARTH 770. The Major Artist.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. The artist to be studied will be announced each time the course is given. May be repeated for credit when the topic is different.

### COURSES IN ANCIENT ART

**ARTH 741.1. Ancient Painting.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. Greek and Roman paintings and mosaics, with emphasis on Roman wall decoration, its origins and originality.

**ARTH 741.2. Greek Sculpture.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. The leading masters and centers: Athens, Olympia, Delphi, Pergamon.

**ARTH 741.4. Studies in Ancient Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTH 751.1–751.9. Seminar in Ancient Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

### COURSES IN MEDIEVAL ART

**ARTH 742.1. Late Antique and Early Medieval Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor.

**ARTH 742.2. Gothic Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history or permission of the instructor. Stylistic evolution in architecture, sculpture, the minor arts, or painting.



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### **ARTH 742.3. Studies in Medieval Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 752.1–752.9. Seminar in Medieval**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

## **COURSES IN RENAISSANCE AND BAROQUE ART**

### **ARTH 743.2. Art of the High Renaissance**

**in Italy.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.††

### **ARTH 743.3. Renaissance and Baroque**

**Architecture.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. Development of the classical tradition from 1400 to 1800 and its spread across the globe.

### **ARTH 743.4. Early Netherlandish Paint-**

**ing.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.

### **ARTH 743.5. Studies in Renaissance Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 744.1. Dutch Painting in the Sev-**

**enteenth Century.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.

### **ARTH 744.2. Italian Painting in the Sev-**

**enteenth Century.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. Antimannerist reform, the Carracci, Caravaggio, and the impact of their styles on later generations.

### **ARTH 744.3. Studies in Baroque Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 753.1–753.9. Seminar in Renais-**

**sance Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

### **ARTH 754.1–754.9. Seminar in Baroque**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

## **COURSES IN MODERN ART**

### **ARTH 745.1. Impressionism and Post-**

**Impressionism.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.

### **ARTH 745.3. Modern Architecture.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.

### **ARTH 745.4. Art of the United States**

**from the Colonial Era to 1900.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor.

### **ARTH 745.6. Studies in 18th-Century**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 745.7. Studies in Modern Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 745.8. Studies in Contemporary**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 745.9. Studies in the Art of the**

**United States.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 755.1. Seminar in 18th-Century**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

### **ARTH 755.2–755.5. Seminar in Modern**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to

each offering. May be repeated for credit when the topic is different.

### **ARTH 755.6. Seminar in Contemporary**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

### **ARTH 755.7. Seminar in Art of the**

**United States.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

### **ARTH 755.8. Seminar in Photography.**

2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. The particular area to be studied may vary and will be announced prior to each offering. May be repeated for credit when the topic is different.

## **COURSES IN ART OF ASIA AND THE AMERICAS**

### **ARTH 747.1. Studies in Asian Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 747.2. Studies in Chinese Art and**

**Architecture.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 747.3. Studies in Japanese Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 747.4. Studies in Indian Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 748.1. Studies in Mesoamerican**

**Art.** 2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

## ART

### **ARTH 748.2. Studies in Andean Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 757.1. Seminar in Asian Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 757.2. Seminar in Buddhist Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 757.3. Seminar in Chinese Painting.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

### **ARTH 757.4. Seminar in Contemporary Chinese Art.**

2 hr. plus conf.; 3 cr. Prereq.: Matriculation for the MA in art history *or* permission of the instructor. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

## INDEPENDENT RESEARCH

**ARTH 760. Special Problems.** Hr. to be arranged; 3 cr. Work in some particular area of research for advanced candidates in Art History. Approval of the department's graduate committee is required. A student may take only one course at this level.

### **ARTH 760.1. Special Problems in Ancient Art.**

### **ARTH 760.2. Special Problems in Medieval Art.**

### **ARTH 760.3. Special Problems in Renaissance Art.**

### **ARTH 760.4. Special Problems in Baroque Art.**

### **ARTH 760.5. Special Problems in Modern Art.**

### **ARTH 760.6. Special Problems in American Art.**

### **ARTH 760.7. Special Problems in Photography.**

### **ARTH 760.8. Special Problems in Asian Art.**

### **ARTH 760.9. Special Problems in Art of the Americas.**

**ARTH 790. Thesis.** Hours to be arranged; 3 cr. Prereq.: Approval of a thesis advisor and the department's graduate committee. Supervised thesis writing.

## MFA COURSES IN ART SPECIALIZED COURSES

**Individual Problems Courses.** 6 hr. plus conf.; 6 cr. each semester. Prereq.: Matriculation in the MFA program and completion of appropriate prior courses. In each of the course sequences the student will be assigned an instructor as advisor, with whom he or she shall meet weekly for criticism, as well as with visiting critics as assigned. The work of the final semester, either ARTS 721.4 or 722.4, shall be submitted in the form of a self-selected one-person exhibition of the coursework for the MFA Committee, and open to the college community, in lieu of a comprehensive examination.

### **ARTS 721. Individual Problems in Painting and/or Mixed Media.**

#### **ARTS 721.1. Painting and/or Mixed Media I.**

#### **ARTS 721.2. Painting and/or Mixed Media II.**

#### **ARTS 721.3. Painting and/or Mixed Media III.**

#### **ARTS 721.4. Painting and/or Mixed Media IV.**

### **ARTS 722. Individual Problems in Sculpture and Installation.**

#### **ARTS 722.1. Sculpture and Installation I.**

#### **ARTS 722.2. Sculpture and Installation II.**

#### **ARTS 722.3. Sculpture and Installation III.**

#### **ARTS 722.4. Sculpture and Installation IV.**

## REQUIRED COLLOQUIUM

**ARTS 724. Contemporary Issues in the Visual Arts.** 3 hr.; 3 cr. Prereq.: A course in the history of modern art and permission of the instructor. Limited to students matriculated in the MFA program. Diverse critical views on selected topical issues concerning contemporary art will be discussed. Students will further be asked to locate, describe, and discuss their own work and one another's work in relation to present-day art practices and concerns. A paper on an approved topic will be presented by each participant.

## ELECTIVE COURSES

**ARTS 713. Computer Imaging.** 4 hr.; 3 cr. Prereq.: Permission of the MFA Committee. An introduction to basic concepts of computer graphics in the context of the full

range of visual media traditions, with contemporary applications in the fine and applied arts. Individual projects will further define different areas inherent in the newer media.

**ARTS 727.1. Printmaking.** Hr. to be arranged; 3 cr. Prereq.: Permission of the MFA Committee.

**ARTS 727.2. Photography.** Hr. to be arranged; 3 cr. Prereq.: Permission of the MFA Committee. May be repeated for credit. This course is designed for graduate students who are interested in pursuing the study of photography, and to give them information which will allow them to use photography in conjunction with other mediums.

**ARTS 728. Sculpture Techniques.** 4 hr.; 3 cr. Prereq.: Permission of the MFA Committee. Individual and group projects in metal casting, including investment and chasing; advanced technical problems in plaster; techniques of construction and assemblage in metal, wood, and plastics.

**ARTS 729. Individual Criticism.** Hr. to be arranged; 3 cr. Prereq.: Permission of the MFA Committee. The work will consist of a particular topic or focus established between the individual student and a faculty member. It will not consist of work undertaken in either ARTS 721.1, 721.2, 721.3, or 721.4, or ARTS 722.1, 722.2, 722.3, or 722.4. May be repeated for credit.

## STUDIO SEMINARS

**ARTS 730. Seminar in Problems of New Forms.** 3 cr. Prereq.: Permission of the MFA Committee.

**ARTS 731. Seminar in Problems of Representation.** 3 cr. Prereq.: Permission of the MFA Committee.

In each of these areas a particular topic will be announced for study each semester. Each seminar includes execution of an appropriate project, the study of historical and recent precedents, and studio problems as indicated. A research paper may be assigned. May be repeated for credit if the topic is different. Seminars will comprise 60 contact hours each; however, meetings may be scheduled so that the course does not extend over the entire semester.

## DRAWING COURSE

**ARTS 735. Advanced Problems in Drawing.** 4 hr.; 3 cr. Prereq.: Permission of the MFA Committee. May be repeated for credit. Drawing is taught with a variety of approaches,

## ART

ranging from the more traditional, including life drawing, to conceptually oriented problems based upon the particular interests of the instructor or the student.

### MASTER OF SCIENCE IN EDUCATION PROGRAM (ART EDUCATION)

#### Requirements for Admission

These requirements are in addition to the general requirements for admission.

1. Applicants must have the equivalent of 20 credits in studio art and at least 6 credits in art history, including a general survey of Western Art. The minimum grade-point average acceptable in these courses is *B* (3.0).

2. Two letters of recommendation and a 500-word statement of purpose are required. In addition, the applicant must submit a portfolio of art work consisting of 15 slides. The following information about each slide must be provided on a separate page: title (if any), size, material, and date. (Photos or other flat images, no larger than 10 x 13 inches may also be included and may be substituted for some of the slides).

3. Students should consult the listing under Secondary Education & Youth Services for education requirements for admission.

#### Requirements for the Degree

1. 15 credits of art courses on the graduate level are required for the degree.

2. Art History requirement: Of the 15 art credits, 3 credits (one course) must be in art history, to be chosen from 500- and 700-level course offerings.

3. Studio Art requirement: 12 credits from the graduate offerings in Studio Art are required. With permission of the graduate advisor, students may take ARTS 620.3, Special Projects in Design, and ARTS 621.3, Special Projects in Fine Arts. Without obtaining permission of the graduate advisor, students may take any offering in the MFA program, with the exception of courses in the ARTS 721 and 722 series, which are not open to Master of Science in Education students.

4. Students should consult the listing under Secondary Education & Youth Services for education requirements for the degree.

### COURSES IN ART HISTORY

Any of the art history courses may be taken for credit toward the degree of Master of Science in Education. Courses on the 500 level are primarily arranged for students in this program; these courses are also open to qualified undergraduates who have had two courses in art history. Courses on the 700 level (see above) are designed for art history students who have a reading knowledge of foreign languages and research skills. MS in Education candidates must obtain permission of the instructor before registering in these courses.

**ARTS 501. The Language of Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. A survey of the principal categories of visual experience, the conceptual terms for describing it, and the criteria used to analyze and evaluate the arts. Includes an exercise in designing classroom applications of aesthetic theory, history, and/or criticism.

**ARTS 502. Topics in Ancient Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 503. Topics in Medieval Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 504. Topics in Renaissance and Baroque Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 505. Topics in Modern Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 506. Topics in Art of the United States.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 507. Topics in Asian Art.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 508. Topics in Art of the Americas.** 2 hr. plus conf.; 3 cr. Prereq.: Two semesters of art history. The topic may vary and will be announced each time the course is given. May be repeated for credit when the topic is different.

**ARTS 556. Independent Study in Art History.** Hr. to be arranged; 3 cr. Prereq.: Permission of the instructor. Work in some particular area of research for candidates for the Master of Science in Education and Master of Fine Arts degrees.

### COURSES IN STUDIO ART

**ARTS 603. Advanced Design Studio.** 4 hr.; 3 cr. Prereq.: Two semesters of work in design principles or workshop experience in applied design.

**ARTS 607, 608. Advanced Drawing Studio I, II.** 4 hr.; 3 cr. Prereq.: A two-semester course in drawing.

**ARTS 609. Advanced Painting.** 4 hr.; 3 cr. Prereq.: Two semesters of work in the principles and practice of painting. May be repeated for credit if the project is different.

**ARTS 610, 611. Graphic Design I, II.** 4 hr.; 3 cr. Prereq.: Two semesters of graphic design principles or workshop experience in graphic design.

**ARTS 612. Advanced Sculpture Studio.** 4 hr.; 3 cr. Prereq.: Two semesters of work in sculpture.

**ARTS 620.3. Special Projects in Design.** 4 hr.; 3 cr. Prereq.: Permission of the graduate advisor. May be repeated for credit if the project is different.

**ARTS 621.3. Special Projects in Fine Arts.** 4 hr.; 3 cr. Prereq.: Permission of the graduate advisor. May be repeated for credit if the project is different.

# Biology

*Chair:* Corinne A. Michels

*Doctoral Studies Advisor:* Cathy Savage-Dunn

*MA Program Advisor:* Stéphane Boissinot

*Department Office:* Science Building D346, 997-3400; Fax 997-3445

*Website:* [www.qc.cuny.edu/Academics/Degrees/DMNS/Biology](http://www.qc.cuny.edu/Academics/Degrees/DMNS/Biology)

The Biology Department offers programs of courses and research leading to the Master of Arts degree at Queens College. It also offers programs of courses and research leading to the PhD at the CUNY Graduate Center in the subprograms of cellular, molecular, and developmental biology; evolution, ecology, and behavior; physiology and neurosciences; and plant sciences. Refer to the *Bulletin* of the Graduate Center for application, financial aid, and course information for the PhD program. Opportunities for specialization in applied and basic research are included below in the listing of the supervising faculty.

The department offers a variety of graduate courses appropriate for master's-level students in education. Students should meet with the department's graduate advisor for guidance in the selection of biology courses.

In addition to the program of courses described below, students are encouraged to participate in the extensive research programs of the biology faculty. Their research activities have recently been funded by various agencies, including the National Science Foundation, National Institutes of Health, Howard Hughes Medical Institute, and a number of private foundations, including the American Cancer Society and American Heart Association. Participation in research is one of the best ways for students to learn biology first-hand, and to appreciate how scientific methodology is used to answer important biological questions. A description of current faculty research can be found on the department faculty page.

The department has excellent research facilities for cell and molecular biology, as well as well-equipped research laboratories and core facilities. Opportunities are enhanced by affiliation with other city institutions and cooperative efforts with other divisions of the City University and the American Museum of Natural History.

## FACULTY

Michels, Corinne A., Chair, *Distinguished Professor*, PhD 1969, Columbia University: molecular genetics, regulation of gene expression, yeast genetics

Savage-Dunn, Cathy, Doctoral Studies Advisor, *Professor*, PhD 1992, Columbia University: development, molecular genetics, signal transduction, *C. elegans*

Boissinot, Stéphane, MA Program Advisor, *Associate Professor*, PhD 1994, Université de Montpellier: molecular evolution, genomics, bioinformatics

Baker, Mitchell B., *Assistant Professor*, PhD 1998, University of California at Davis: behavioral ecology, dispersal, evolution, arthropods, birds

Chabora, Peter C., *Professor*, PhD 1967, Cornell University: population ecology, evolution of parasite-host interactions

Dennehy, John, *Assistant Professor*, PhD 2003, Clark University: microbial evolutionary ecology, experimental evolution

Fath, Karl, *Assistant Professor*, PhD 1997, Case Western University: cell biology of intracellular transport, molecular motors, and cytoskeleton

Fjerdingstad, Else J., *Assistant Professor*, PhD 1996, Aarhus University, Denmark: evolutionary genetics, ecology of mating systems, social evolution

Glickman Holzman, Nathalia, *Assistant Professor*, PhD 2000, University of Oregon: cardiac morphogenesis in zebrafish, regulation of morphogenesis at the cellular and molecular level

Hickerson, Michael, *Assistant Professor*, PhD 2003, Duke University: phylogeography, population genetics, species delineation

Lahti, David, *Associate Professor*, PhD 1998, Whitefield Institute, Oxford: Philosophy; PhD 2003, University of Michigan: evolutionary biology, behavioral ecology, human social evolution

Ma, Pokay M., *Associate Professor*, PhD 1986, Washington University: neuroscience, neural control of behavior, structure, and development of *locus coeruleus* in zebrafish

Meléndez, Alicia, *Assistant Professor*, PhD 1995, Columbia University: role of autophagy in *C. elegans* development, genetics of aging

Muehlbauer, Esther., *Chancellor's Lecturer*, PhD 1987, New York University: Estuarine ecology, herpetology

Munding, Paul C., *Professor*, PhD 1968, Cornell University: animal behavior, bird song dialects, development and learning, sociobiology

Short, Timothy W., *Associate Professor*, PhD 1991, Stanford University: plant physiology and molecular biology, light control of plant development

Sperling, Jon A., *Associate Professor*, PhD 1972, University of Wisconsin: algal and bryophyte ecology and physiology, limnology

Vesonen, Mike, *Instructor*, PhD 1995, University of Helsinki: virology and immunology  
Waldman, John R., *Professor*, PhD 1986, City University of New York: ecology, evolution, conservation biology of fish

Zakeri, Zahra F., *Professor*, PhD 1984, St. John's University: molecular developmental biology, regulation of gene expansion in aging and cell death

## FACULTY EMERITI

Professors Emeriti: Aaronson, Greller, Roze, Szalay, Wasserman

Associate Professors Emeriti: Alsop, Calhoon, Koepfer, Rifkin, Wasserman

## MASTER OF ARTS PROGRAM

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Students are expected to have a minimum of 20 credits in biology beyond the introductory level. Undergraduate courses in physics, chemistry, and mathematics are required. A course in statistics is highly recommended.

2. The credentials of each applicant will be examined by the departmental admissions committee. This committee may request an interview with a candidate for admission.

### Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Each student's program will be approved by a supervising professor chosen by the student with the approval of the graduate advisor.

2. A minimum of either 24 graduate course credits and 6 thesis credits, or 32 graduate course credits, is required. Students who have taken a 300-level Queens College biology course that is also offered at the 600-level may not take that 600-level course for credit. All graduate students must take at least 10 credits of 700-level lecture courses. Only 600- and 700-level courses may be applied toward degree requirements. Furthermore, the combination of BIOL 788 (Cooperative Education Placement), BIOL 799 (Research), BIOL 791 (Colloquium), and BIOL 792 (Tutorial) may not exceed 12 credits.

## BIOLOGY

3. Programs: Students must choose one of the following degree options before completing 15 credits of 49 graduate courses.

A. *Course Oriented.* 32 course credits chosen in consultation with the graduate advisor. Students in this track are eligible to take BIOL 788 (Cooperative Education Placement) and participate in the Graduate Cooperative Education program. A student who takes the 32-course-credit option will be given a written or oral comprehensive examination based on the core courses and the student's area of concentration after at least 24 course credits have been completed. Each student will be limited to two attempts to pass this examination.

B. *Research Oriented.* Participation in thesis research is subject to the approval of a thesis advisor.

An oral examination shall be a requirement of the research-oriented biology MA degree and shall be conducted by an Examination Committee established for each candidate. The chair of this committee shall be a member of the Biology Department, chosen by the candidate in consultation with the department's MA advisor. The remaining members of the committee shall be chosen by the committee chair in consultation with the candidate. The content and nature of the oral examination shall be determined by the chair of the committee in consultation with the student to be examined. Each student will be limited to two attempts to pass this examination.

*Evolution, Ecology, and Behavior.* 24 course credits chosen in consultation with the thesis advisor, plus 6 credits of research under the direction of a thesis supervisor.

### Other Information

Arrangements may be made for students to take courses for graduate credit in other departments at Queens College or within CUNY in order to fulfill particular career requirements (i.e., resource management, environmental impact assays, etc.).

Faculty in the Biology Department at Queens College participate actively in the CUNY PhD program in biology. Arrangements can be made to transfer graduate credits earned at Queens College to the PhD program at CUNY. Students are encouraged to discuss their long-range goals with the master's program graduate advisor as soon as possible.

The CUNY doctoral program in biology is described in the *Bulletin* of the Graduate Center.

## COURSES IN BIOLOGY\*

### 500-Level Courses

**BIOL 585. Genetics.** 3 lec., 1 rec.; 4 cr. Prereq.: BIOL 108 and CHEM 114 or equivalent. Not open to students who have completed BIOL 285 except by permission of the chair. The inheritance, structure, and mode of genetic material. Designed for the Master of Science in Education candidates who are concentrating in science education. Cannot be used to fulfill requirements for the Master of Arts degree in biology.

**BIOL 586. Cell Biology.** 3 hr.; 3 cr. Prereq.: BIOL 108 and CHEM 114 or equivalent. Not open to students who have completed BIOL 286 except by permission of the chair. Structure, function, and regulation of cells, including cell cycle, subcellular compartmentalization, signal transduction, and cell-cell interactions. Designed for the Master of Science in Education candidates who are concentrating in science education. Cannot be used to fulfill requirements for the Master of Arts degree in biology.

**BIOL 587. Evolutionary Biology.** 3 lec., 1 rec.; 4 cr. Prereq.: BIOL 108. Not open to students who have completed BIOL 287. The mechanisms and processes of biological evolution. Designed for the Master of Science in Education candidates who are concentrating in science education. Cannot be used to fulfill requirements for the Master of Arts degree in biology.

### 600-Level Courses

**BIOL 610. Lower Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. A survey of algae, bryophytes, and fungi of the northeastern United States, with an emphasis on identification, morphology, physiology, and ecology. A library or field research paper is required.

**BIOL 611. Mycology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: One semester of genetics and permission of the instructor. A survey of the major taxa of fungi, including slime molds, with emphasis on their morphology and taxonomy. The importance of fungi as causal agents in diseases of man, other animals, and plants, as experimental tools of genetic, biochemical, and physiological research will be considered. Basic techniques of culturing fungi will be utilized in the execution of individual projects.††

**BIOL 612. Morphology and Evolution of Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Permission of the instructor. Comparison of plant form and function. Lectures will emphasize the structure and origin of plant organs, and the use of this information in classifying major plant groups. Information from paleo-

botany will be integrated with comparative morphology of living plants. A library research paper will be required. Laboratory includes several field trips.††

**BIOL 613. Field Botany.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Permission of the instructor. Introduction to local flora and vegetation. Lectures will emphasize the structure and composition of local vegetation. Laboratories will consist mainly of field trips to parks, preserves, and botanical gardens. Students will submit a field trip report, a plant collection, and a library research paper.††

**BIOL 614. Plant Systematics.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Permission of the instructor. Survey of the vascular plants with emphasis on flowering plants. Lectures will emphasize taxonomic characters useful in identification of major plant groups. Laboratories will be devoted to techniques of identification. Students will submit a plant collection and a library research paper. Field trips will occupy half days or full days; they will comprise a large part of the lab component.††

**BIOL 621. Entomology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Course in invertebrate zoology. Anatomy, physiology, and ecology of insects. Identified insect collection required of each student. Students should expect to reside at a field station for at least one week of the course (dormitory fees will be announced and collected at time of registration). Summer Sessions 1 and 2 only.††

**BIOL 626. Vertebrate Phylogeny.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in comparative anatomy. Phylogeny and interrelationships of the important major groups of the phylum Chordata, emphasizing the origins of higher categories and their adaptive radiation into sub-groups. Laboratory on representatives of fishes, amphibians, reptiles, birds, and mammals, emphasizing differences in locomotion, feeding mechanisms, and sense organs found within the same sub-classes, infra-classes, super-orders, and orders, with practice in the identification of typical specimens likely to be found in the field.

**BIOL 630. Biometrics.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Courses in genetics and calculus. Probabilistic models in biology, field, and laboratory sampling, tests of hypotheses; uses of statistics for estimation. Topics selected will include growth processes of organisms and populations, discriminant functions, and genetic descriptions of evolving populations.

\* MAT charges are possible.

† Offered either Fall or Spring; see Class Schedule.

†† May be offered; see Class Schedule.

## BIOLOGY

The laboratory includes computational procedures in evaluating biological data.††

**BIOL 640. General Ecology.** 2 lec., 1 rec., 2 lab. hr.; 4 cr. Prereq.: A course in field biology. Theory and analysis of structure, growth, biological communities in terms of their structure, species abundance and diversity, interspecific interactions, and integration with the physical environment.

**BIOL 644. Biology and Society.** 3 hr.; 3 cr. Prereq.: Courses in genetics and in cell biology. Critical analysis of selected subjects encompassing current biological research and related technological developments in context of their ethical, scientific, and economic impact on the human social systems.

**BIOL 645. Evolution and Cultural Behavior.** 3 hr.; 3 cr. Prereq.: BS or BA, a major *or* minor in biology, zoology, or equivalent, or permission of the instructor. A lecture/seminar course that examines several recent evolutionary theories associated with culture, i.e. behavioral ecology, evolutionary psychology, memetics, and biocultural coevolution. These theories are compared and assessed in seminars on current research, critiques, and application to human and animal cultures.

**BIOL 646. Limnology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in field biology. Survey of the physical, chemical, and biological properties of streams, rivers, and lakes. A comparative analysis of inland waters. Students should expect to reside at a field station and/or the Audubon Center at Greenwich, CT. The site selected depends on scheduling and the availability of space. Three to five other field trips, including two all-day trips are planned. Students should expect to be involved full-time during the duration of this summer course.

**BIOL 666. Immunology.** 3 lec. hr.; 3 cr. Prereq.: A course in cell biology. The components and mechanisms of action of the immune system. Topics include requirements for antigenicity, types of antibodies, humoral and cell-mediated responses including allergy, graft rejection, and autoimmune diseases.

**BIOL 680. Field Biology Studies.** Prereq.: Variable prerequisites and permission of the instructor(s). A variable-content course encompassing field studies in the areas of botany, ecology, entomology, invertebrate and vertebrate zoology, and limnology. Usually offered summers only, with 3–6 credits, depending on the subjects included and the time involved. The focus of the course is the comparative study of habitats and their components. Format and destinations are variable, and costs reflect

the mode of travel, destination, and type of accommodations. A term paper is required.

BIOL 680.3. 9 hr.; 3 cr.

BIOL 680.4. 12 hr.; 4 cr.

BIOL 680.5. 15 hr.; 5 cr.

BIOL 680.6. 18 hr.; 6 cr.

**BIOL 685. Special Topics.** 2–6 hr.; 2–4 cr. Special topics in various areas of cellular, developmental, environmental, or evolutionary biology to be taken by arrangement with the instructor and graduate advisor. May be repeated for credit if the topic is different. May include laboratory or field experience.

### 700-Level Courses

**BIOL 700. Genetics.** 4 hr.; 4 cr. Prereq.: BIOL 710 or equivalent. Structure and function of genes and genomes. Topics will include genetic model organisms and recombinant DNA technology.

**BIOL 700.4. Laboratory Techniques in Molecular Genetics.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 700.

**BIOL 705.3. Evolution.** 3 hr.; 3 cr. Prereq.: Courses in genetics, vertebrate zoology or invertebrate zoology, botany, historical geology, or permission of the department. Study of the mechanisms and processes of evolution based on the results and concepts of population genetics, speciation, and mega-evolutionary processes.††

**BIOL 705.4. Laboratory in Evolution.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 705.3.

**BIOL 705.6. Macroevolution: Patterns of Evolution above the Species Level.** 3 hr.; 3 cr. Prereq.: A course in graduate evolution and undergraduate genetics. A course in evolution above the species level analyzing the interface between evolution at the species level and higher systematic and ecological hierarchies. The discussion will include origin, diversification, and extinction patterns of lineages; rates of evolution, deterministic versus stochastic patterns; the problem of adaptation and diversification; developmental aspects of phylogeny; taxic distribution in space and time; phylogenetic inference; morphological versus paleontological data; the molecular clock; ecological versus historical biogeography; gradualism versus saltationalism; neodarwinian paradigm versus others at supra-specific levels.

**BIOL 706.3. Systematics.** 3 hr.; 3 cr. Prereq.: A course in evolution or in some major group of organisms. Principles of classification, phylogenetic inference, methods of systematics.

**BIOL 706.7. Topics in Systematics.** 3 hr.; 3 cr. Prereq.: A course in evolution or in some major group of organisms. Topics in classifica-

tion, phylogenetic inferences, and systematics of a group of organisms. Course may be taken more than once if topic changes.

**BIOL 707.1, 707.3, 707.5, 707.7. Zoology and Phylogeny of the Chordata.** 2 lec. hr.; 2 cr. each semester. Prereq.: For BIOL 707.1, courses in comparative vertebrate anatomy and graduate courses in evolution, advanced genetics, and systematics; for BIOL 707.3, BIOL 707.1 or permission of the instructor; for BIOL 707.5, BIOL 707.3 or permission of the instructor; for BIOL 707.7, BIOL 707.5. The first semester to emphasize the fishlike chordates; the second semester to emphasize the amphibia, reptiles; the third semester to emphasize mammals; and the fourth semester to emphasize birds.

**BIOL 707.2, 707.4, 707.6, 707.8. Laboratory in Zoology and Phylogeny of the Chordata.** 4 lab. hr.; 2 cr. each semester. Prereq. or coreq.: For BIOL 707.2, BIOL 707.1; for BIOL 707.4, BIOL 707.3; for BIOL 707.6, BIOL 707.5; for BIOL 707.8, BIOL 707.7. Examination of living, fossil, and other museum materials illustrating techniques and problems in research. The first semester to emphasize the fishlike chordates; the second semester to emphasize the amphibia, reptiles; the third semester to emphasize mammals; and the fourth semester to emphasize birds.

**BIOL 709.1. Population Genetics.** 3 hr.; 3 cr. Prereq.: A course in statistics and a course in general genetics, evolution, or permission of the instructor. Study of single gene systems on the population level with emphasis on the mechanisms of evolution/speciation.††

**BIOL 709.3. Quantitative Genetics.** 3 hr.; 3 cr. Prereq.: A course in statistics and a course in general genetics or permission of the instructor. Study of genetic selection, heritability, inbreeding, genetic drift, and the mathematical models that describe these processes.

**BIOL 710. Molecular Biology.** 4 hr.; 4 cr. Prereq.: Undergraduate degree in biology or biochemistry to include a one-year course in organic chemistry, or permission of the instructor. Structure, function, and synthesis of DNA, RNA, and proteins.

**BIOL 710.3. Cellular Physiology.** 3 hr.; 3 cr. Prereq.: Courses in physiology and cytology or permission of the department. The functions of acellular organisms and the cells of metazoa and metaphyta, including the normal internal-external environment of the cell; permeability and cell membranes; contractility; action potentials; specialized cells and their functions.††

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**BIOL 710.4. Laboratory in Cellular Physiology.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 710.3.

**BIOL 711.3. Experimental Microbiology.** 3 lec. hr.; 3 cr. Prereq.: One year of organic chemistry, one year of physics, one-half year of microbiology. The processes whereby microorganisms (1) obtain energy and cellular materials, (2) synthesize cell constituents, and (3) interact with their environment.

**BIOL 711.4. Experimental Microbiology Laboratory.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 711.3. The study of the metabolism of selected microorganisms by chemical and physical methods.

**BIOL 712.3. Comparative Biochemistry.** 3 hr.; 3 cr. Prereq.: Courses in general biochemistry and evolution or permission of the department. Comparison of the chemical constitution and metabolism of major groups of organisms.

**BIOL 712.4. Laboratory in Comparative Biochemistry.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 712.3.

**BIOL 714. Cell Biology.** 4 lec. hr.; 4 cr. Prereq.: Undergraduate degree in biology or biochemistry to include a one-year course in organic chemistry, or permission of the instructor. Characteristics and properties of cells and cellular components. Mechanisms underlying cell function and interactions of cells with their environment.

**BIOL 717.1. Virology.** 3 hr.; 3 cr. Prereq.: One course in genetics, biochemistry, or equivalent. The structure and diversity of viruses will be discussed. The mechanisms of viral infection and multiplication, as well as host cell responses, will be studied. Several types of viruses will be analyzed in detail (e.g., human immunodeficiency virus, herpes viruses, hepatitis viruses, influenza virus).††

**BIOL 718. Immunology.** 3 hr.; 3 cr. Principles of immunology including discussions of relevant experimental techniques and contemporary topics.††

**BIOL 719. Molecular Communication in Microorganisms.** 3 hr.; 3 cr. Prereq.: A course in organic chemistry or biochemistry, or permission of the instructor. A study of the surface of microbial cells and how microbial cells interact by means of molecules between cells of the same or different species. The role of these molecules in the regulation of morphogenesis, sexual and asexual reproduction, life cycles, metabolic regulation, genetic recombination, and bioengineering will be examined. Comparison of these communicat-

ing molecules will be made with hormones of higher plants and animals.

**BIOL 722.1. Endocrinology.** 3 hr.; 3 cr. Prereq.: Courses in physiology (preferably vertebrate) or biochemistry, or permission of the instructor. Study of the mechanisms of hormone action and survey of the major mammalian endocrine systems.††

**723. Ornithology.** 3 lec., 3 lab. hr.; 3 cr. Prereq.: A course in evolution or in some major group of organisms is expected. Permission of the instructor required. The evolution, classification, origin of flight, anatomy, physiology, migration, ecology, and reproductive behavior, and conservation of birds. Laboratory includes techniques used in ornithological research and field trips to focus on bird identification and behavior. Students will be expected to attend at least one overnight field trip (e.g., to Cape May, NJ). A library research paper will be submitted and presented in class.

**BIOL 724.6. Behavior and Evolution.** 3 hr.; 3 cr. A reading, discussion, and seminar course focusing on two basic questions asked by ethologists: (1) What is the ecological (adaptive) significance of behavior? and (2) What is the evolutionary history of behavior? Gene (biological) evolution is the prime focus; cultural evolution is also examined.††

**BIOL 726.3. Comparative Animal Physiology.** 3 hr.; 3 cr. Prereq.: Courses in invertebrate zoology, vertebrate zoology, physiology, and organic chemistry, or permission of the department. Physiological processes in invertebrates and vertebrates are compared. Osmoregulation, respiration, circulation of body fluids, receptors, and effector and integrating mechanisms are explored. Emphasis is placed on an examination of functional homology and analogy as evidence for phylogeny.††

**BIOL 726.4. Laboratory in Comparative Animal Physiology.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 726.3. Laboratory work will involve qualitative as well as quantitative techniques for measuring environment-organism interaction. Marine, freshwater, and terrestrial invertebrates and vertebrates will be utilized for investigations into the effects on the organism of pressure, temperature, radiant energy, etc.

**BIOL 731.3. Microbial Ecology.** 3 hr.; 3 cr. Prereq.: General microbiology or protozoology or phycology or mycology or lower plants, or permission of the instructor. Study of the relationships of microorganisms to their natural environments (air, water, soil, higher animals, or plants) and each other.

**BIOL 741.3. Radiation Biology.** 3 hr.; 3 cr. Prereq.: Courses in organic chemistry, general physics, two advanced courses in biology, or permission of the department. Interaction of radiation with living matter, the effect of such interactions on a variety of plants and animals, and methods for detecting and measuring radiation.

**BIOL 741.4. Laboratory in Radiation Biology.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 741.3.

**BIOL 750. Developmental Biology.** 3 hr.; 3 cr. Prereq.: BIOL 714 or equivalent; a graduate course in biology or genetics is recommended. Cellular and molecular mechanisms underlying the development of vertebrates, invertebrates, and plants. Embryogenesis, axis specification, organogenesis, and cell differentiation.

**BIOL 750.4. Laboratory in Developmental Biology.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 750.

**BIOL 753.3. Molecular Basis of Development.** 2 hr.; 2 cr. Prereq.: A course in developmental biology or biochemistry, or permission of the instructor. Analysis of selected topics in developmental biology at the molecular level, e.g., biochemical basis of induction, hormonal regulation of gene expression in development.††

**BIOL 760.1. Ecology.** 3 hr.; 3 cr. Prereq.: Courses in vertebrate zoology. A general course in ecology covering theoretical and experimental aspects at the population, community, and ecosystem levels of organization. Emphasis is placed on the studies of populations—their organization, growth, and regulation—and interactions within and between species. Basic concepts concerning community organization and dynamics are considered.††

**BIOL 760.2. Laboratory in Ecology.** 4 lab. hr.; 2 cr. Coreq.: BIOL 760.1.

**BIOL 760.3. Community Ecology.** 3 hr.; 3 cr. Prereq.: A course in botany (higher plants). Analysis of selected topics in synecology. Emphasis will be on structural and temporal relationships of plants, animals, and climate-plant community relationships.

**BIOL 760.5. Population Ecology.** 3 hr.; 3 cr. Prereq.: Courses in botany, zoology, or permission of the instructor. Study of the composition and dynamics of populations, including age structure, sex ratio, mating systems, growth patterns, life table analysis, regulation, and intraspecific interactions.

**BIOL 760.7. Limnology.** 3 hr.; 3 cr. The study of the physical, chemical, and biological features of freshwater systems.††

## BIOLOGY

**BIOL 760.8. Laboratory in Limnology.** 4 hr.; 2 cr. Coreq.: BIOL 760.7. This laboratory course must be taken simultaneously with the lecture. Laboratory testing and analysis along with considerable field exercises are designed to provide a survey of physical, chemical, and biological sampling techniques involved in limnological studies. A portion of the course period will be held at a field station, where intensive day and night sampling and measurements will be conducted. Along with written reports, an identified collection of aquatic specimens is required. Several additional all-day field trips are planned.††

**BIOL 764.3. Plant Ecology: Vegetation of the World.** 3 hr.; 3 cr. Prereq.: A course in botany. A survey of world vegetation, with emphasis on North and Central America. Structural and floristic composition of major vegetation types will be emphasized. Schemes of vegetation classification will be compared and contrasted. Latitudinal and altitudinal zones will be discussed in the context of bioclimatic parameters.††

**BIOL 768.3. World Vegetation.** 3 hr.; 3 cr. A survey of vegetation of the earth touching on paleogeofloristics, from the Paleophytic to Cenophytic Eras. Changes in the Earth's vegetation and present distributions of zonal plant communities are discussed in the light of plate tectonics and bioclimatology. Contemporary world vegetation types are analyzed structurally, physiognomically, and floristically. Systems of vegetation classification are compared and contrasted. Emphasis is placed on New World vegetation. A library research paper is required.††

**BIOL 772. Theory and Biological Applications of Electron Microscopy.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in histological techniques or permission of the instructor. Study of the theory of electron microscopy plus practice of electron microscope operation and preparation of tissues for fine structure studies.

**BIOL 780.1. Biostatistics.** 2–4 lec. hr.; 2–4 cr. Prereq.: Mathematics through calculus and permission of the instructor. Descriptive and inferential biostatistics, including analysis of variance, regression, and other selected methods.

**BIOL 780.2. Laboratory in Biostatistics.** 1 rec., 3–6 lab. hr.; 2–3 cr. Prereq. or coreq.: BIOL 780.1 or equivalent. The laboratory work consists of individual student projects and introduction to computer programming.

**BIOL 781.1. Applied Multivariate Statistics.** 2 hr.; 2 cr. Prereq.: BIOL 780.1, 780.2,

or equivalent; coreq.: BIOL 781.2. This course will involve principal components, factor analysis, discriminant analysis, multivariate analysis of variance, distance statistics, and multiple regression. Material will be covered in the context of biological problems in the laboratory and field.

**BIOL 781.2. Applied Multivariate Statistics Laboratory.** 3 lab., 1 conf. hr.; 2 cr. Prereq.: BIOL 780.1, 780.2, or equivalent; coreq.: BIOL 781.1. Data analysis and problem-solving using multivariate data from experiments and the field. Use of SAS statistical package, including some programming in matrix algebra.

**BIOL 788. Cooperative Education Placement.** Hr. to be arranged; 1 to 4 cr. Prereq.: Permission of the department. Opportunities to apply academic learning in biology in a work environment. The student will develop a learning contract with an on-site supervisor and a departmental advisor. A written report and an oral or written examination are required. Open only to students who pursue the 32-credit-coursework track; a maximum of 4 credits may be applied toward the MA in biology.

**BIOL 790.1. Seminar in Evolution.** 2 hr. plus conf.; 3 cr. Topics relating to the general subject of evolution. Course may be taken more than once if topic changes.††

**BIOL 790.2. Seminar in Genetics.** 2 hr. plus conf.; 3 cr. Heredity and genetics of plants and animals, and applications to other areas.††

**BIOL 790.4. Seminar in Molecular Genetics.** 3 hr.; 3 cr. Prereq.: BIOL 710 or equivalent or permission of the instructor. Seminar course on a specified topic in the field of molecular genetics. Course may be taken more than once if topic changes.

**BIOL 790.5. Seminar in Developmental Biology.** 3 hr.; 3 cr. Prereq.: BIOL 750 or equivalent and/or permission of the instructor. Special topics in developmental biology, emphasizing recent work relating to problems of chemical embryology, induction and tissue interaction, genes in development, hormones in development, differentiation and growth, teratology, and regeneration. Course may be taken more than once if topic changes.

**BIOL 790.6. Seminar in Ecology.** 2 hr. plus conf.; 3 cr. Prereq.: BIOL 760.1 or equivalent and/or permission of the instructor. Seminar in topics of the interrelationships of plants and animals with their biotic and abiotic environments. Course may be taken more than once if topic changes.††

**BIOL 790.7. Seminar in Cytology.** 3 hr.; 3 cr. Special topics in cytology.††

**BIOL 790.8. Seminar in Biomathematics.** 3 hr.; 3 cr. Prereq.: BIOL 780.1 and 780.2 or equivalent or permission of the instructor. Seminar-format course on a specified topic in the field of biomathematics and its applications. Course may be taken more than once if topic changes.

**BIOL 791. Colloquium.** 1 hr.; 1 cr. Graded on pass/fail basis only. Course may be taken more than once if topic changes.†

**BIOL 792. Tutorial.** 1–4 hr.; 1–4 cr. Prereq.: A minimum of two 600- or 700-level courses in biology.

**BIOL 793.1. Seminar in Systematics.** 3 hr.; 3 cr. Problems in modern classification and phylogeny, with emphasis on areas such as vertical vs. horizontal classification, convergent and parallel evolution, adaptive radiation, behavioral aspects, biochemical systematics, computer methods, etc.

**BIOL 793.2. Seminar in Zoogeography.** 3 hr.; 3 cr. Prereq.: A course in evolution or permission of the instructor. Seminar-format course on a specified topic in the field of zoogeography. Course may be taken more than once if topic changes.

**BIOL 793.3. Seminar in Physiology.** 3 hr.; 3 cr. Special problems in physiology.

**BIOL 793.4. Seminar in Animal Behavior.** 3 hr.; 3 cr. Prereq.: A course in animal behavior or permission of the instructor. Seminar-format course on a specified topic in the field of animal behavior. Course may be taken more than once if topic changes.

**BIOL 793.5. Seminar in Cell Biology.** 3 hr.; 3 cr. Prereq.: BIOL 714 or equivalent or permission of the instructor. Seminar course on a specified topic in the field of cell biology. Course may be taken more than once if topic changes.††

**BIOL 793.9. Seminar in Special Topics.** 2 hr.; 2 cr. Course may be taken more than once if topic changes.

**BIOL 794.1. Ecology and Evolutionary Biology Data/Journal Club.** 1 hr.; 1 cr. Prereq.: At least one graduate-level course in ecology, evolution, or systematics. Seminar-format course consisting of student and faculty oral presentations. Topics of the presentations will be taken from the student's or faculty member's own research or from journal articles in the scientific literature. Course may be taken more than once if topic changes.



## **BIOLOGY**

### **BIOL 795, 796. Basic Laboratory Techniques for Research.** 2 lec., 3 lab. hr.;

3 cr. per course. Lecture and laboratory work on modern instrumentation and experimental design used to solve biological problems. The theory underlying the experimental design and equipment will be discussed.

### **BIOL 797.1. Molecular, Cellular, and Developmental Biology Journal Club.** 1 hr.;

1 cr. Prereq.: At least one graduate-level course in molecular genetics, cell biology, developmental biology, or biochemistry. Seminar-format course consisting of student and faculty oral presentations. Topics of the presentations will be taken from journal articles in the scientific literature. Course may be taken more than once if topic changes.†

### **BIOL 798.1. Molecular, Cellular, and Developmental Biology Data Club.** 1 hr.; 1

cr. Prereq.: At least one graduate-level course in molecular genetics, cell biology, developmental biology, or biochemistry. Seminar-format course consisting of student and faculty oral presentations. Topics of the presentations will be taken from the student's or faculty member's own research. Course may be taken more than once if topic changes.†

**BIOL 799. Research.** Up to 6 cr. Prereq.: A minimum of two 600- or 700-level courses in biology. Research under the guidance of a faculty advisor.

# Chemistry & Biochemistry

*Chair:* Wilma A. Saffran

*Graduate Advisors:* A. David Baker (Chemistry); Wilma A. Saffran (Biochemistry)

*Dept. Office:* Remsen 206, 997-4100

*Website:* www.qc.cuny.edu/Chemistry

The Department of Chemistry & Biochemistry offers programs leading to the degree of Master of Arts with concentrated study in chemistry or biochemistry. These programs include course and standard laboratory work designed to prepare the student for employment in the chemical industry, government, or teaching, or for continuation of study for an advanced degree. The department is an active component of the doctoral programs in chemistry and biochemistry of the CUNY Graduate Center.

In addition to the programs of courses outlined below, each student is strongly encouraged to participate in the extensive research programs of the department, which in recent years have been funded by the National Science Foundation, National Institutes of Health, Research Corporation, Pfeiffer Research Foundation, Howard Hughes Medical Institute, and Department of Defense. Participation in research is one of the best ways for the student to gain an appreciation for the daily activities of a working chemist. A brochure listing the research interests of the faculty may be obtained in the department office, or students can access the department's webpage..

The department is also an active participant in the Graduate Cooperative Education Program, and has an active Preparing Future Faculty program supported by the National Science Foundation and the American Chemical Society. Students should contact the graduate advisor for details and a discussion of the opportunities this program offers.

## FACULTY

Saffran, Wilma A., *Chair, Associate Professor*, PhD 1979, Cornell University: biochemistry, molecular biology: DNA damage and repair; mutagenesis; recombination; carcinogenesis. wilma.saffran@qc.cuny.edu

Baker, A. David, *Graduate Advisor (Chemistry), Professor*, PhD 1968, University of London: heterocyclic chemistry: synthesis and study of heterocyclic molecules and their metal ion complexes that undergo specific interactions (e.g., enantiospecific) with nucleic acids; synthesis of drugs that inhibit protein kinase C activity. arthur.baker@qc.cuny.edu

Axelrad, George, *Professor Emeritus*, PhD 1960, University of Kansas: organic chemistry. george.axelrad@qc.cuny.edu

Bittman, Robert, *Distinguished Professor*, PhD 1965, University of California at Berkeley: biochemistry and organic chemistry: lipid second messengers, antitumor ether lipids; development of new methods for chemical synthesis of glycerolipids and sphingolipids; photoactivatable lipids. robert.bittman@qc.cuny.edu

Chen, Yu, *Assistant Professor*, PhD 2005, University of Toronto: organic and organometallic chemistry: asymmetric synthesis and catalysis; late-transition-metal catalysis; heterocyclic chemistry; combinatorial chemistry; microwave synthesis; design and synthesis of homochiral biaryl ligands. yu.chen@qc.cuny.edu

Disch, Raymond L., *Professor Emeritus*, PhD 1959, Harvard University: physical chemistry: electric, magnetic, and optical studies of molecular structure; laser polarimetry; electro- and magnetic-optical effects; ORD/CD; ab initio molecular orbital theory. raymond.disch@qc.cuny.edu

Engel, Robert R., *Professor*, PhD 1966, Pennsylvania State University: organic and biochemistry: design and synthesis of metabolic regulators; phosphonic acids as analogues of natural phosphates; phosphonate and phosphinate synthesis; synthesis and investigation of dendrimeric phosphorus species; chemical architecture, polycationic organic salts; ionic liquids. robert.engel@qc.cuny.edu

Evans, Cherice M., *Assistant Professor*, PhD 2000, Louisiana State University: physical chemistry: applications of synchrotron radiation in chemistry, laser spectroscopy, solvation in supercritical fluids, molecular Rydberg-Rydberg transitions, field effects on molecular Rydberg states, non-linear dynamical systems, oscillatory chemical reactions. cherice.evans@qc.cuny.edu

Gafney, Harry D., *Professor*, PhD 1970, Wayne State University: inorganic chemistry and material science: photochemistry of transition and main group metal complexes, hybrid catalysis, photoinduced electron transfer; excited state acid-base chemistry; photodeposition and characterization of metal and metal oxide clusters in glass; photochemical generation of gradient indices in glass. harry.gafney@qc.cuny.edu

Hersh, William H., *Professor*, PhD 1980, Columbia University: organic and organometallic: synthesis of chiral phosphorus compounds for antisense oligonucleotides; chiral catalysis of Diels-Adler reactions and hydroformylation; synthesis of electron-deficient phosphorus compounds and chiral

phosphorus compounds. william.hersh@qc.cuny.edu

Jang, Seogjoo, *Assistant Professor*, PhD 1999, University of Pennsylvania: theoretical physical chemistry, computational chemistry: energy transfer theory; electron transfer theory; nanoscale conductance; computational modeling of photosynthetic systems, conjugated polymers, and DNA; path integral theory and simulation. seogjoo.jang@qc.cuny.edu

Koepl, Gerald W., *Professor*, PhD 1969, Illinois Institute of Technology: physical chemistry: theory of molecular rate processes; classical mechanical trajectory studies of chemical reaction dynamics; formulation of variational versions of the transition state theory of chemical reaction rates. gerald.koepl@qc.cuny.edu

Kumar, Sanjay, *Assistant Professor*, PhD 2005, Wesleyan University: bio-organic and medicinal chemistry: enzymology; signal transduction, inhibitor design and synthesis; molecular modeling. sanjay.kumar@qc.cuny.edu

Liu, Jianbo, *Assistant Professor*, PhD 1997, Tsinghua University (China): physical and analytical chemistry: application of spectroscopy, mass spectrometry, and ion-molecule reaction techniques to biologically relevant processes; ab initio/statistical calculation and direct dynamics trajectory simulation; nonmaterials. jianbo.liu@qc.cuny.edu

Locke, David C., *Professor Emeritus*, PhD 1965, Kansas State University: analytical separations; chemistry of biosolids. david.locke@qc.cuny.edu

Mirkin, Michael V., *Professor*, PhD 1987, Kazakh State University: electrochemistry/physical/analytical: reactions at liquid interfaces; bioelectrochemistry; electrochemical kinetics; scanning electrochemical microscopy; electrochemical systems approaching molecular dimensions, mathematical modeling of electrochemical processes. michael.mirkin@qc.cuny.edu

Rotenberg, Susan A., *Professor*, PhD 1985, Brown University: biochemistry, enzymology, protein chemistry, enzyme inhibitors, site-directed mutagenesis, signal transduction, anti-neoplastic drug design. susan.rotenberg@qc.cuny.edu

Samuni, Uri, *Assistant Professor*, PhD 1998, Hebrew University of Jerusalem: physical chemistry, biophysics: resonance Raman and surface-enhanced Raman spectroscopy (SERS); sol-gel encapsulation of proteins; development of nanogels and their applications in imaging and drug delivery; photonics and nanobiophotonics applications. uri.samuni@qc.cuny.edu

## CHEMISTRY & BIOCHEMISTRY

Schulman, Jerome M., *Professor Emeritus*, PhD 1964, Columbia University: physical chemistry. jerome.schulman@qc.cuny.edu  
 Strekas, Thomas C., *Professor*, PhD 1973, Princeton University: inorganic and biochemistry: Raman and resonance Raman studies of transition metal diimine complexes; metal complex interactions with nucleic acids. thomas.strekas@qc.cuny.edu  
 Tropp, Burton E., *Professor Emeritus*, PhD 1966, Harvard University: biochemistry: genetic and pharmacological aspects of phosphoglyceride metabolism. burton.tropp@qc.cuny.edu

A second course in physical chemistry 3  
 CHEM 780 or 781 – Advanced Seminar 2  
 CHEM 790 – Basic Laboratory Techniques for Research 4  
 CHEM 795 – Research 10 (max.)

or, alternatively

*For a specialization in Biochemistry:*

BIOCHEM 710 – Advanced Biochemistry 3  
 BIOCHEM 711.1 & 711.2 – Basic Laboratory Techniques for Research in Biochemistry 8  
 CHEM 750 – Advanced Organic Chemistry I 3  
 CHEM 760 – Introductory Quantum Chemistry 3  
 or  
 CHEM 770 – Chemical Thermodynamics 3  
 or  
 BIOCHEM 770 – Physical Biochemistry 3  
 CHEM 780 or 781 – Advanced Seminar 2  
 or  
 BIOCHEM U810A – Seminar in Biochemistry 2  
 CHEM 790 (or BIOCHEM 796) – Basic Laboratory Techniques for Research 4

The Chemistry and Biochemistry Graduate Committee may waive or modify some of these requirements for students who have had equivalent training. In some cases the student may be required to show competence by formal or informal examination.

b. Remaining credits may be taken, with the prior approval of the graduate committee, in graduate courses in the Division of the Natural Sciences. A maximum of 2 credits in seminars will be credited toward the Master of Arts degree. Students are encouraged to audit additional seminars.

The required courses for the Master of Arts degree, described above in Part a, are similar to the core courses for the University doctoral programs in chemistry and biochemistry, which are described in the *Bulletin* of the CUNY Graduate Center.

## PROGRAM FOR THE MASTER OF SCIENCE IN EDUCATION DEGREE

### Requirements for Matriculation

In general students should have an undergraduate major or minor in chemistry. Students lacking this but showing promise to succeed in master's-level chemistry courses may be permitted to enter as probationary matriculants and may be required to make up undergraduate course deficiencies. Probationary status will be removed upon completion of 9 credits of approved coursework with a minimum average of B.

### Requirements for the Degree

1. Candidates in this program have two advisors, one in the Division of Education and one in the Department of Chemistry and Biochemistry. Both advisors must be consulted before registering in the program, and both must sign the approved program of studies. The education advisor should be consulted *first*.

2. Course requirements include 15 credits in 700-level courses in chemistry and/or biochemistry. CHEM 504 is also acceptable toward this degree.

### Relationship to the CUNY PhD Programs in Chemistry and Biochemistry

1. The doctoral programs in chemistry and biochemistry based at the Graduate Center are described in the *Bulletin* of the CUNY Graduate Center. Up to 30 credits of 700-level coursework in chemistry or biochemistry taken at Queens College may be transferred to meet the PhD programs' course requirements.

2. Although the required MA courses listed above are similar to the core courses for the CUNY doctoral programs in chemistry and in biochemistry, students should be aware that if they wish to enter the corresponding CUNY PhD program after earning a Queens College MA degree, they must still pass the doctoral programs' first-level examinations. This may be accomplished through exemption examinations or by taking or auditing U700-level courses at the Graduate Center.

3. Consequently, students who anticipate proceeding to the PhD should consider applying directly to those programs rather than to the Queens College MA program. Inquiries should be addressed to the Executive Officer of the PhD Program in Chemistry or Biochemistry, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

## MASTER OF ARTS PROGRAM

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Undergraduate credits in chemistry should include one full year each of general, organic, and physical chemistry, and one-half year of quantitative analysis. Mathematics through integral calculus and one year of physics are required. Students planning to concentrate in biochemistry should have completed at least one year of biology and one semester of biochemistry (lecture and laboratory). Deficiencies may be removed by coursework or individual study.

2. Three written recommendations from undergraduate chemistry instructors are required (preferably from instructors who have taught the applicant during the junior or senior year).

3. An interview with a member of the Chemistry and Biochemistry Graduate Committee may be requested. The committee decides on deficiencies, conditions, exceptions, and special permissions.

4. Students whose native language is not English must submit Test of English as a Foreign Language (TOEFL) scores.

### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

These requirements are in addition to the general requirements for the Master of Arts degree.

A minimum of 30 graduate course credits, including

a. One of the two following sets of required courses:

*For a specialization in Chemistry:*

	<i>credits</i>
CHEM 710 – Advanced Inorganic Chemistry	3
CHEM 750 – Advanced Organic Chemistry I	3
CHEM 760 – Introductory Quantum Chemistry	3

## CHEMISTRY & BIOCHEMISTRY

### COURSES IN CHEMISTRY & BIOCHEMISTRY

**CHEM 501, 502. Modern Concepts of General Chemistry.** 2 hr.; 2 cr. each. Prereq.: Permission of the department. An introduction or review for the present teacher, with emphasis on background information helpful to the high school chemistry teacher. Not open to candidates for the MA degree in chemistry. Spring

**CHEM 503. Selected Topics in Chemistry.** 3 hr.; 3 cr. Prereq.: Matriculation for the Master of Science Degree in Education and an undergraduate major in biology, geology, or physics. With particular emphasis on the high school chemistry curriculum, the course is designed for matriculants in a science educational program for high school teachers of general science and biology, physics, or geology. Not open to candidates for the MA degree in chemistry.††

**CHEM 504. Environmental Chemistry.** 3 hr.; 3 cr. Prereq.: General and organic chemistry. A general overview of the chemistry of our environment, focusing on pollution of the atmosphere and hydrosphere, hazardous wastes, heavy metals, and pesticides. Topics of current interest such as the greenhouse effect, stratospheric ozone depletion, acid deposition, and indoor air pollution are emphasized. Also the systems used by the City of New York for provision of drinking water, treatment of waste water, and disposal of solid waste are considered.

**BIOCHEM 650. Biochemistry.** 4 hr.; 4 cr. Prereq.: An approved two-semester course in college organic chemistry and a bachelor's degree in chemistry or biology. Structure, properties, biosynthesis, and metabolism of major groups of compounds of biological importance, such as amino acids, nucleic acids, carbohydrates, lipids, and vitamins. Not to be used for credit toward the master's degree in chemistry and biochemistry. Fall, Spring

**CHEM 710. Advanced Inorganic Chemistry.** 3 hr.; 3 cr. Prereq.: An advanced undergraduate course in inorganic chemistry or CHEM 760. The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation. Fall

**BIOCHEM 710. Advanced Biochemistry.** 3 hr.; 3 cr. Prereq.: A one-semester course in biochemistry or equivalent, and physical chemistry. Biosynthesis, especially of macromolecules and complex cellular constituents such as membranes. Specialized topics of current interest. Spring

**BIOCHEM 711.1, 711.2. Basic Laboratory Techniques for Research in Biochemistry.** 8 lab. hr.; 4 cr. each semester. Prereq. or coreq.: BIOCHEM 710 and BIOCHEM 796, and permission of the instructor. Laboratory work dealing with the theories and application of modern approaches to the solution of biochemical problems.

**CHEM 715. Special Topics in Inorganic Chemistry.** 3 hr.; 3 cr. Prereq.: CHEM 710. Topic can change from semester to semester.††

**CHEM 740. Special Topics in Analytical Chemistry.** 3 hr.; 3 cr. Prereq.: Undergraduate course in quantitative analysis and instrumental analysis. Topics of current interest in important areas of analytical chemistry, such as analytical separations, electroanalytical chemistry, and analytical spectroscopy will be covered.

**BIOCHEM 740. Enzyme Function and Applications.** 3 hr.; 3 cr. Prereq. or coreq.: BIOCHEM 710 (Advanced Biochemistry) or equivalent. A consideration of enzymatic function in the cell and of the several applications of enzymes in analytical and preparatory work.

**CHEM 742. Environmental Analytical Chemistry.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: Undergraduate course in quantitative analysis. Environmental analytical chemistry is an instrumental methods-of-analysis course oriented specifically toward the needs of those concerned with natural waters, soils, sediments, and related media. Emphasis is placed on sampling, maintenance of sample integrity, and sample preparation for analysis. Modern spectrophotometric, electrochemical, and high-resolution chromatographic methods are used for the determination of organic and inorganic compounds in environmental media.

**CHEM 750. Advanced Organic Chemistry I.** 3 hr.; 3 cr. Fundamentals of organic chemical principles, reactions, and structures. Fall

**CHEM 755. Special Topics in Organic Chemistry.** 3 hr.; 3 cr. Prereq.: CHEM 750. Topic can change from semester to semester.††

**CHEM 760. Introductory Quantum Chemistry.** 3 hr.; 3 cr. Systematic development of the theories of chemistry, including mathematical development and structural effects and the application of these theories to chemical systems. Spring

**CHEM 761. Spectroscopy.** 3 hr.; 3 cr. A continuation of CHEM 760.††

**CHEM 765. Special Topics in Physical Chemistry.** 3 hr.; 3 cr. Prereq.: CHEM 760. Topic can change from semester to semester.††

**CHEM 770. Chemical Thermodynamics.**

3 hr.; 3 cr. The development of the thermodynamic foundations of chemical processes; both the classical and statistical mechanical approaches will be used.††

**BIOCHEM 770. Physical Biochemistry.** 3 hr.; 3 cr. Prereq.: Permission of the chair or graduate advisor. Structure and conformation of proteins, nucleic acids, and other biopolymers; physical techniques for study of macromolecules; behavior and properties of biopolymers. Among the topics to be discussed are the theories and applications of the following techniques: a) spectroscopic studies (absorption, fluorescence, magnetic resonance, infrared and Raman, circular dichroism, and optical rotary dispersion); b) size, shape, and molecular weight methods (sedimentation, diffusion, viscosity, osmometry, and light scattering); c) kinetics and equilibria; d) diffusion methods (Xray and neutron). Specific examples of the structures and functions of macromolecules will be examined. Fall

**CHEM 780, 781. Advanced Seminar.** 2 hr.; 2 cr. each semester. Seminars will consist of reading and discussion of the literature on selected topics from the various branches of chemistry, or the presentation of experimental results. CHEM 780– Fall; CHEM 781– Spring

**CHEM 786. Spectroscopic Methods of Structure Determination.** 3 lec. hr.; 3 cr. Prereq.: Permission of the department. A survey of the main methods for determining the structures of compounds from physical measurements. Interpretation of data from infrared, mass, and nuclear magnetic resonance spectrometry. Discussion of other physical methods such as diffraction techniques and ultraviolet spectroscopy.

**CHEM 788. Cooperative Study.** Prereq.: Permission of the department. Cooperative study is performed by students participating in the Cooperative Education program. It involves employment of the student in one of a variety of chemistry-related jobs with direct supervision of the employer and overview guidance provided by a faculty advisor. Cooperative study is intended to supplement the traditional classroom and laboratory programs of study. The student shall prepare a report for the chemistry and biochemistry graduate committee upon completion of the experience. No more than 6 credits may be taken in cooperative study.

CHEM 788.1. 1 hr.; 1 cr.  
CHEM 788.2. 2 hr.; 2 cr.  
CHEM 788.3. 3 hr.; 3 cr.  
CHEM 788.4. 4 hr.; 4 cr.  
CHEM 788.5. 5 hr.; 5 cr.  
CHEM 788.6. 6 hr.; 6 cr.

## CHEMISTRY & BIOCHEMISTRY

**BIOCHEM 789. Special Topics in Biochemistry.** 3 hr.; 3 cr. Prereq.: BIOCHEM 650 or equivalent. Will cover topics of current interest in areas of critical importance to biochemistry.

**CHEM 790.1. Basic Laboratory Techniques for Research in Analytical and Physical Chemistry.** 2 lec., 6 lab. hr.; 4 cr. Prereq.: Permission of the department. Modern instrumental methods of analysis including high-performance liquid chromatography; gas chromatography; gas chromatography/mass spectrometry; capillary electrophoresis; flame and graphite furnace atomic absorption spectrophotometry; and UV-visible, fluorescence, and Fourier transform infrared spectrophotometry applied to various organic and inorganic materials.

**CHEM 790.2. Basic Laboratory Techniques for Research in Organic and Inorganic Chemistry.** 1 rec., 5 lab. hr.; 3 cr. Prereq. or coreq.: CHEM 786. Modern tech-

niques for the preparation and characterization of organic and inorganic substances, including spectroscopic techniques, chromatographic separations, vacuum distillation, use of inert atmosphere and related syringe techniques.

**CHEM 793. Tutorial in Chemistry.** Prereq.: Matriculation in the chemistry Master of Arts program and completion of 9 MA credits in chemistry. Tutorial in advanced topics to be performed under the supervision of a department faculty member with the approval of the graduate advisor. May be taken more than once for different topics.

CHEM 793.1. 1 hr.; 1 cr.

CHEM 793.2. 2 hr.; 2 cr.

CHEM 793.3. 3 hr.; 3 cr.

**CHEM 795. Research.** Prereq.: Permission of the chemistry and biochemistry graduate committee. Research under the guidance of a faculty advisor. Fall, Spring

CHEM 795.1. 1 hr.; 1 cr.

CHEM 795.2. 2 hr.; 2 cr.

CHEM 795.3. 3 hr.; 3 cr.

CHEM 795.4. 4 hr.; 4 cr.

CHEM 795.5. 5 hr.; 5 cr.

CHEM 795.6. 6 hr.; 6 cr.

**BIOCHEM 796. Introduction to Laboratory Techniques for Research in Biochemistry.** 10 lab. hr.; 4 cr. Laboratory work dealing with the theories of modern experimental techniques and their applications to biochemical research; development of experimental rationale for biochemical research.

## COURSE IN RESERVE

**CHEM 751. Advanced Organic Chemistry II.**

† Offered either Fall or Spring; see Class Schedule.

†† May be offered; see Class Schedule.

# Classical, Middle Eastern & Asian Languages & Cultures

*Chair:* William McClure

*Graduate Advisor:* Joel B. Lidov

*Dept. Office:* King 203, 997-5570; Fax 997-5577

The department offers only Classics courses on a graduate level. Courses in the other languages and literatures of the department (Arabic, Chinese, Hebrew, Yiddish) are offered only on an undergraduate level. MA and PhD degrees in Classical studies are offered by the City University Graduate Center with a faculty drawn from the Classics faculties of the CUNY senior colleges.

## FACULTY

McClure, William, Chair, *Associate Professor*, PhD 1994, Cornell University: Japanese language and linguistics

Lidov, Joel B., Graduate Advisor, *Associate Professor*, PhD 1972, Columbia University: Greek and Latin language and literature, Greek lyric poetry and metrics

Alcalay, Ammiel, *Professor*, PhD 1989, City University of New York: Hebrew literature, Middle Eastern studies, modern literature and theory

Chetrit, Sami Shalom, *Assistant Professor*, PhD 2001, Hebrew University of Jerusalem: Hebrew language and literature

Cook, Lewis E., *Associate Professor*, PhD 2000, Cornell University: Japanese literature

Kim, Jinyo, *Assistant Professor*, PhD 1992, Columbia University: Greek and Latin language and literature, Greek epic

Li, Xiao, *Assistant Professor*, PhD 2008, Rutgers University: Chinese language

Pettigrew, Mark, *Assistant Professor*, PhD 2004, University of California: Arabic literature

Schoenheim, Ursula, *Professor*, PhD 1958, Cornell University: Latin and Greek language and literature, Roman satire  
Segal, Miryam, *Assistant Professor*, PhD 2004, University of California: Hebrew literature  
Shu, Yunzhong, *Associate Professor*, PhD 1994, Columbia University: modern Chinese literature  
Sukhu, Gopal, *Assistant Professor*, PhD 1993, Columbia University: Chinese poetry, philosophy, and East Asian religion

## COURSES IN RESERVE

**CMAL 504. Studies in Classical Mythology.**

**CMAL 505. Studies in Greek Tragedy in Translation.**

**CMAL 506. Studies in Ancient Comedy in Translation.**

# Computer Science

*Chair:* Zhigang Xiang

*Deputy Chair and Graduate Admissions*

*Officer:* Jennifer Whitehead

*Assistant Chair for Undergraduate Studies:*  
Kenneth J. Lord

*Assistant Chair for Graduate Studies:* Keitaro Yukawa

*Dept. Office:* Science Building A202, 997-3500

*Website:* www.cs.qc.cuny.edu

The dynamic and growing field of computer science provides opportunities for intellectual activity, research, and future employment. The aim of the master's program is to prepare students for professional careers in private industry, government, and academe. For those who seek academic careers and opportunities for more advanced research, the master's program may constitute a significant portion of the PhD program offered by the CUNY Graduate Center. For information on the PhD program, consult the department.

The department's faculty members conduct a wide range of research in computer science, and received external funding from such federal agencies as the National Science Foundation, National Institutes of Health, and Department of Defense, as well as from corporate sources. Current areas of faculty research include bioinformatics, computer vision, information retrieval, data mining, instructional technology, medical and document imaging, networking, and parallel processing, among others. Please examine our webpage for the most up-to-date information: www.cs.qc.cuny.edu

We have about 230 computers running various operating systems (Solaris, Linux, Mac OS, Microsoft Windows, etc.) networked in the department, available for research and instruction, and the college provides many additional PCs and servers.

## FACULTY

Xiang, Zhigang, *Chair, Associate Professor*, PhD 1988, State University of New York at Buffalo: computer graphics, image processing, interactive techniques

Whitehead, Jennifer, *Deputy Chair, Graduate Admissions Officer, Professor*, PhD 1975, University of Warwick, England: continuous computational complexity, p-adic computing, real-time scheduling, file transfer scheduling

Lord, Kenneth J., *Assistant Chair for Undergraduate Studies, Lecturer*, PhD 1995, City

University of New York: web programming  
Yukawa, Keitaro, *Assistant Chair for Graduate Studies, Assistant Professor*, PhD 1987, University of Waterloo: database systems, database aspects of multimedia documents, programming languages

Boklan, Kent D., *Assistant Professor*, PhD 1992, University of Michigan at Ann Arbor: cryptography and computer security

Brown, Theodore D., *Professor*, PhD 1971, New York University: simulation methodology, analytic modeling, parallel algorithms, analysis of algorithms

Chen, Jinlin, *Assistant Professor*, PhD 1999, Tsinghua University: web information service, embedded systems, software engineering

Fluture, Simina, *Lecturer*, MA 1999, Queens College, CUNY: medical applications of computer vision, bio-informatics

Goldberg, Robert R., *Professor*, PhD 1989, Courant Institute of Mathematical Science, New York University: biomedical image processing, computer vision, formal languages and automata, genetic algorithms, graphics, scheduling theory

Goodman, Seymour, *Professor Emeritus*, PhD 1962, Columbia University: micro-programming, computer architecture

Gross, Ari D., *Associate Professor*, PhD 1991, Columbia University: computer vision, computer graphics, shape modeling, computational geometry

Huenerfauth, Matt, *Assistant Professor*, PhD 2006, University of Pennsylvania: assistive technology for people with disabilities, natural language processing, virtual human modeling and animation, computational linguistics of sign language

Ji, Heng, *Assistant Professor*, PhD 2007, New York University: statistical natural language processing, data mining and machine learning, artificial intelligence

Kong, T. Yung, *Professor*, PhD 1986, Oxford University, England: geometrical and topological problems related to computer vision graphics and image processing

Kwok, Kui-Lam, *Professor*, PhD 1965, University of Manchester, England: information retrieval (IR), application of neural networks to IR, data structures

Obrenic, Bojana, *Associate Professor*, PhD 1993, University of Massachusetts at Amherst: algorithm design, especially for parallel and concurrent systems, databases, computational combinatorics, graph theory

Phillips, Tsaiyun Hsin, *Professor*, PhD 1984, University of Maryland at College Park: computer vision, image processing, performance evaluation, document image analysis

Reddy, Boojala V.B., *Assistant Professor*, PhD

1988, University of Hyderabad: bioinformatics, computational biology, *In Silico* drug design

Rosenberg, Andrew, *Assistant Professor*, PhD 2009, Columbia University: prosodic event detection, natural language processing, spoken language processing, prosody intonation, machine learning

Ryba, Alexander, *Professor*, PhD 1985, Cambridge University, England: computational group theory, finite group theory, combinatorial game theory

Sy, Bon K., *Professor*, PhD 1988, Northeastern University: uncertain reasoning, use of AI augmentative communication, recognition of impaired speech, data mining, data warehouse, wireless networking, VoIP technology

Vickery, Christopher, *Professor*, PhD 1971, City University of New York: computer organization and architecture, software design, logic design

Waxman, Jerry J., *Professor*, PhD 1973, New York University: voice/data systems, algorithms, computer science education

Wee, Hoeteck, *Assistant Professor*, PhD 2007, University of California at Berkeley: cryptography and complexity theory

## PROGRAM FOR THE MASTER OF ARTS DEGREE

The Master of Arts in computer science includes courses in four areas of study: software, theoretical foundations, hardware, and mathematical applications and algorithms.

The *Software* area is the primary focus of the program, and includes courses in fundamental algorithms, software design, database systems, distributed software systems, operating systems, compiler design, graphics, information organization and retrieval, and artificial intelligence. The *Theoretical Foundations* courses include the mathematical treatment of such topics as formal language theory, automata theory, and computability theory. The *Hardware* area course offerings cover topics including computer systems design, networking principles, and distributed hardware systems. The *Mathematical Applications and Algorithms* area includes courses covering sequential and parallel numerical algorithms, applications of probability and statistics to the study of hardware and software systems, and principles of simulation and modeling.

All 700-level courses in the department are applicable to the CUNY doctoral program in computer science. Some graduate courses are open to students who are not matriculated in the master's program. Consult the department for details.

## COMPUTER SCIENCE

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

Matriculation is based on merit as judged by the Graduate Admissions Committee of the department. The committee will expect each candidate for matriculation to have an adequate mathematics background, including integral calculus, probability and statistics, and discrete mathematical structures.

Matriculation requirements also include a working knowledge of at least one high-level, object-oriented programming language (some courses, including core courses, require knowledge of specific languages; consult the department for current requirements), assembly language programming, data structures, principles of programming languages, operating systems, computer organization, and theory of computation. A candidate who is partially deficient in the above requirements may, at the discretion of the Admissions Committee, be admitted subject to the requirement that the deficiencies be rectified. Appropriate means to fulfill this requirement are provided by the department. Courses taken to meet admissions deficiencies do not count toward the credit requirements for the degree; the average (mean) grade in these courses must be at least *B* (3.0), and each one of these courses must be completed with a grade of *B–* or better.

### The Jacob Rootenberg Fellowship Award

Each semester an award from the Jacob Rootenberg Fellowship Fund will be made to a new matriculant with an outstanding record of scholarship.

### Program Requirements

These requirements are in addition to the general requirements for the Master of Arts degree as specified in this *Bulletin*.

Each student must complete 30 credits of 700-level courses, including the core courses (Algorithms I, Distributed Computing, Computability and Complexity, and Computer Architecture and Networks). In addition, the student must choose one course in each of the three semi-core categories: software, hardware, and mathematical applications and algorithms. After completion of 21 credits, each student must satisfy a “capstone requirement” by completing a Software Development Practicum, a Hardware Design Practicum, a Research Practicum, an approved research project, or a master’s thesis. The remaining courses may be freely chosen from a variety of other 700-level courses, including “special topics” and seminar courses.

## COURSES IN COMPUTER SCIENCE

The second digit of each course number represents a particular area.

- 0 or 1 Software
- 2 Foundations
- 4 Hardware
- 6 Mathematical Applications and Algorithms

Any course designated as “scs,” “sch,” and “scm” (respectively: software, hardware, and mathematical applications and algorithms) satisfies the semi-core requirement in that particular area.

**Core Courses** (Students must take all four courses):

- CSCI 700. Algorithms I
- CSCI 715. Distributed Computing
- CSCI 722. Computability and Complexity
- CSCI 744. Computer Architecture and Networks

*Note:* Students who passed CSCI 323 or 344 with a grade of *B+* or better may apply for a waiver from CSCI 700 or 715, respectively. Students who receive this waiver will still be required to complete 30 credits of 700-level courses.

**Software Semi-core Courses** (Students must take at least one):

- CSCI 701. Software Design
- CSCI 707. Compiler Construction
- CSCI 718. Computer Graphics

**Hardware Semi-core Courses** (Students must take at least one):

- CSCI 745. Switching Theory
- CSCI 746. Computer Systems
- CSCI 748. Computer Networks

**Mathematical Applications and Algorithms Semi-core Courses** (Students must take at least one):

- CSCI 762. Algorithms II
- CSCI 764. Topics in Systems Simulation
- CSCI 766. Probabilistic Models in Computer Systems

**Elective Courses**

- CSCI 711. Database Systems
- CSCI 780, 782, 784, 786, or 783. Special Topics in Computer Science
- CSCI 790, 792, 794, 796, or 793. Seminars in Computer Science
- CSCI 799.1–3. Research

*Note:* In the seminar and special topic courses the third digit represents the subject area. (The numbers 783 and 793 will be given to courses that resist categorization with respect to subject area.)

**Capstone Courses** (Students must take one, after completing 21 credits)

- CSCI 731. Software Development Practicum
- CSCI 732. Research Practicum
- CSCI 733. Master’s Thesis
- CSCI 799.3. Research

*Note:* The programming project reports, research reports, and master’s theses submitted by the students shall be placed in the departmental files.

**Other Courses**

- CSCI 788.1–3. Computer Science: Cooperative Education Placement.

## MA COURSES

**CSCI 688. Advanced Productivity Tools for Business.** 2 lec. 2 lab. hr.; 3 cr. Prereq.: CSCI 012 or equivalent. Computing technology for students in business and finance-related disciplines. Advanced analytic techniques with an emphasis on spreadsheet topics such as financial functions and formulas, pivot tables, charting, and macro programming. Integration of spreadsheets, databases, and presentation tools for analysis and report generation. (5-08)

**CSCI 700. Algorithms I.** 3 hr.; 3 cr. Fundamental algorithms, their use, analysis, and the data structures used in their formulation. Programming paradigms such as dynamic programming, divide and conquer, greedy algorithms, branch and bound, backtracking, and their applications. Parallel algorithms.

**CSCI 701. Software Design.** 3 hr.; 3 cr. Prereq.: CSCI 700. Techniques and principles of systematic software development. Review of current software development tools. Top-down design and structured programming. History and concepts of modular design. Graphical user interfaces. Object-oriented design including data abstraction by classes and type polymorphism. Significant programming projects will be assigned.

**CSCI 707. Compiler Construction.** 3 hr.; 3 cr. Prereq.: CSCI 700. Theory and practice of compiler construction. Topics include theoretical and practical studies of lexical analysis, syntax analysis, type checking, semantic analysis, object code generation and optimization.

**CSCI 711. Database Systems.** 3 hr.; 3 cr. Prereq.: CSCI 700. In-depth review of database systems and extensive survey of the current literature on the topic.

**CSCI 715. Distributed Computing.** 3 hr.; 3 cr. Distributed systems design and implementation. Concurrency and modularity. Operating system considerations. Transport-level communication protocols. RPCs. Examples of distributed systems.



## COMPUTER SCIENCE

**CSCI 718. Computer Graphics.** 3 hr.; 3 cr. Prereq.: CSCI 700. Digital image fundamentals, scan-conversion algorithms, organization of graphics systems, 2D/3D primitives and their attributes, curve and surface representations, transformations, projections, hidden line/surface removal and clipping algorithms, color and illumination models, shading methods, interactive devices and techniques, graphics API. Significant programming projects to illustrate the rendering process as well as the design of user interfaces will be assigned.

**CSCI 722. Computability and Complexity.** 3 hr.; 3 cr. Prereq.: CSCI 320. Models of computation such as Turing machines, random access machines, and circuits. Time complexity classes, including P and NP, space complexity classes, including L and NL, and the interrelationships among them. Mapping reducibility and its specializations, including polynomial-time and log-space reducibility. Establishing a first NP-complete problem, such as circuit satisfiability or Boolean-formula satisfiability. P-complete decision problems; NP-complete decision problems; and related approximation algorithms.

**CSCI 731. Software Development Practicum.** Hours to be arranged; 3 cr. Prereq.: Completion of 21 credits, including any software semi-core course. Each student will complete a significant software development project, either of his/her own choosing or one selected by the instructor. In general, projects will incorporate the following features in their design: A graphical user interface, concurrent processing, and persistent state across invocations. All projects will include complete and separate documentation for end-users, for installation, and for software maintenance. Project management tools for version and module management, and a complete record of the development stages are required.

**CSCI 732. Research Practicum.** 3 hr.; 3 cr. Prereq.: Completion of 21 credits. Critical review of research in computer science. Students will conduct research on one of the topics given by the instructor, and gain experience in writing research proposals, actual research process (including the use of libraries and the reading of papers), and in writing research reports. The instructor will give lectures on the selected topics as well as on general research methods, and closely monitor the students' research process.

**CSCI 733. Master's Thesis.** 3 cr. Prereq.: Completion of 21 credits. A master's thesis must be accepted by a sponsoring member of the department and by a thesis committee chosen by the department. (For college require-

ments regarding theses, see section on Degree & Certificate Offerings.)

**CSCI 734. Hardware Design Practicum.** Hours to be arranged; 3 cr. Prereq.: Completion of 21 credits, including a hardware semi-core course. Each student will complete a significant hardware development project approved by the instructor. Projects may be based on existing development platforms, or may involve construction of a hardware platform specific to the project. Designs may involve various areas of digital design, such as signal processing, robotics, networking, or peripheral interfacing.

**CSCI 744. Computer Architecture and Networks.** 3 hr.; 3 cr. The design of CPU, memory, and I/O systems. Performance evaluation. Pipeline processor design. SIMD architecture. Communication issues in a distributed computing system. Design of interconnection networks and their applications. Fault-tolerant computer systems.

**CSCI 745. Switching Theory.** 3 hr.; 3 cr. Boolean algebra. Symmetric and iterative circuits. Fault detection and location. State equivalence and reduction of completely and incompletely specified machines. State identification and experiments. Linear sequential circuits. Current research topics.

**CSCI 746. Computer Systems.** 3 hr.; 3 cr. Prereq.: CSCI 744. Parallel computer models. Program and network properties. Performance metrics and measures. Advanced processor technology, RISC and CISC processors. Software for parallel programming. Current research topics.

**CSCI 748. Computer Networks.** 3 hr.; 3 cr. Prereq.: CSCI 744. Basic communication concepts, connectivity analysis, delay analysis, and the International Standards Organization Reference Model of Open Systems Interconnection (ISO-OSI).

**CSCI 762. Algorithms II.** 3 hr.; 3 cr. Prereq.: CSCI 700. A continuation of the material of CSCI 700, including algorithms for numerical computation, algorithms for parallel or distributed computers, and probabilistic analysis of algorithms.

**CSCI 764. Topics in Systems Simulation.** 3 hr.; 3 cr. Prereq.: CSCI 700. Introduction to simulation and comparison with other techniques. Discrete simulation models and introduction to, or review of, queuing theory and stochastic processes. Comparisons of discrete change simulation languages. Simulation methodology including generation of random numbers and variates, design of simulation experiments for optimization, analysis of data

generated by simulation experiments and validation of simulation models and results. Selected applications of simulation.

**CSCI 766. Probabilistic Models in Computer Systems.** 3 hr.; 3 cr. Prereq.: CSCI 700. This course deals with analytical modeling as a means of analyzing computer hardware and software through the application of fundamental concepts of probability theory, statistics, random processes such as queuing theory and Markov chains to problems encountered in queuing models of time-sharing systems, multiprocessor interference, statistical evaluation of sorting techniques, and reliability of computer systems and networks.

**CSCI 780, 782, 783, 784, 786. Special Topics in Computer Science.** 3 hr.; 3 cr. May be repeated for credit for differing titles.

**CSCI 788.1–3. Computer Science: Cooperative Education Placement.** 1–3 hr.; 1–3 cr. Prereq.: Completion of at least three 700-level computer science courses and approval by the department's Graduate Curriculum and Advisement Committee of a detailed project description submitted by the student. Experiential learning through job placements developed by the Queens College Cooperative Education program. Opportunities are provided to test, demonstrate, and expand on academic learning in an organizational setting. This course does not count toward the 30 credits required for the Master of Arts degree in computer science. The grade for this course will be given on a pass/fail basis.

**CSCI 790, 792, 793, 794, 796. Seminars in Computer Science.** 3 hr.; 3 cr. May be repeated for credit if the topic changes.

**CSCI 799.1–3. Research.** 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. May be repeated for credit for different topics, to a maximum of 3 credits. Student research reports shall be written; they will be placed on file with departmental technical reports. CSCI 799.3 can be used to satisfy the capstone requirement if the proposal is approved for such by the department. Students may take such a course only after they have completed at least 21 credits of 700-level courses with a cumulative GPA of 3.3 or better, and the research involved must be an individual work.

# School of Earth & Environmental Sciences

*Director:* Allan Ludman

*Graduate Advisor:* Gregory O'Mullen

*Office:* Science Bldg. D216, 997-3300

*E-mail:* qc.sees@qc.cuny.edu; and  
Graduate.SEES@qc.cuny.edu

*Website:* www.qc.cuny.edu/Academics/Degrees/DMNS/SEES

The school offers programs leading to a Master of Arts in geology or a Master of Science in environmental geoscience. Coursework and research opportunities are available to specialize in atmospheric sciences, global climate change, chemical oceanography and paleoceanography, environmental geology and geochemistry, isotope geochemistry, soil biogeochemistry and physiology, shallow subsurface and marine geophysics, groundwater and surface water hydrology, urban ecology and limnology, geomicrobiology, geomorphology and quaternary studies, sedimentation, sedimentary petrology, paleontology, experimental mineralogy and petrology, igneous and metamorphic petrology.

Faculty are involved in field activities from areas around New York City, to the northern Appalachians of New England, and continental U.S., to numerous localities around the world, e.g., the Southern Ocean, the North Atlantic Ocean, the Mediterranean Sea, the Black Sea, the Caribbean, South America, South and East Asia, and Europe. Major equipment capability includes x-ray diffraction and fluorescence spectrometry, electron transmission and scanning electron microscopy, atomic absorption spectroscopy, inductively coupled plasma emission spectrometry, ion and gas chromatography, carbon and nitrogen analysis, microbial characterization via enrichment culturing and molecular genetic characterization, electrochemical analysis and alpha spectrometry. Field instrumentation for watershed characterization, subsurface imaging, atmospheric, groundwater, and soil monitoring (in cooperation with the U.S. Geological Survey and New York Soil and Water Conservation District), and estuary studies enable field data collection under faculty guidance. Currently, SEES is rapidly expanding our field and laboratory instrumentation to meet the needs of sustainable growth of New York City.

Faculty participate fully in the City University of New York Graduate Center PhD program in earth and environmental sciences.

Cooperative research projects exist with the American Museum of Natural History and the Lamont-Doherty Earth Observatory of Columbia University.

Exciting projects are being performed by students and faculty, including arsenic contamination in the drinking water supply, environmental health and safety, cancer and genetic epidemiology, environmental geochemistry, study of sewage effluent contamination and its effects on hypoxia and the benthic foodweb in Long Island Sound, salinity intrusion and microbial contamination in the NY–NJ Harbor Estuary, paleoclimatological history of the Hudson River, global climate change (including hurricane patterns of the past and the future), tectonic history of Westchester County and the State of Maine, radiometric ages of ancient rocks and radionuclide tracing of oceanic carbon cycling, plant-atmosphere CO<sub>2</sub> fluxes, microbial ecology of plant litter, and earthquake hazards.

Current funding for research is from the National Science Foundation, National Institutes of Environmental Health, Hudson River Foundation, New York City Department of Environmental Protection, the CUNY Program for Environmental and Ecological Research, and the PSC/CUNY Research Awards. Students who have successfully completed the program have found employment in industry or government, or have entered PhD programs. Students in the Master of Science program in applied environmental geosciences are eligible for Roux Scholarships.

## FACULTY

Ludman, Allan, *Director, Professor*, PhD 1969, University of Pennsylvania: field geology, metamorphic petrology, tectonics. allan.ludman@qc.cuny.edu

Eaton, Timothy T., *Assistant Professor*, PhD 2002, University of Wisconsin at Madison: hydrogeology, estuarine and surface-water hydrology, wetlands, water resources management. timothy.eaton@qc.cuny.edu

Bird, Jeffrey, *Assistant Professor*, PhD 2001, University of California at Davis: soil biogeochemistry and ecosystem ecology, microbial community ecology, C and N fluxes and cycling. jbird@qc.cuny.edu

Brock, Patrick W. G., *Associate Professor*, PhD 1963, University of Leeds: field geology, igneous and metamorphic petrology, structural geology, geomorphology. pbrock@qc.edu

Brueckner, Hannes K., *Professor*, PhD 1968, Yale University: Adjunct Senior Research Associate, Lamont-Doherty Earth Observatory: structural geology, geotectonics, isotope geology, geochemistry. hannes.brueckner@qc.cuny.edu

Coch, Nicholas K., *Professor*, PhD 1965, Yale University: sedimentology, coastal geology, environmental geology. nicholas.coch@qc.cuny.edu

Hemming, N. Gary, *Associate Professor*, PhD, 1993, State University of New York at Stony Brook: Adjunct Research Scientist, Lamont-Doherty Earth Observatory: boron geochemistry, environmental geochemistry, chemical oceanography. nicholas.hemming@qc.cuny.edu

Hendrey, George R., *Distinguished Professor*, PhD 1973, University of Washington at Seattle: earth systems science. george.hendrey@qc.cuny.edu

Markowitz, Steven, *Professor*, MD 1981, Columbia College of Physicians and Surgeons; Director, Queens College Center for the Biology of Natural Systems: occupational and environmental medicine, occupational health and safety. steven.markowitz@qc.cuny.edu

McHugh, Cecilia M.G., *Professor*, PhD 1993, Columbia University; Assistant to the Dean; Adjunct Associate Research Associate, Lamont-Doherty Earth Observatory: marine geology, sedimentology, sedimentary petrology, geomorphology. cecilia.mchugh@qc.cuny.edu

Morabia, Alfredo, *Professor*, PhD 1990, Johns Hopkins University; MD 1978 University of Geneva: Queens College Center for the Biology of Natural Systems; community-based risk factors, cancer and genetic epidemiology, historical methods and concepts in epidemiology. alfredo.morabia@qc.cuny.edu

O'Mullan, Gregory, *Assistant Professor*, PhD 2005, Princeton University: microbial ecology, geomicrobiology, estuarine water quality. gregory.o'mullan@qc.cuny.edu

Pekar, Stephen F., *Assistant Professor*, PhD, 1999, Rutgers University, State University of New Jersey: sedimentology, stratigraphy, paleontology. stephen.pekar@qc.cuny.edu

Rouff, Ashaki, *Assistant Professor*, PhD 2004, State University of New York at Stony Brook: environmental mineralogy, aqueous environmental geochemistry. ashaki.rouff@qc.cuny.edu

Stewart, Gillian M., *Assistant Professor*, PhD 2005, Marine Sciences Research Center, State University of New York at Stony Brook: trophic transfer and bioaccumulation of contaminants, ocean sequestration of atmospheric carbon dioxide. gillian.stewart@qc.cuny.edu

Yi, Chuixiang, *Assistant Professor*, PhD 1991, Nanjing University: micrometeorology, land-atmosphere exchange of carbon dioxide, vegetation canopy fluid mechanics, eddy covariance flux. chuixiang.yi@qc.cuny.edu

Zheng, Yan, *Professor*, PhD 1999, Columbia

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

University: Adjunct Research Scientist, Lamont-Doherty Earth Observatory; redox geochemistry in earth surface processes, water quality, arsenic groundwater contamination and public health. yan.zheng@qc.cuny.edu

### ADVANCED GRADUATE CERTIFICATE PROGRAM IN EARTH SCIENCE

The Advanced Graduate Certificate Program in Earth Science is designed to provide teachers of grades 8–12 with the broad background necessary to teach Regents Earth Science. It is intended primarily for teachers who are already licensed in another science and have therefore completed their required pedagogy courses. New York State requires 3 credits of geology for Earth Sciences Certification. The program covers the Regents Earth Science Core Curriculum in six courses (20 credits), two more than the minimum required for state certification. Students may take any 500- or 700-level courses to complete the remaining 10 credits.

#### Requirements for Matriculation

Teachers matriculate directly into the Advanced Certificate Program and pay CUNY graduate tuition. Applicants must submit a copy of their current teaching certification to demonstrate appropriate pedagogy background.

#### Program Requirements

Candidates for the Advanced Certificate must complete the following courses with a grade of *B* or better:

- GEOL 501. Earth Composition and Earth Processes (4 cr.)
- GEOL 502. Earth History and the Fossil Record (3 cr.)
- GEOL 520. Meteorology (3 cr.)
- GEOL 521. Oceanography (3 cr.)
- GEOL 522. Applied Geological Reasoning: Geology of New York State (3 cr.)
- ASTR 501. Modern Aspects of Astronomy (4 cr.)

#### Relationship to Master of Science in Education Degree

Students matriculated in the MS in Education program who wish to specialize in earth science should have two advisors, one in the Division of Education and one in the School of Earth and Environmental Sciences. MS in Education students with little prior geology training should follow the Advanced Certificate curriculum outlined above; those with an undergraduate geology degree should take 700-level geology courses.

### PROGRAM FOR THE MA AND MS DEGREES

#### Requirements for Matriculation

These requirements are in addition to the college requirements for admission.

1. The department requires that all students have taken a course in physical geology and a course in historical geology. However, recognizing that undergraduates may have studied in many different fields of earth sciences, additional expected undergraduate training may be in a broad array of subjects, including most of the following:

- minerals; igneous, sedimentary and metamorphic petrography;
- surficial processes/geomorphology;
- sedimentation and stratigraphy;
- structural geology and earth internal processes;
- oceanography, climatology;
- evolution and paleontology;
- geochemistry, geophysics, and ecology;
- field geology (an approved field course)

The department's graduate committee may waive the above requirements—except physical geology and historical geology—for students with a strong background in science who may wish to pursue studies in special fields such as hydrology, geophysics, geochemistry, or environmental sciences.

2. The Graduate Record Exam (GRE), verbal and quantitative, with official scores submitted to the department.

3. Differential and integral college calculus, two semesters of college physics, and two semesters of college chemistry. College biology may be substituted for one semester of physics if appropriate.

4. Students may be accepted with deficiencies in mathematics or allied sciences but must remove those deficiencies by taking the necessary undergraduate courses without credit. Deficiencies must be removed before the student may proceed beyond 12 credits of graduate work in geology.

5. Advanced standing (not exceeding 12 credits) may be granted to students who have taken graduate courses in geology at other institutions with a minimum grade of *B* or the equivalent.

#### Requirements for the Master of Arts Degree in Geological and Environmental Sciences

These requirements are in addition to the general master's degree program requirements:

1. Residence: A minimum of two full semesters, and 18 credits of coursework in the School of Earth and Environmental Sciences at

Queens College.

2. Satisfactory completion of an approved course of study for a minimum total of 30 credits in graduate geology courses (700 or higher), including a thesis. Individual programs are organized to permit specialization in most areas of geology and related earth sciences. Unless they have an undergraduate geology major, students must take GEOL 701 and GEOL 702 during their first year. A student's advisory committee, established in the first year, must approve his/her individualized course of study. At the discretion of the committee and the graduate advisor, courses in other science departments may be included in the course of study.

3. Thesis: The thesis problem and mentor must be approved by the department.

4. Certification: Upon receipt of confirmation from the student's advisory committee that the program of study, thesis, and thesis defense have been completed, the graduate advisor will certify to the Office of Graduate Studies that the student is qualified to receive the degree.

#### Requirements for the Master of Science Degree in Environmental Geosciences

These requirements are in addition to the general master's degree program requirements:

1. Residence: A minimum of two full semesters, and 18 credits of coursework in the School of Earth and Environmental Sciences at Queens College.

2. Satisfactory completion of the following curriculum of coursework: 30 credits, and a 6-credit internship. In exceptional cases, some courses may be waived because of transfer credits or professional experience. In addition, unless they have an undergraduate geology major, students must take GEOL 701 and GEOL 702 during their first year.

- a. Environmental Geosciences Core Courses
  - GEOL 745. Hydrology
  - or
  - GEOL 746. Groundwater Hydrology
  - GEOL 762. Shallow Subsurface Geophysics
  - GEOL 763. Geographic Information Systems
  - GEOL 760. Environmental Geochemistry
- b. Environmental Geosciences Methods Courses
  - GEOL 761. Field Methods in Hydrology
  - GEOL 767. Field Techniques in Environmental Sciences
  - GEOL 766. Analytical Techniques in Environmental Geosciences
- c. Three elective courses from among the following, to which others may be added
  - GEOL 742. Stratigraphy
  - GEOL 750. Environmental Geology

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

GEOL 747. Coastal and Estuarine Geology  
GEOL 764. Contaminant Hydrology  
GEOL 765. Surface Processes and Products  
GEOL 768. Soils, Wetlands and Bioremediation

### d. Internship

GEOL 788.6. Cooperative Education Placement

*Note:* This semester- or summer-long internship is in lieu of a thesis project and must be arranged with an organization, firm, or agency in which hands-on experience is obtained. A program of internship work must be approved by the department's internship committee and representatives of the internship organization. A substantive final report must be prepared and presented by the student.

3. Certification: The student's advisors shall oversee the internship work and shall certify to the Office of Graduate Studies the satisfactory completion of all academic requirements for the Master of Science degree by the candidate.

## COURSES IN GEOLOGY

Courses on the 500 level may not be applied toward the Master of Arts in geology. Courses on the 700 level may presume knowledge normally provided in the requirements for matriculation. Students should consult with their advisors prior to registering for these courses.

**GEOL 501. Earth Composition and Earth Processes.** 3 lec., 3 lab. hr.; 4 cr. Required field trip(s). Geological materials, internal and external structure and dynamics of the Earth, and origin and evolution of the Earth's present landscapes.

**GEOL 502. Earth History and the Fossil Record.** 2 lec., 2 seminar/lab hr.; 3 cr. Prereq.: GEOL 501 or equivalent. Required field trip(s). The origin and history of the Earth as a planet; the use of evidence in reconstructing its crustal history, geography, and past environments; the evolution of life; regional geology of North America.

**GEOL 503. Modern Aspects of Geology.** 3 rec., 3 lab. hr.; 4 cr. Prereq.: Two semesters of geology. An introduction to the basic geological processes and structures, followed by discussions of selected topics in geochemistry and geophysics.††

**GEOL 504. Environmental Problems and Solutions.** 4 hr. (2 lec., 2 lab. hr.); 3 cr. Field trips. The scientific analysis of important environmental issues is presented, and various solutions are discussed. Included are case history examples of human impact on the physical environment, such as toxic waste disposal, sludge

management, pollution of the potable groundwater supply, sewage effluent, contamination of estuaries and anthropogenic cause of red tides, among others. Proposals are offered on land-use planning and on strategies for energy consumption, agriculture, and manufacturing.

**GEOL 507, 508. Special Studies in Geology.** Hr. to be arranged; 3 cr. Prereq.: One year of geology and permission of the School. These courses are designed for graduate students interested in geology beyond the elementary level. Course requirements are normally met by successful completion of an advanced undergraduate geology course plus completion of a special project.††

**GEOL 509. Environmental Geology of the New York Metropolitan Region.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 501 or equivalent. Geological processes affecting the quality of the environment. Laboratory work involves the study of maps, aerial photographs, and other data in order to analyze geologic problems and write environmental impact statements. Field trips may be included.††

**GEOL 510. Coastal Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 501 or equivalent. Geological processes, problems, and management decisions in the coastal zone of the United States. Laboratory work involves analysis of samples, maps, and aerial photographs. Field trips may be required.††

**GEOL 512. Oceanography of New York and Adjacent Waters.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 501 or permission of the instructor. An introduction to the processes and problems of the physical, geological, chemical, and biological oceanography of the northwest Atlantic. Lab sessions utilize oceanographic data to study specific areas. Field trips may be included.††

**GEOL 515. Geology of New York State.** 2 lec., 3 lab hr.; 3 cr. Prereq.: GEOL 501 or equivalent. Required field trip(s). The development of the bedrock, surficial geology, and landscapes of New York State over geologic time. Laboratory work involves analysis of samples, geological maps, and sections.††

**GEOL 516. Geology in the Field.** 2 lec., 6 lab. hr. or 1 day in the field per week; 4 cr. Prereq.: GEOL 501 or equivalent. The mode of occurrence and identification of rock types and the development of landscapes are studied in the field. Fieldwork involves obtaining, recording, and interpreting data from a diverse set of geologic terrains.††

**GEOL 520. Meteorology.** 2 lec. and 2 lab./rec. hr.; 3 cr. Prereq. or coreq.: Matriculation in the program or permission of the School. This course is designed to give middle and high school teachers a nonmathematical background in meteorology, the science of the atmosphere, and its effects on the surface of the Earth and on life in general. Topics include the history, structure, and dynamics of the atmosphere (physical meteorology); fronts and frontal weather, storms (dynamical meteorology), observational methods (observational meteorology); temporal changes in climate (climatology). Observational methods and data are used throughout to support the understanding and concepts important in meteorology.

**GEOL 521. Oceanography.** 2 lec. and 2 lab./rec. hr.; 3 cr. Prereq. or coreq.: Matriculation in the program or permission of the School. This class provides middle and high school teachers with background information about the Earth's oceans that encompasses: the history of oceanography and sea-floor exploration; the evolution of the oceans and atmosphere; plate tectonics; ocean sedimentation; properties and chemistry of ocean waters; ocean/atmosphere interactions and their effects on climate; coasts; life in the oceans; marine resources and environmental concerns.

**GEOL 522. Applied Geologic Reasoning: Geology of New York State.** 2 lec., 3 lab. hr., field trips; 3 cr. Prereq. or coreq.: Matriculation in the program or permission of the School, SEES 501 and 502 (or equivalent courses), and at least one 300-level undergraduate geology course. The geologic history of New York, with special emphasis on the New York City region as we currently understand it, is used as a platform for examining, in lecture, lab, and in the field, the evidence and logic that goes into elucidating the geologic history and completion of a geologic map, cross-section, and stratigraphic column.

**GEOL 551. Applied Earth Systems Science: GLOBE® Program Certification.** 3 hr.; 3 cr. Prereq.: Enrollment in EECE MAT; not open to certified GLOBE® teachers. Application of an Earth systems science integrated view of environmental processes to study long-term global change using GLOBE® Program research protocols. Students are trained in GLOBE® atmosphere, soil, hydrology, seasonal change, and land use/land cover protocols, and learn the scientific principles underlying those research areas. Course includes formal GLOBE® certification, and 2 all-day field exercises.

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**GEOL 552. GLOBE® Program Environmental Research.** 3 hr.; 3 cr. Prereq.: Open to pre-service graduate students and in-service secondary school teachers; not open to students who have completed GEOL 551. Research into selected local environmental issues using GLOBE® Program protocols for atmosphere, soil, hydrology, seasonal change, and land cover. Course includes GLOBE® Program teacher certification, and 3 all-day field exercises.

**GEOL 599. Special Topics in Geology.** GEOL 599.1, 1 lec. hr.; 1 cr. GEOL 599.2, 2 lec. hr.; 2 cr. GEOL 599.3, 3 lec. hr. *or* 2 lec., 2 lab. hr.; 3 cr. GEOL 599.4, 3 lec., 3 lab. hr.; 4 cr. Prereq.: Permission of the School. This course will cover topics of current interest in a particular aspect of the geological sciences. Topics may vary. The course may be repeated for credit if the topic is different.

**GEOL 701. Advanced Principles of Physical Geology.** 3 lec., 3 lab. hr.; 4 cr. Required field trip(s). Prereq.: Permission of the instructor. Modern concepts of Earth's composition, processes, physiography, and internal structure.†

**GEOL 702. Advanced Principles of Historical Geology.** 3 lec., 3 lab. hr.; 4 cr. Required field trip(s). Prereq.: Permission of the instructor. Modern concepts of sedimentology, stratigraphy, paleontology, and basin analysis.†

**GEOL 705. Computer Modeling in Geology: Special Topics.** 2 lab. hr.; 1 cr. Prereq.: Permission of the School. This course will be offered as a complement to geology courses in which many of the applications involve the use of computers and modeling. Examples are geotechnics and soil mechanics, hydrology and groundwater geology, environmental geology, etc. Students will be expected to have some knowledge of computers and programming, and to have as a prerequisite or corequisite basic knowledge of the appropriate geological specialty. May be taken as a laboratory component to another course or as independent study.††

**GEOL 710. Structural Geology.** 3 lec., 2 lab. hr.; 4 cr. Physical properties of rocks and rock behavior in different tectonic environments; deformation by fracturing; folding deformation; collapse structures; gravitational gliding; interpretation of linear and planar elements; petrofabric analysis. Fundamental concepts of geotectonics.††

**GEOL 712. Geotectonics.** 2 lec. or 2 semin., 2 lab. hr.; 3 cr. A study of various aspects of the petrology, structural features, and stratigraphy of major tectonic elements, such as orogenic belts, intracratonal basins, rift-zones, island arcs, and mid-oceanic ridges; their significance in the development of the Earth's crust. Detailed analysis of selected world regions.††

**GEOL 714. Geophysics.** 3 lec. or semin. hr.; 3 cr. Principles of seismology: elastic constants; types and propagation of elastic waves. Exploration and earthquake seismology; gravity and magnetic fields of the Earth; development of a comprehensive Earth model based on geophysical data and concepts.††

**GEOL 715. Introductory Field Geology.** 2 cr. Two to three weeks of supervised fieldwork, with the results presented in a geologic map accompanied by a written report, cross sections, and appropriate diagrams and illustrations. GEOL 715 must be followed by GEOL 716 to meet the geology field course requirement.††

**GEOL 716. Advanced Field Geology.** 2 cr. Prereq.: GEOL 715. Two to three weeks of supervised fieldwork, with the results presented in a geologic map accompanied by a written report, cross sections, and appropriate diagrams and illustrations. The report and map are expected to be prepared at a more advanced level than those of GEOL 715.††

**GEOL 717. Field Methods.** 6 lab. hr.; 2 cr. Methods of collection, analysis, and presentation of field data, navigation, mapping, and plane tabling.††

**GEOL 718. Field Geology.** 4 cr. A comprehensive geologic field investigation at the graduate level involving a minimum of three weeks supervised fieldwork and a detailed field report of acceptable standards with geologic map, diagrams, and illustrations.††

**GEOL 720. Mineralogy.** 2 lec., 2 lab. hr.; 3 cr. Crystal chemistry; mineral genesis and crystal growth; physicochemical principles governing crystal structures; mineral properties related to crystal structures; study of methods of analysis.†

**GEOL 721. Optical Mineralogy.** 2 lec., 4 lab. hr., plus field trip; 2 cr. (for half a semester). Prereq.: Undergraduate course in mineralogy assumed. Use of the petrographic microscope as a rigorous tool in the identification of minerals and the study of rocks.

**GEOL 722. X-ray Diffraction Analysis.** 2 lec., 2 lab. hr.; 3 cr. Theory and application of X-ray diffraction; methods of qualitative and quantitative mineral analysis; mineral structure analysis.††

**GEOL 723. Advanced Research Methods in Geology.** 1 lec., 3 lab. hr.; 3 cr. Principles and methods of qualitative and quantitative analysis of geological materials. Laboratory problems include using such methods of analysis as differential thermal analysis, infrared spectroscopy, electron microscopy, and electron microprobe.††

**GEOL 724. Igneous Petrology.** 2 lec., 3 lab. hr.; 3 cr. Principles of igneous petrology based on chemical thermodynamics and phase equilibria systems established by geochemical laboratory investigations; problems of rock classification and nomenclature; fundamentals of structural petrology; petrogenesis in space and time; study of hand specimens and thin sections with advanced laboratory techniques.††

**GEOL 726. Metamorphic Petrology.** 2 lec., 2 lab. hr.; 3 cr. Chemical principles and physical conditions of metamorphism, based on thermodynamic and experimental data. Mode of occurrence and classification of metamorphic rocks. Detailed study of metamorphic minerals and mineral assemblages.††

**GEOL 730. Paleontology of the Invertebrates.** 2 lec., 1 sem., 2 lab. hr.; 4 cr. An advanced treatment of the functional morphology, systematics, evolutionary history, and paleoecology of invertebrate animals through geologic time. Laboratory techniques in the use of fossils as primary data of organic evolution and indicators of paleoenvironments. (Open to qualified students in biology.)††

**GEOL 732. Paleocology.** 2 lec., 2 lab. hr.; 3 cr. The reconstruction and analysis of plant and animal communities of the past, their historical development as communities, and their interactions with the environment. The fossil evidence for animal behavior, food chains, predator-prey relationships, symbiosis, parasitism, and environmental control of species distribution. Field and laboratory techniques.††

**GEOL 734. Micropaleontology.** 2 lec., 2 lab. hr.; 3 cr. The study of several groups of animal and plant remains of microscopic dimensions. Collection of samples; recovery of microfossils from samples; sorting and classification; stratigraphic and economic value; ecologic studies.††

**GEOL 736. Palynology.** 2 lec., 2 lab. hr.; 3 cr. The systematic study, laboratory preparation, and geologic significance of the microscopic remains of plants and closely related organisms, such as plant spores and pollen, dinoflagellates, and acritarchs.††

†-Offered either Fall or Spring; see Class Schedule.  
††-May be offered; see Class Schedule.

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**GEOL 740. Sedimentology.** 2 lec., 3 lab. hr.; 3 cr. Sediments, sedimentary processes, and sedimentary environments. Laboratory and field techniques in the analysis of sediment facies and sequences.††

**GEOL 742. Stratigraphy.** 2 lec., 2 lab. hr.; 3 cr. Principles of stratigraphy; the stratigraphic record and nomenclature; faunal stratigraphy and correlation. Systematic stratigraphy of North America: Pre-Cambrian problems; geosynclinal, cratonal, and non-marine sedimentation of the Paleozoic Era; Mesozoic and Cenozoic stratigraphy; paleontological aspects.††

**GEOL 743. Sedimentary Petrology.** 2 lec., 2 lab. hr.; 3 cr. Origin, texture, composition, and classification of sedimentary rocks, with emphasis on modern analytical techniques; study of thin sections, grain mounts, and hand specimens.††

**GEOL 745. Hydrology.** 2 lec., 3 lab. or 1 rec. hr.; 3 cr. Introduction to the hydrologic cycle and processes related to the movement of water in the surficial environment: precipitation, evaporation and transpiration, infiltration, runoff and stream flow. Numerical calculations and problems will be emphasized. Discussion of case studies that describe hydrologic systems in differing climatic and geologic settings.††

**GEOL 746. Groundwater Hydrology.** 3 hr.; 3 cr. Prereq.: GEOL 745 or permission of the School. Physical principles of groundwater flow, Darcy's law, flow equations, flow nets, pumping tests, methods of groundwater investigation, groundwater geology. Numerical calculations and problems will be emphasized. Discussion of case histories that describe different types of groundwater systems.††

**GEOL 747. Coastal and Estuarine Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the instructor. Field and laboratory examination of the geology, oceanography, and geomorphology of temperate and tropical coastal zones. Fieldwork may include shipboard operations.††

**GEOL 748. Environmental Geology of the Coastal Zone.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 747 or permission of the instructor. A laboratory and field examination of the environmental geology of temperate and tropical coastal zones. Field exercises, aerial photo interpretation, and environmental impact statements will be used to analyze specific problem areas.††

**GEOL 749. Seminar on Urban Coastal Management.** 3 lec. hr.; 3 cr. Prereq.: GEOL 748 or permission of the instructor. Case-his-

tory analysis of a wide variety of coastal management problems in urban estuaries and along urban shorelines. Student presentations are based on site studies, interviews, and analysis of the relevant literature.††

**GEOL 750. Environmental Geology.** 2 lec., 3 lab. hr.; 3 cr. Geologic processes, structures, and human modifications of geologic systems that affect the quality of the environment. Laboratory and field examination of geologic problems and introduction to site evaluation and environmental impact analysis techniques.††

**GEOL 752. Map Interpretation.** 1 lec., 4 lab. hr.; 3 cr. Interpretation and analysis of topographic, geologic, and other maps. Uses and interpretation of air photographs and radar and satellite imagery.††

**GEOL 760. Environmental Geochemistry.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. This course explores the fundamental geochemical processes regulating the fate and transport of inorganic and organic pollutants in the environment. Both equilibrium and kinetic descriptions of the processes are applied for laboratory and field studies. The effects of these processes on pollutant bioavailability, remediation, and ecotoxicology are discussed.

**GEOL 761. Field Methods in Hydrology.** 2 lec., 2 rec./dem. hr.; 3 cr. Offered at locations around New York City and Queens College campus. Prereq.: GEOL 745. Application of the latest techniques for sampling, monitoring, and evaluating groundwater and surface water systems. Emphasis on drainage basin analysis, aquifer testing selected geophysical techniques, and hydrologic software application.

**GEOL 762. Shallow Subsurface Geophysics.** 2 lec., 2 rec./dem./ hr.; 3 cr. Prereq. or coreq.: Two semesters of undergraduate calculus and two semesters of undergraduate physics, or equivalents. Graduate course will train environmental scientists, technologists to apply geophysics to field methods and procedures, and to train in magnetic methods. Training will also include electromagnetic, gravimetric, and marine seismological methods.

**GEOL 763. Geographic Information Systems and Geologic Mapping.** 3 hr.; 3 cr. Prereq. or coreq.: Graduate standing in geology, environmental science, or related discipline. Introduction to the uses of Geographic Information Systems in geologic mapping and environmental fieldwork. Hands-on application of GIS techniques and digital information to prepare base maps, plan field programs, record and analyze data, and prepare professional-quality maps and poster presentations.

**GEOL 764. Contaminant Hydrology.** 3 hr.; 3 cr. Prereq. or coreq.: GEOL 745. This course provides a largely quantitative understanding of the processes controlling physical transport and biogeochemical reactions that determine contaminant concentrations in groundwater resources. The content will include the sources and different types of groundwater contaminant, the mechanisms that control contaminant behavior, and the most up-to-date technologies for groundwater remediation.

**GEOL 765. Surface Processes and Products.** 2 lec., 3 lab. hr.; 3 cr. Field trips may be required. The origin of terrestrial and near-shore sediments, sediment sequences, soils, and land forms. Emphasis is placed on the laboratory and field techniques used in areal surficial and shallow subsurface surveys.

**GEOL 766. Analytical Techniques in Environmental Geosciences.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: CHEM 113 or ENSCI 111 or GEOL 100; CHEM 241 or GEOL 270; and permission of the instructor. The objective of this course is to train students in field and laboratory techniques commonly used to characterize the chemical conditions important for contaminant transport in the environment and to characterize the interaction between organisms and their environment. Various sampling, field and laboratory chemical and biological analytical techniques appropriate for surface water, groundwater, and coastal water are practiced, including those used to assay trace contaminants and microorganisms. Instrumental analysis and molecular techniques are introduced when applicable.

**GEOL 767. Field Techniques in Environmental Sciences.** 9 lab. hr.; 3 cr. Prereq. or coreq.: GEOL 701, plus two advanced Geology or ENSCI graduate courses. Series of exercises designed to train students to collect reproducible data in the field, to analyze and interpret the data, and to present their findings in maps, written reports, and supporting illustrations.

**GEOL 768. Soils, Wetlands, and Bioremediation.** 2 lec., 3 lab. hr.; 3 cr. Prereq. or coreq.: Undergraduate major in biology, chemistry, environmental science, or geology. An introduction to wetland science, with an emphasis on the capacities of wetlands and soil systems for biogeochemical remediation of pollutants. The course will begin with an overview of wetland structure, diversity and function, with particular emphasis on biogeochemical mechanisms of nutrient cycling and pollutant uptake and degradation. Engineering, design, and monitoring necessary for wetlands construction and restoration will be

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covered. Case studies will be examined of uses of wetland for wastewater, heavy metal, and hydrocarbon treatment in a variety of climate regimes. Scientific, management, policy, and regulatory implications of this approach to pollution control and mitigation will also be explored.

**GEOL 770. Principles of Geochemistry.** 3 lec. hr.; 3 cr. Chemical processes involved in the development of the Earth and distribution of the elements in the Earth's crust, atmosphere, and oceans.††

**GEOL 771. Geochemistry.** 2 lec., 3 lab. hr.; 3 cr.††

**GEOL 772. High Temperature Geochemistry.** 3 lec. hr.; 3 cr. The principles of thermodynamics are reviewed and applied to geological processes at high temperatures and high or low pressures.††

**GEOL 773. Low-Temperature Geochemistry.** 3 lec. hr.; 3 cr. Chemical equilibria in aqueous systems and at low temperature are studied and applied to weathering, sedimentary processes, and ore formation.††

**GEOL 780. Marine Geology.** 3 lec. hr.; 3 cr. The form and origin of the ocean floor, the distribution of sediments, the structure of the oceanic crust and mantle. Chemical and physical aspects in oceanography are also discussed.††

**GEOL 788. Cooperative Education Placement.** Prereq.: Permission of the School. Experiential learning through placement. Opportunities to test and demonstrate academic learning in an organizational setting. Students receive academic credit as well as a stipend from the placement. No more than 6 credits may be taken in Cooperative Education Placement.

GEOL 788.1. 1 hr.; 1 cr.

GEOL 788.2. 2 hr.; 2 cr.

GEOL 788.3. 3 hr.; 3 cr.

GEOL 788.4. 4 hr.; 4 cr.

GEOL 788.5. 5 hr.; 5 cr.

GEOL 788.6. 6 hr.; 6 cr.

**GEOL 790. Seminar.** Study of selected aspects of geology. Emphasis is placed on areas not directly covered in the regular courses and on the use of original sources. Course may be repeated once.

GEOL 790.1. 1 hr.; 1 cr.

GEOL 790.2. 2 hr.; 2 cr.

GEOL 790.3. 3 hr.; 3 cr.

**GEOL 791. Independent Study.** Hr. to be arranged; 1 cr. Prereq.: Permission of the instructor. Advanced study of a subject or laboratory technique under the guidance of a faculty member. The course may be taken only once.

**GEOL 792. Independent Study.** Hr. to be arranged; 2 cr. Prereq.: Permission of the instructor. Advanced study of a subject or laboratory technique under the guidance of a faculty member. The course may be taken only once.

**GEOL 793. Independent Study.** Hr. to be arranged; 3 cr. Prereq.: Permission of the instructor. Advanced study of a subject or laboratory technique under the guidance of a faculty member. The course may be taken only once and cannot be taken and used to satisfy the requirements of the Master of Arts degree in geology if either GEOL 791 or 792 is credited toward the degree requirements.

**GEOL 795. Thesis Research.** Preparation of a thesis under the guidance of a faculty mentor. No more than 3 credits may be counted toward the Master of Arts degree in geology.

GEOL 795.1. 1 hr.; 1 cr.

GEOL 795.2. 2 hr.; 2 cr.

GEOL 795.3. 3 hr.; 3 cr.

**GEOL 799. Special Topics in Geology.**

This course will cover topics of current interest in a particular field in the geologic sciences.

Topics may vary. The course may be repeated for credit if the topic is changed.

GEOL 799.1. 1 hr.; 1 cr.

GEOL 799.2. 2 hr.; 2 cr.

GEOL 799.3. 3 hr.; 3 cr.

**ENSCI 799 Special Topics in Environmental Sciences.**

Prereq.: Permission of the School. This course will cover topics of current interest in a specific field of environmental sciences. Topics may vary. The course may be repeated for credit if the topic is different.

ENSCI 799.1.: 1 hr.; 1 cr.

ENSCI 799.2.: 2 hr.; 2 cr.

ENSCI 799.3.: 3 hr.; 3 cr.

# Division of Education

Dean: Francine Peterman

Associate Dean: H. Howell

Director of Office of Teacher Certification, Clinical Experiences, and Career Placement;  
Title II Coordinator: Christine Howard

Field Placement: Eileen Bowen, EECE; Patricia Glakeler, SEYS; Keisha Phillips, ECP

Enrollment, Information, and Retention:  
Clarice Wasserman

Division Office: Powdermaker Hall 100, 997-5220

# Department of Elementary & Early Childhood Education

Chair: Mary Bushnell Greiner

# Department of Secondary Education & Youth Services

Chair: Eleanor Armour-Thomas

# Department of Educational & Community Programs

Chair: Jesse M. Vázquez

## PROGRAMS IN EDUCATION

Queens College offers integrated programs of advanced studies leading to the degree of Master of Science in Education. Through these programs students enrich their knowledge of a specialized area of education or a related area of human service; and they develop the attitudes, knowledge, and skills needed for successful professional practice.

In addition to master's degree programs, Queens College offers special advanced certificate programs for prospective school administrators and supervisors and school psychologists.

For students with baccalaureate degrees who lack undergraduate work in education and/or areas related to the school curriculum, initial certificate programs are available in Elementary and Early Childhood Education (*Master of Arts in Teaching*, see below) and Secondary Education (*Initial Certificate Program*, see below).

Graduate students are allowed to transfer up to 12 credits from other institutions with permission of the appropriate Chair. The degree of Master of Science in Education must be completed within three years of the date of the first credit earned, with a one-year extension possible.

The Master of Science in Education is granted in the following areas:

	<i>HEGIS Code</i>
Art Ed	0831
Childhood Ed, Grades 1-6	0802
Counselor Ed	0826.01
School Counseling	
Mental Health/Substance Abuse Counseling	
Early Childhood Ed (B-2)	0823
Elementary Ed-Specialization in Bilingual Ed	0899
English Ed	1501.01
Family and Consumer Science	1301.01
Foreign Languages Ed	
French	1102.01
Italian	1104.01
Spanish	1105.01
Literacy Ed, Birth-Grade 6 and Grades 5-12	0830
Mathematics Ed	1701.01
Music Ed	0832
Physical Ed	0835
School Psychology	0826.02
Science Ed	
Biology	0401.01
Chemistry	1905.01
Earth Science	1917.01
Physics	1902.01
Social Studies Ed	2201.01

Special Ed	0808
Teaching English to Speakers of Other Languages	1508

## Professional Certificate Programs

Initial Certificate and Diploma programs\* are offered in the following areas:

- Childhood and Early Childhood Ed  
(post-baccalaureate)
- Educational Leadership (post-master's)
- School Psychology
- Secondary Ed (post-baccalaureate)

## Awards

*The Albert Angrilli Award in School Psychology* is an annual award of \$200 given to a graduating student in the school psychology program who has demonstrated excellence in academic achievement as well as commitment to the field of school psychology. The recipient is an individual who holds promise for becoming an outstanding school psychologist. For information, please contact the school psychology program coordinator.

*The Alice Artzt Mathematics Teaching Award.* \$1,000 is granted to a graduating student in the Master of Science program in mathematics education. The criteria employed by the committee in choosing the individual are: grade-point average – 3.75 education index; 3.50 college index along with grade of A in student teaching (if taken at the college). Demonstration of special traits such as dedication, extra effort, need; a philosophy of teaching reflecting the approach recommended by the National Council of Teachers of Mathematics.

*The Clarence Bunch Art Education Award.* \$100 is granted to a graduating undergraduate or graduate student in the Art Education Program. This award is administered in honor of Clarence Bunch, who was a faculty member in the program for many years and chair of the Department of Secondary Education & Youth Services. The criteria in choosing the individual are grade-point average and dedication to arts in education.

*The Robert Edgar Award in Social Studies.* \$150 is granted to a graduating undergraduate or graduate student in the social studies secondary education program. This award is administered in honor of Robert Edgar, who was a faculty member in the Department of Secondary Education & Youth Services. The criteria in choosing the individual are grade-point average and a dedication to teaching social studies.

*The Alan Richard Hamovitch Award for Excellence in Special Education.* \$1,000 is given annually to a graduating student of the

\*30-credit initial certificate



## DIVISION OF EDUCATION

master's degree program in special education. The recipient must have an outstanding record of scholarship and teaching and have plans to continue in the field of special education. For information, contact the special education program coordinator.

### *The John Lidstone Award in Education.*

\$500 is granted to an undergraduate or graduate student who plans on returning to the field of education. This award is administered in honor of John Lidstone, who was a faculty member and Dean of Education. Criteria in choosing the individual are grade-point average and dedication to the teaching profession.

*The Dr. O. Bernard Liebman Award* is given annually to an exceptional school psychology student in her/his internship year who demonstrates dedication and service to the field of school psychology.

*The Corinne J. Weithorn Scholarship in School Psychology.* The school psychology program is proud to administer a scholarship in honor of Corinne J. Weithorn, who was a faculty member in the program for two decades and chair of the Department of Educational & Community Programs. Professor Weithorn was strongly supportive of all her students. In particular, she was aware of the difficulties experienced by graduate students who were

also mothers of young children. The Weithorn family has established a fund for a scholarship of \$6,000 to assist a woman school psychology student who is raising a family while pursuing her education. For information, contact Roslyn P. Ross, Chair, School Psychology Scholarship Committee.

### **Field Opportunities**

Fieldwork opportunities are available for graduate students in numerous schools and agencies. All programs in education require extensive field experiences closely related to specific coursework.

### **Career Placement Services**

As a service to its students, the Division of Education maintains a Career Placement Office (718-997-5545). Students, including classroom teachers, curriculum specialists, guidance and counseling personnel, school psychologists, and elementary and secondary school administrators and supervisors, may register with the office by setting up a career placement file with recommendations and an ongoing record of their professional qualifications and experience.

Students are urged to register with the Career Placement Office when they have completed 12 credits of graduate work at Queens.

Those who have registered as undergraduates need not reregister, but should bring their records up-to-date.

### **Field Placement Offices**

Three field placement offices coordinate assignments for student teaching and other field experiences required in the programs.

### **New York State Certification**

All programs are registered with the New York State Education Department to provide initial and/or professional certificates in teaching or provisional or permanent certification in educational practice. Candidates for graduation or program completion should apply for New York State certification at the Office of Teacher Certification.

### **New York City Licensing**

New York City licensing requirements occasionally change. It is the responsibility of students to determine whether their course of study will meet in full the city requirements. Students may make inquiries for information *only* in the Career Placement Office (718-997-5545).

# Elementary & Early Childhood Education

*Chair:* Mary Bushnell Greiner

*Dept. Office:* Powdermaker Hall 054,  
997-5302

The Department of Elementary & Early Childhood Education (EECE) offers graduate programs leading to New York State certification in childhood education, grades 1–6, and early childhood education, birth–grade 2 (B–2). These programs prepare teachers to support learning and development within the family, culture, and community contexts of students and schools. EECE programs share a commitment to educational practices that honor linguistic and cultural diversity, and integrate technology and instruction to enhance learning.

The department offers a 39-credit program (grades 1–6) and a 36-credit program (grades B–2) leading to the Master of Science in Education degree (MSEd) for students who have completed a teacher certification program in elementary/early childhood and currently hold a provisional or initial teaching certificate. For students who did not complete an elementary education certification program as undergraduates, EECE offers a 45-credit program leading to the Master of Arts in Teaching degree (MAT). In collaboration with the Department of Educational and Community Programs (ECP), EECE offers a dual-certificate program leading to the MAT with certification in childhood education and special education.

Courses are generally offered in the late afternoon and evening. Part-time students normally register for 6 credits each semester. A typical full-time program would be 12 credits each semester and 6 credits in the summer.

*Important note:* To conform to changing NYS regulations, EECE graduate programs have been substantially restructured. Each semester, the department holds informational sessions about NYS certification and program requirements. Students considering graduate study in elementary and early childhood are encouraged to attend. Contact the department (997-5302) for the schedule.

## Faculty

Bushnell Greiner, Mary, *Chair, Associate Professor*, PhD 1998, University of Virginia: social foundations of education, cultural anthropology

Akiba, Daisuke, *Associate Professor*, PhD 2000, Brown University: interdisciplinary

studies in experimental psychology and education

Augustin Saint-Hilaire, *Assistant Professor*, PhD 2006, City University of New York: science education

Baghban, Marcia M., *Professor*, EdD 1979, Indiana University: language arts and reading education

Bisland, Beverly, *Assistant Professor*, EdD 2004, Teachers College, Columbia University: social studies education

Chertirko, Jeffrey, *Assistant Professor*, PhD 2008, St. John's University: literacy education

Cooper, Patricia M., *Associate Professor*, PhD 1999, Emory University: early childhood education

Foote, Mary, *Assistant Professor*, PhD 2006, University of Wisconsin at Madison: math education and math education equity

Fraboni, Michelle, *Lecturer*, MEd 1998, Queens College, CUNY: elementary education; doctoral work in progress at Teachers College, Columbia University: instructional technology and media

Hammrich, Penny, *Professor*, PhD 1994, University of Minnesota in Minneapolis: science education, gender and equity

Harris, Gloria A., *Assistant Professor*, EdD 1968, Teachers College, Columbia University: social studies, multicultural education

Johnson, Helen L., *Professor*, PhD 1972, University of Wisconsin: children's cognitive development, literacy and consequences of early deprivation in children

Kabuto, Bobbie, *Assistant Professor*, PhD 2006, Hofstra University: reading, language, and cognition

Kesler, Theodore B., *Assistant Professor*, PhD 2007, Teachers College, Columbia University: curriculum specialist, language arts, and children's literature

Lashley, Cynthia, *Assistant Professor*, PhD 2007, Erickson Institute/Loyola University: early childhood education

Li, Harriet, *Lecturer*, MsEd 2003, Queens College, language and literacy development

Michael-Luna, Sara, PhD 2005, University of Wisconsin at Madison, early childhood education, language and literacy

Olivares, Rafael A., *Associate Professor*, EdD 1985, Teachers College, Columbia University: bilingual education and teacher education

Salz, Arthur E., *Associate Professor Emeritus*, EdD 1967, Teachers College, Columbia University: open education, mainstreaming handicapped children

Schwartz, Sydney L., *Professor Emerita and Adjunct Professor*, EdD 1965, Teachers College, Columbia University: early childhood

curriculum, mathematics and science in elementary/early childhood education, study of teaching behavior and children's learning

Shady, Ashraf, *Assistant Professor*, PhD 2008, City University of New York: science education

Shin, Sunghye, *Assistant Professor*, EdD 2006, Teachers College, Columbia University: instructional technology and media

Spradley, Patricia, *Assistant Professor*, EdD 1996, Teachers College, Columbia University: higher and adult education administration

Spring, Joel, *Professor*, PhD 1969, University of Wisconsin at Madison, educational policy studies

Steuerwalt, Karen M., *Lecturer*, MA 1990, Adelphi University: early childhood and elementary education

Swell, Lila, *Associate Professor*, EdD 1964, Teachers College, Columbia University: creative methods in affective education

Turkel, Susan B., *Associate Professor*, EdD 1977, Teachers College, Columbia University: mathematics, science, computer education

Turner, Franklin D., *Assistant Professor*, PhD 2007, Rutgers University: urban educational policy, educational psychology

Velasco, Patricia, *Assistant Professor*, EdD 1989, Harvard University: bilingual education, indigenous education

Zarnowski, Myra S., *Professor*, EdD 1983, University of Georgia: language arts and social studies education

## New York State Certificates in Elementary and Early Childhood Education

New York State is currently changing the certificate titles for elementary and early childhood education. In conformance with these changes, students entering EECE graduate programs with NYS provisional certification in Pre-K–6 (awarded through February 2, 2004) will be eligible for NYS permanent certification in Pre-K–6 upon completion of the MSEd program. Students entering EECE with NYS initial certification in Childhood Education, Grades 1–6, will be eligible to obtain professional certification in Childhood Education, Grades 1–6, and/or Early Childhood Education, B–2, as indicated in the program descriptions that follow.

## Master of Science in Education (MSEd), Early Childhood Education, Birth–grade 2

*Advisor:* Patricia M. Cooper

The MS in Ed in Early Childhood Education, B–2, is designed for students with initial cer-

**ELEMENTARY & EARLY CHILDHOOD EDUCATION**

**TABLE 1**

**Coursework for New York State Professional Certificate  
Early Childhood Education, B–2\***

*Note:* The Early Childhood Education, B–2 professional certificate program is designed for students with an initial certificate in Childhood Education, 1–6. The requirement for interdisciplinary courses does not apply to students seeking to add B–2 as an additional certificate title. However, students are required to have a field placement in the new certificate area. For students entering the program with NYS provisional certification in Pre-K–6 (this certificate will be awarded through February 2, 2004), EECE 730 is not required. Instead, students take an additional course within their specialization.

**Advanced Study Core (15 credits)**

EECE 703. Classroom Realities in Diverse Settings 3 cr.

*Students select one of the following 3-credit courses:*

EECE 710. Ecological Perspectives on Development: The Early Years 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 782. Teacher as Researcher 3 cr.

**B–2 Core (15 credits)**

EECE 721. Professional Issues in Early Childhood 3 cr.

EECE 722. Language Learning in Cross-Cultural Perspective 3 cr.

EECE 724. Curriculum and Environmental Design for Early Childhood, Part I 3 cr.

EECE 725. Curriculum and Environmental Design for Early Childhood, Part II 3 cr.

EECE 730. Practicum in Early Childhood 3 cr.

EECE 737 Infants and Toddlers: Curriculum and Teaching (3 cr.)

EECE 728 Expressive Arts (3 cr.)

**Electives**

Content Elective (3 cr.)

**TABLE 2**

**Coursework for New York State Professional Certificate  
Childhood Education, Grades 1–6**

**Advanced Study Core (15 credits)**

*Students select one of the following 3-credit courses:*

EECE 702. Social Foundations of Education

EECE 704. Major Contemporary Issues in Education

EECE 705. School and Community Relations 3 cr.

*Students select one of the following 3-credit courses:*

EECE 710. Ecological Perspectives on Development: The Early Years

EECE 711. Ecological Perspectives on Development: The Childhood Years

EECE 717. Ecological Perspectives on Development: Early Adolescence 3 cr.

EECE 703. Classroom Realities in Diverse Settings 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 782. Teacher as Researcher 3 cr.

**Interdisciplinary Core (12 credits)**

EECE 796. Exploring Problems in History Through Literature 3 cr.

EECE 797. Queens County as a Learning Lab 3 cr.

EECE 798. Reading and Writing for Learning in Science 3 cr.

EECE 799. Exploring Mathematical Ideas Through Literature 3 cr.

**Specialization (12 credits)**

*Students are required to complete 12 credits in a specialty area:*

Two required courses 6 cr.

Two electives 6 cr.

**Total**

**39 cr.**

All students are required to complete a specialization in a high priority area. The seven specializations are described on this and the following page.

tificates in Childhood Education, Grades 1–6, who are interested in adding a second certificate area. The program presents an integrated approach to curriculum and environmental design. The program acknowledges the unique needs and learning patterns of very young children as the foundation for shaping the content of courses for professionals in early childhood education. The sequence of coursework is summarized in Table 1 on this page.

**Master of Science in Education (MSED),  
Childhood Education, Grades 1–6**

*Advisors:* Augustin, Fraboni, Johnson, Olivares, Spring, Turkel, Zarnowski

The MS in Ed in Childhood Education, Grades 1–6, is designed for students with initial certificates in Childhood Education, Grades 1–6, who are interested in pursuing advanced pedagogical study within their certificate area. It emphasizes an inquiry-based approach to the study of learning and teaching. In addition to fulfilling core course requirements, students in this program complete a 4-course specialization in one of seven areas: Children’s Literature, Education for Diverse Learners, Family and Community Studies, Instructional Technologies, Language and Literacy, Mathematics Education, or Science Education (specializations are described below). Students also are required to complete four interdisciplinary courses that have been developed in collaboration with the liberal arts and sciences departments. In some instances, the interdisciplinary courses also fulfill requirements for some of the specializations. The sequence of coursework is summarized in Table 2. Courses that lead to the Bilingual Extension may be taken as part of this program. Students interested in obtaining the Bilingual Extension should contact Dr. Rafael Olivares (997-5318).

**Children’s Literature**

*Advisor:* Myra S. Zarnowski

In this specialty, teachers develop an appreciation of the broad range of children’s literature, a critical perspective for reading literature, and strategies for sharing books with children for instructional purposes and for enjoyment. Major themes in the courses include deepening students’ understanding of various types of literature, aligning literature with instructional goals and strategies, and understanding theory and research in children’s literature. Elective courses may be selected from other specialties with the Advisor’s approval.

**Education for Diverse Populations**

*Advisor:* Rafael A. Olivares

In this specialty, teachers examine ways to

## ELEMENTARY & EARLY CHILDHOOD EDUCATION

**TABLE 3. Master of Arts in Teaching  
Sequence of Coursework Leading to New York State Initial Certificate  
Early Childhood Education, B–2\***

### **Pedagogical Core** (12 credits)

*Ecology of Childhood* (Students select one):

EECE 702. Social Foundations of Education	
EECE 704. Major Contemporary Issues in Education	
EECE 705. School and Community Relations	3 cr.
EECE 710. Ecological Perspectives on Development: The Early Years	3 cr.
EECE 780 Introduction to Educational Research	3 cr.

*Language and Literacy Development Across the Curriculum* (Students take both):

EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language and Literacy Learning in the Elementary Years	3 cr.

### **Curriculum in Action** (12 credits)

EECE 721. Professional Issues in Early Childhood	3 cr.
EECE 724. Curriculum and Environmental Design or Early Childhood, Part I	3 cr.
EECE 725. Curriculum and Environmental Design for Early Childhood, Part II	3 cr.
EECE 750. Modern Learning Technologies	3 cr.
EECE 728. Expressive Arts	3 cr.
EECE 737. Infants and Toddlers: Curriculum and Teaching	3 cr.

### **Student Teaching** (6 credits)

EECE 565.	6 cr.
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Upon completion of these 30 credits, students are eligible for the NYS Initial Certificate in Early Childhood Education, B–2, contingent upon passing LAST, ATS-W, and CST Exams, and completing state-approved training seminars on child abuse, maltreatment, and abduction; substance abuse; school violence; safety education; fire and arson prevention.

### **Research into Practice** (15 credits)

EECE 703. Classroom Realities in Diverse Settings	3 cr.
EECE 781. Inquiry into Teaching	3 cr.
Specialty Electives	6 cr.

**Total** **45 cr.**

Upon completion of these 45 credits, students receive the degree of Master of Arts in Teaching.

\*These curriculum requirements are currently under revision.

integrate non-native speakers of English into elementary school classes. Major themes in the courses include theory and research in second language learning, differences in oral and written bilingual learning, content learning in bilingual contexts, assessment, cross-cultural communication, and communication with families. Elective courses may be selected from other specializations with the Advisor's approval.

### **Family and Community Studies**

*Advisor:* Joel Spring

In this specialty, teachers examine the social systems and contexts that support and shape children's learning and development. Major themes in the courses include families as contexts for learning, sociocultural influences on child development and learning, building home-community-school collaborations, and strategies for strengthening family participa-

tion in school settings. Elective courses may be selected for other specializations with the Advisor's approval.

### **Language and Literacy**

*Advisor:* TBA

In this specialty, teachers examine how language develops in young children, the relations between language and cognition, and the sociocultural factors that influence language learning. Major themes in the courses include the development of literacy as a continuum, language diversity, language assessment, and the teaching strategies that foster the development of reading and writing. Elective courses may be selected from other specializations with the Advisor's approval.

### **Learning Technology**

*Advisor:* Michelle Fraboni

In this specialty, teachers enhance their expertise in the use of technology to become leaders

in learning technology in their schools. Major themes in the courses include the integration of technology with language arts, social studies, mathematics, and science. Elective courses may be selected from other specializations with the Advisor's approval.

### **Mathematics Education**

*Advisor:* Susan B. Turkel

In this specialty, teachers explore trends and issues in mathematics education in courses that promote their own risk-taking, perseverance, and confidence. Major themes in the courses include mathematics as communication, reasoning and problem-solving, integration of mathematics into subject fields such as art, literature, science, and history, and ways to build supportive mathematical communities in which students feel safe to pose questions, offer conjectures, and explain their reasoning. Elective courses may be selected from other specializations with the Advisor's approval.

### **Science Education**

*Advisors:* Augustin, Hammrich, Shady

In this specialty, teachers integrate knowledge about science with knowledge about learning and pedagogy. Major themes in the courses include facilitation of student learning, development of inquiry-based science programs, assessment of science teaching and learning, and creation of communities of science learners in physical, life, and environmental sciences. Elective courses may be selected from other specializations with the Advisor's approval.

### **Admissions Requirements and Prerequisites for MEd Programs**

Students are required to hold a bachelor's degree with a minimum cumulative GPA of 3.0, and a NYS initial certificate in Childhood Education, Grades 1–6, or provisional certificate in Pre-K–6. Applicants are required to provide writing samples on site. Additional application requirements are specified on the application form. Applicants may enter the program only as matriculating students. The department holds several workshops about program requirements and application procedures; interested students are encouraged to contact the department (997-5302) for application deadlines and further information.

Once students are accepted, they will be invited to an orientation meeting. Students can schedule a meeting with an advisor to review the student's background and interests and assist with course selection and program planning.

## ELEMENTARY & EARLY CHILDHOOD EDUCATION

**TABLE 4. Master of Arts in Teaching  
Sequence of Coursework Leading to New York State Initial Certificate  
Childhood Education, Grades 1–6**

### Pedagogical Core (12 credits)

*Ecology of Childhood* (Students select one):

EECE 702. Social Foundations of Education	
EECE 704. Major Contemporary Issues in Education	
EECE 705. School and Community Relations	3 cr.

*Ecological Perspectives on Development*: (Students select one):

EECE 710. Ecological Perspectives on Development: The Early Years	
EECE 711. Ecological Perspectives on Development: The Childhood Years	3 cr.
EECE 717. Ecological Perspectives on Development: Early Adolescence	

*Language and Literacy Development Across the Curriculum* (Students take both):

EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language and Literacy Learning in the Elementary Years	3 cr.

### Curriculum in Action (12 credits)

EECE 545. Social Studies in the Elementary School	3 cr.
EECE 550. Mathematics in the Elementary School	3 cr.
EECE 555. Science in the Elementary School	3 cr.
EECE 750. Modern Learning Technologies	3 cr.

### Student Teaching (6 credits)

EECE 566.	6 cr.
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Upon completion of these 30 credits, students are eligible for the NYS Initial Certificate in Childhood Education, Grades 1–6, contingent upon passing LAST, ATS-W, and CST Exams and completing state-approved training seminars on child abuse, maltreatment, and abduction; substance abuse; school violence; safety education; fire and arson prevention.

### Research into Practice (15 credits)

EECE 703. Classroom Realities in Diverse Settings	3 cr.
EECE 780. Introduction to Educational Research	3 cr.
EECE 781. Inquiry into Teaching	3 cr.
Specialty Electives	6 cr.

**Total** **45 cr.**

Upon completion of these 45 credits, students receive the degree of Master of Arts in Teaching.

### Literacy B–6

*Advisors*: Baghban, Chertirko, Johnson, Kabuto

EECE also offers an MS in Literacy Education with a NYS Professional Certificate as a Literacy Teacher, B–6. This competitive professional program requires at least a 3.0 GPA and an Initial Certificate as a classroom teacher as a part of the application.

The 39 credits of coursework include foundations, diversity, pedagogy, content areas studies, literature studies, and specifically designed courses in authentic and standards-based assessment, the role of and strategies for the literacy specialist, and a one-semester reading practicum with children. Because the students in this program are teachers, there is a strong emphasis on research with issues and a project related to literacy learning.

### Sequence of Coursework for New York State Literacy Professional Certificate Literacy Teacher, B–6, MSED

*Note*: The literacy professional certificate program is designed for students with an initial certificate in Childhood 1–6 or the equivalent.

### SEMESTER I

#### EECE 773. Families, Stories, and Literacy.

3 hr.; 3 cr. Students apply constructs from developmental psychology to consider how families shape the young child’s approach to language, stories, and literacy while in turn being shaped by the child’s encounters with spoken and written words.

#### EECE 722. Language Learning in Cross-Cultural Perspectives.

3 hr.; 3 cr. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships

between language acquisition and enculturation processes.

### SEMESTER II

#### EECE 731. Teaching Beginning Reading and Writing.

3 hr.; 3 cr. This course explores how school programs can facilitate the development of reading and writing in the young child in ways that are consistent with current research and theory on the development of literacy.

**EECE 780. Introduction to Educational Research.** 3 hr.; 3 cr. This course examines basic principles of quantitative and qualitative research design in educational settings.

### SEMESTER III

#### EECE 801. The Role of Literacy Specialist.

3 hr.; 3 cr. This course is designed to provide the reading specialist with the knowledge, skills, and processes necessary to collaborate with other professionals in the school and community.

#### EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment.

3 hr.; 3 cr. This course examines teaching strategies for multilingual classrooms. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the first and second language. Consideration is given to the evaluation issues related to language and content in the bilingual-multicultural classroom.

### SEMESTER IV

#### EECE 802. Teaching Strategies for the Literacy Specialist.

3 hr.; 3 cr. This course is designed to present the various techniques that the literacy specialist will need. It will prepare teachers to use their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

**EECE 803. Authentic Assessment.** 3 hr.; 3 cr. (Lab Fee) This course is designed to provide the literacy specialist with the knowledge and skills necessary for the use of authentic assessment. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

### SEMESTER V

#### EECE 787. Research in Language and Literacy.

3 hr.; 3 cr. This course examines contemporary issues relevant to literacy learning in the family, community, and schools. Students develop projects for the improvement of practices in homes and schools.

## ELEMENTARY & EARLY CHILDHOOD EDUCATION

### CHART 1

#### Liberal Arts and Sciences Requirements for Students Entering the MAT Program

##### Learning Standards/Course Work

##### English Language Arts

Successful completion of 2 courses selected from the following areas: reading, writing, listening and speaking for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, e.g., comparative literature, genre studies; communications; journalism.

##### The Arts

Successful completion of 2 courses selected from the following areas: creative and/or performing arts, knowing and using art materials and resources, responding to and analyzing works of art, and understanding the cultural dimensions and contributions of the arts, e.g., art history, drama, theatre, or dance; performance/studio in drama, theatre, dance, and/or studio art; and music.

##### Social Studies

Successful completion of 4 courses selected from the following areas: major ideas, eras, themes, development, and turning points in history; geography of the interdependent world in which we live; economic systems; and governmental systems, civics, and citizenship, e.g., world history and world civilizations; economics, political science, cultural anthropology, and/or archaeology; theology, clinical psychology; sociology; philosophy; and American history.

##### Math, Science, and Technology

Successful completion of 6 courses selected from the following areas: historical and contemporary scientific inquiry, mathematical analysis in real-world settings, and the interrelations and contributions of science, mathematics, and technology to address real-life problems and propose informed decisions, e.g., evolution, genetics, and/or ecology; mechanics, heat, electricity, magnetism, ecosystems, and/or geology; statistics, probability, and/or research design; experimental psychology; and technology.

##### Foreign Language

Successful completion of one college year of foreign language or documentation of Regents-level foreign language.

**EECE 804. Standards-Based Assessment.** 3 hr.; 3 cr. (Lab Fee) This course is designed to provide the literacy specialist with the knowledge and skills of standardized assessment. The teacher will learn techniques for using and interpreting standardized tests and become thoroughly familiar with specific literacy assessments. Teachers will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

### SEMESTER VI

**EECE 782. Teacher as Researcher.** 3 hr.; 3 cr. Students integrate the work they have done in their specialty program with principles of educational research. Students prepare a culminating project for public presentation that proposes and/or implements enhanced practice based on the theory and research they have studied in the professional certificate program.

**EECE 805. Practicum.** 3 hr.; 3 cr. This course is designed to allow teachers to use all the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests,

and determine an appropriate instruction for each child.

#### EECE 746. Non-Fiction for Children.

3 hr.; 3 cr.\* This course introduces students to quality nonfiction books for children and explores ways to promote children's comprehension of informational books.

### MASTER OF ARTS IN TEACHING (MAT)

*Advisors:* Akiba, Bushnell Greiner, Fraboni, Li, Salz, Shady, Shin, T. Spring, Steuerwalt

This program is designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession. The program stresses reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT program offers students the option of earning NYS initial certification in either Early Childhood Education, B-2, or Childhood Education, Grades 1-6. The program exposes students incrementally to pedagogy, curriculum, and

\*Students can choose to take this course at any point during the program.

assessment, with principles of field practice integrated into the coursework at each level. Students are required to take Student Teaching, with two placements as mandated by New York State, when or before they have completed 24 credits in the program. With faculty guidance, each student compiles a teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the program.

*Coursework:* The course requirements for this program fall into four categories: *pedagogical core, language and literacy development across the curriculum, curriculum-in-action, and research-into-practice.* In addition, students select two courses from one of the graduate specialization programs.

The pedagogical core, language and literacy development across the curriculum, and curriculum-in-action courses must be taken prior to or concurrently with Student Teaching. The research-into-action courses must be taken concurrently with or after Student Teaching. Elective credits can be taken at any time during the program.

Upon completion of 30 credits including Student Teaching, as well as NYS-approved seminars in drug abuse, child abuse, child abduction, fire prevention, and school violence, students are eligible for NYS initial certification in Childhood Education, Grades 1-6 or Early Childhood Education, B-2, contingent upon passing LAST, ATS-W, and CST Exams. Upon completion of all program coursework and requirements, students receive a MAT degree. The course sequences for the Early Childhood, B-2 and Childhood, Grades 1-6 initial certificates are summarized in Tables 3 and 4, respectively.

The department offers an accelerated daytime program (DMAT) in which students take courses and student teach for a full year. The DMAT program begins in Summer Session and concludes in the following summer. Interested students should contact the department in early spring.

### Admissions Requirements and Prerequisites

Students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Specializations such as business administration, advertising, sales management, accounting, design, and nursing do not usually meet these requirements. Applicants are required to provide writing samples on site, and may be asked to participate in focus

## ELEMENTARY & EARLY CHILDHOOD EDUCATION

**TABLE 5 Master of Arts in Teaching  
Sequence of Coursework Leading to New York State Initial Certificate  
Childhood Education, Grades 1–6 and Childhood Special Education, Grades 1-6**

**Phase 1—Pedagogical Foundations (21 credits)**

EECE 702. Social Foundations of Education	3 cr.
ECPSE 700. Foundations of Special Education	3 cr.
EECE 711. Ecological Perspectives on Development: The Childhood Years	3 cr.
ECPSE 701. Introduction to Assessment in Special Education	3 cr.
EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language and Literacy Learning in the Elementary Years	3 cr.
ECPSE 720. Trends and Issues in the Education of Students with Severe Disabilities	3 cr.

**Phase 2—Pedagogical Core (21 credits)**

EECE 545. Social Studies in the Elementary School	3 cr.
EECE 550. Mathematics in the Elementary School	3 cr.
EECE 555. Science in the Elementary School	3 cr.
EECE 750. Modern Learning Technologies	3 cr.
ECPSE 710. Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 742. Foundations of Assistive and Instructional Technology	3 cr.
ECPSE 708. Collaboration with Families and School Based Teams	3 cr.
ECPSE 722. Applied Behavior Analysis and Positive Behavioral Supports	3 cr.

**Phase 3—Student Teaching (12 credits)**

EECE 566. Student Teaching in Elementary Education	6 cr.
ECPSE 725. Internship in Severe Disabilities	6 cr.

**Phase 4—Research in Evidence-Based Practice (6 credits)**

Select a two-course sequence in research in special education or elementary education	
ECPSE 746. Research in Special Education	3 cr.
ECPSE 748. Advanced Research in Special Education	3 cr.
OR	
EECE 780. Introduction to Educational Research	3 cr.
EECE 781. Inquiry into Teaching	3 cr.

**Total 60 cr.**

**TABLE 6  
Courses in Bilingual Extension, Grades 1-6**

EECE 761. Educating the Non-native Speaker of English: Theory and Research
EECE 762. Schooling in a Diverse Society
EECE 763. Teaching of Reading and Language Arts in Bilingual Education
EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment
EECE 765.* Internship in a Bilingual Classroom
EECE 766. English Language Learning in a Bilingual Classroom: Theoretical Background
EECE 767. English Language Learning in a Bilingual Classroom: Pedagogical Applications

\*In MAT initial certificate program, internships may be fulfilled with student teaching placement in a bilingual class setting.

groups. Prior to beginning of student teaching, students are required to complete 50 hours of work with children in organized educational or community settings. Students also must have completed two sequential years of study in a foreign language, as well as courses in the general liberal arts and sciences in their undergraduate program that include the areas summarized in Chart 1.

*Note:* Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with

any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for Elementary School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Although many program courses are offered late afternoons and

evenings, students must plan for one semester of daytime attendance for student teaching.

In order to continue in the program, students must maintain a *B* average and cannot receive a grade lower than *B–* in any course. Students who receive a grade lower than *B–* in any course are required to meet with an advisor or the department’s review committee for advisement. Students must also display appropriate professional behavior in their field settings.

**Extension in Bilingual Education, Grades 1–6**

*Advisor: Rafael A. Olivares*

The NYS Extension in Bilingual Education program is designed for graduate students in the NYS initial and professional certificate programs in Childhood Education, Grades 1–6. The program provides coursework and practicum experiences to prepare students for the special challenges of working with language minority students in mainstream as well as bilingual classrooms.

The courses required in the 21-credit Bilingual Extension are listed in Table 5. Both the MAT Initial Certificate and the MSED Professional Certificate Childhood Education programs include some of the courses in the Bilingual Extension program. Specifically, courses required for the Bilingual Extension are offered within the Language and Literacy, Education for Diverse Populations, and Family and Community Studies specializations. This means students can complete some requirements for the Bilingual Extension as part of their regular coursework, but will need to take additional courses to complete the Bilingual Extension.

For students in the 45-credit Initial Certificate MAT Program in Childhood Education, Grades 1–6, completing the Extension requires 9 additional credits. For students in the 39-credit Professional Certificate MSED program in Childhood Education, Grades 1–6, completing the Extension requires 6 additional credits.

**CERTIFICATE PROGRAMS**

The Department of Elementary & Early Childhood Education offers four graduate certificate programs: an Initial Certificate/MAT program in Early Childhood Education, B–2; an Initial Certificate/MAT program in Childhood Education, Grades 1–6; a Professional Certificate/MSED program in Early Childhood Education, B–2; and a Professional Certificate/MSED program in Childhood Education, Grades 1–6. An extension in bilingual education for students in the Childhood Education, Grades 1–6 MAT and MSED programs is also offered. Course requirements and options in these programs overlap. For each course, the description in-

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cludes information about the requirements it fulfills.

**EECE 520. Language Development and Emergent Literacy.** 3 hr. plus fieldwork; 3 cr. Required course for MAT students; open only to MAT students. Students examine how language develops in young children, the relation between language and cognition, and the sociocultural factors that impinge upon language learning. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language development in the young child.

**EECE 525. Language and Literacy Learning in the Elementary Years.** 3 hr. plus fieldwork; 3 cr. Prereq.: EECE 520. Required course for MAT students; open only to MAT students. Students build upon earlier studies of emergent literacy to plan effective programs in diverse, inclusive elementary settings. Students develop knowledge of theories of literacy development, design and implement effective strategies for teaching reading and writing in inclusive elementary settings, and examine children's literature to be used across the curriculum. Prospective teachers implement strategies in the field and analyze their teaching with the support of the teacher-research community.

**EECE 533. Advanced Methods in Teaching Elementary Art, Pre-K–6.** 3 hr.; 3 cr. Prereq.: SEYS 536, 552; coreq.: EECE 711. Advanced methods in teaching art, Pre-K–6, with hands-on experiences in various media.

**EECE 545. Social Studies in the Elementary School.** 3 hr. plus fieldwork; 3 cr. Prereq.: 1 course in Ecology of Childhood (EECE 702, 704, 705) and a course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.

**EECE 550. Mathematics in the Elementary School.** 3 hr. plus fieldwork; 3 cr. Prereq.: 1 course in Ecology of Childhood (EECE 702, 704, 705) and a course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. This course examines key concepts, strategies,

and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of ideas. The course also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.

**EECE 555. Science in the Elementary School.** 3 hr. plus fieldwork; 3 cr. Prereq.: a course in Ecology of Childhood (EECE 702, 704, 705) and 1 course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. Students learn about state and national standards in elementary school science. They relate current research to the effective teaching of science.

**EECE 565. Student Teaching.** 3 hr. plus participation; 6 cr. Prereq.: EECE 520, 525, 710, 721, 724, 725, 750 and a course in Ecology of Childhood (EECE 702, 704, 705). Eleven weeks of supervised observation and student teaching at two of the three certificate grade levels: Pre-Kindergarten, Kindergarten, and Grades 1–2.

**EECE 566. Student Teaching.** 3 hr. plus participation; 6 cr. Prereq.: EECE 520, 525, 545, 550, 555, 750, a course in Ecology of Childhood (EECE 702, 704, 705) and a course in Development (EECE 710, 711, 717). Eleven weeks of supervised observation and student teaching at two grade levels: Grades 1–3 and Grades 4–6.

**EECE 700. A History of Ideas in Education.** 3 hr.; 3 cr. Offers a historical perspective on central tenets of educational thought. Students examine educational theories and constructs within the context of their historical and cultural roots.

**EECE 702. Social Foundations of Education.** 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MS programs. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

**EECE 703. Classroom Realities in Diverse Settings.** 3 hr.; 3 cr. Prereq.: Required course in all EECE graduate programs. Students in MAT programs must complete *Student Teaching* before taking this course. Sessions are directed at beginning teachers. Students develop strategies to handle the persistent challenges that educators face every day in diverse classrooms, such as increasing numbers of students with limited English ability, cross-cultural misunderstandings, student and parent illiteracy in home languages, lack of parent participation and support, and mainstreamed students with physical and/or emotional difficulties.

**EECE 704. Major Contemporary Issues in Education.** 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MS programs. In this course students investigate such persistent issues in education as public perceptions of teachers, use of education as a campaign ploy, budgetary limitations and increased demands, de facto segregation, assessment of teachers and students, day care, teachers as surrogate parents, etc. While the course reviews a variety of long-standing issues, it also features contemporary issues particularly relevant at the time the course is offered.

**EECE 705. School and Community Relations.** 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MS programs. This course is a critical analysis of the relationship between schools and their communities and the confluence of diverse communities within schools. Societal concepts are applied to community concerns related to the schools, to school policies, and to social curriculum. Efforts to adapt the school to social and community needs are examined in light of this analysis. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

**EECE 710. Ecological Perspectives on Development: The Early Years.** 3 hr.; 3 cr. Prereq.: Required course in B–2 MAT and MS programs; must be taken within the first 9 credits in these programs. This course provides a contextually based study of developmental processes in infants, toddlers, and young children through age 8. Emphasizing the importance of looking at “the whole child,” the contributions of family and culture to the child's construction of meaning are examined, with special attention to the broad range of variability within normal development in the early years. Cultural and socioeconomic differences in child-rearing practices and parental expectations are discussed in terms of their significance for children's early linguistic and



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cognitive functioning. The significance of attachment and autonomy issues for children in early childhood educational and care settings are addressed.

**EECE 711. Ecological Perspectives on Development: The Childhood Years.** 3 hr.; 3 cr. Prereq.: 1 course within Ecological Perspectives on Development (EECE 710, 711, 717) must be taken within the first 9 credits in the program. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support prosocial development and learning are discussed.

**EECE 712. Humanistic Psychology: Educational Applications.** 3 hr.; 3 cr. Elective course in the EECE Specialty programs in Education for Diverse Populations and Family and Community Studies. This course examines the general principles and practices of motivation and communication, self-concept and its effect on interest, cooperation, and achievement. Values clarification, moral, ethical, and character education are explored. Students develop and implement teaching strategies in Affective Education.

**EECE 713. The Psychology and Education of Exceptional Children and Youth.** 3 hr.; 3 cr. Elective course within the Education for Diverse Populations specialty. Students examine legislation, assessments, and terminology related to exceptional children. Classroom strategies and interventions for specific categories of exceptional children are explored.

**EECE 714. Behavior Problems of Children and Adolescents.** 3 hr.; 3 cr. Elective course within the Education for Diverse Populations specialty. Students examine the range of emotional and behavioral disorders in early childhood through adolescence. The ramifications of behavior problems in classroom settings and techniques for guiding students into constructive activities are explored.

**EECE 717. Ecological Perspectives on Development: Early Adolescence.** 3 hr.; 3 cr. Prereq.: 1 course within Ecological Perspectives on Development (EECE 710, 711, and 717) must be taken within the first 9 cred-

its in the program. This course provides a contextually based study of development, focusing on early adolescence. The interacting influences of family, ethnic group, and peer group on the young adolescent's emerging identity are examined in relation to school behavior and academic performance. Individual differences in abilities, learning styles, and academic achievement are examined, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. The links between school experience and the young adolescent's susceptibility to substance abuse, violence, victimization, school dropout, and premature parenthood are discussed. School strategies for promoting healthy development in the adolescent years are considered.

**EECE 721. Professional Issues in Early Childhood.** 3 hr.; 3 cr. Required course in the B-2 MAT and MS programs; must be taken prior to student teaching. Based upon review of research data, students examine current issues in the education of children in the B-2 range and alternative views of these issues to develop an understanding of optimal practice.

**EECE 722. Language Learning in Cross-Cultural Perspectives.** 3 hr.; 3 cr. Required course for the MS Professional Certification/B-2 and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of cross-cultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B-2 students who come to school with diverse language experiences and capabilities.

**EECE 724. Curriculum and Environmental Design for Early Childhood, Part I.** 3 hr.; 3 cr. Required course in the B-2 MAT and MS programs; must be taken prior to student teaching. Prereq.: EECE 710 and EECE 702, 704, or 705. This course examines environmental design, instructional strategies, and materials to serve goals of curriculum for B-6-year-old children. Professional study features the role of play, goal-directed teaching within an action-based learning environment, multicultural and technological resources for program development, assessment, working with families in cultural contexts, and meeting individual needs of children.

**EECE 725. Curriculum and Environmental Design for Early Childhood, Part II.**

3 hr.; 3 cr. Required course in the B-2 MAT and MS programs. Prereq.: EECE 724. Curriculum and Environmental Design II is the second course of a two-course sequence that examines the major ideas and practices that govern the design of educational programs serving grades 1 and 2.

**EECE 728. Integrating Expressive Arts into the Early Childhood Curriculum.** 3 hr.; 3 cr. Elective course within the B-2 MAT and MS programs. Students explore the range of aesthetic experiences with media, drama, music, and movement that are appropriate for young children. Students examine the ways in which expressive art activities can support children's processing of experiences as they extend understandings about people, communities, economic roles, and events in their world.

**EECE 730. Practicum in Early Childhood.** 3 hr. plus participation; 3 cr. For students in the MS B-2 program. Six weeks of supervised observation and student teaching in one of the lower certificate grade levels (B-K).

**EECE 731. Teaching Beginning Reading and Writing.** 3 hr.; 3 cr. Coreq.: Weekly opportunity to work with young children to develop reading and writing experience. Elective course within the Language and Literacy Specialty. Students explore how school programs can facilitate the development of reading and writing in the young child in ways that are consistent with current research and theory on the development of literacy.

**EECE 732. Instructional Strategies for Mainstreaming Students.** 3 hr.; 3 cr. Elective course within the Education for Diverse Populations Specialty. Course focuses on legal bases for mainstreaming of children with special needs, developing individualized educational plans, and developing appropriate instructional strategies for individuals in all content areas of the elementary school curriculum.

**EECE 733. Curriculum Adaptation for Mainstreaming.** 3 hr.; 3 cr. Elective course within the Education for Diverse Populations Specialty. Conceptions of handicap and exceptionality are explored. Students examine affective as well as cognitive considerations in curriculum adaptations, and the roles of teacher, parent, and school support services in providing for children with special needs.

**EECE 734. Using Telecommunication and the WWW in the Classroom.** 3 hr.; 3 cr. Elective course within the Instructional Technology Specialty. Students design educational WWW activities for use in the classroom

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using HTML and various webpage editors. Students also learn how to locate, evaluate, and use educational WWW resources within an elementary classroom curriculum, and use multimedia tools and webpage editors to create educationally sound web-based educational activities. This course assumes ready Internet access outside of the classroom.

**EECE 735. Multimedia in the Classroom.** 3 hr.; 3 cr. Elective course within the Instructional Technology Specialty. Students learn to use a variety of media and formats to communicate information and ideas effectively to multiple audiences. Students create a Hyperstudio Presentation, develop a Power Point presentation; create a Hyperstudio multimedia template and produce an e-portfolio; and create a project using Microworlds.

**EECE 736. Mathematics for Young Children.** 3 hr.; 3 cr. Elective course within the Mathematics Education Specialty. Focusing on the development of mathematical thinking of children in the primary grades. It examines current research on children's thinking and emphasizes important instructional strategies. It highlights the key role language plays in mathematical learning.

**EECE 737. Infants and Toddlers: Curriculum and Teaching.** 3 hr.; 3 cr. Prereq.: admission to graduate program. Approaches to infant/toddler care and education; instructional materials and techniques to foster infant/toddler development; strategies for administering and managing learning environments.

**EECE 740. The Improvement of Reading in the Elementary School.** 3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Students examine developmental growth in reading from beginning to advanced stages. Trends in reading instruction and the more common reading difficulties are addressed.

**EECE 741. Language Arts in the Elementary School.** 3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Students study ways in which teachers can build upon the resources of children's everyday living to facilitate children's oral and written language development.

**EECE 742. Reading Materials for Children.** 3 hr.; 3 cr. Required course within the Children's Literature Specialty. Elective course within the Language and Literacy Specialty. Students critically examine a wide range of children's literature, classic and contemporary. Topics include: picture books, easy-to-read material for beginning readers, traditional literature, fantasy, poetry, realistic fiction,

biography, historical fiction, nonfiction, books with multicultural and multiethnic emphases, graphic novels, recorded books. Teaching strategies for the use of this literature with diverse student populations are addressed.

**EECE 744. The Art and Technique of Storytelling.** 3 hr.; 3 cr. Elective course within the Children's Literature Specialty and the Language and Literacy Specialty. Students critically examine stories and storytelling traditions from a variety of cultures as they develop a repertoire of stories to use in culturally and linguistically diverse classrooms. They practice methods and procedures in storytelling, and explore ways to integrate storytelling into the curriculum and to use storytelling in promoting and developing literacy.

**EECE 745. The Reading-Writing Connection.** 3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Reviews current research on the development of children's writing and explores how writing can enhance children's learning to read. Students investigate children's writing through actual writing samples and strategies. Students also work on their own writing and examine the childhoods of famous writers.

**EECE 746. Nonfiction for Children.** 3 hr.; 3 cr. Elective course within the Children's Literature Specialty. Students become acquainted with quality nonfiction books for children, and explore ways to promote children's comprehension of informational books.

**EECE 747. Literacy Through Poetry, Verse and Wordplay.** 3 hr.; 3 cr. Elective course within the Children's Literature Specialty and the Language and Literacy Specialty. This course introduces students to a wide variety of poetry and verse suitable for children, methods for presenting, studying, and writing poetry with children, and strategies for integrating poetry into programs to develop literacy.

**EECE 748. Myths, Legends, and Folktales.** 3 hr.; 3 cr. Elective course within the Children's Literature Specialty. Students examine the traditional roots of a story as a model for better understanding and coping with the complexities of human existence. Through extensive reading and library research, students consider the significance of these prototypes for the study of literature and for the elementary school curriculum.

**EECE 750. Modern Learning Technologies.** 3 hr.; 3 cr. Required course for all MAT students, and for MS students in the Instructional Technology Specialty. Students learn to use word-processing software, databases and

spreadsheets, digital cameras, educational software, email, and the WWW as tools to enhance learning of the core curriculum subjects. The objective of this course, technology literacy, is acquired through classroom laboratory experiences, extensive readings, and detailed writing requirements. Students learn basic computer operations and vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

**EECE 751. Teaching Mathematics in the Elementary School.** 3 hr.; 3 cr. Required course within the Mathematics Education Specialty. Examining the content of an elementary school mathematics program, students explore effective teaching strategies that complement the National and New York State Standards for Mathematics. Students are introduced to a wide range of manipulative and technological tools for addressing important concepts, strategies, and skills.

**EECE 752. Mathematical Snapshot: Mathematics in Everyday Life.** 3 hr.; 3 cr. Elective course within the Mathematics Education Specialty. This course introduces students to geometry content appropriate to the elementary school level. Students explore and develop pedagogical techniques that are applicable to a diverse range of children's abilities.

**EECE 753. Teaching Science in the Elementary School.** 3 hr.; 3 cr. Required course in the Science Education Specialty. This course emphasizes the selection, organization, and effective use of science materials in the elementary school. Important concepts will be drawn from the various sciences and include: populations and ecosystems, diversity and adaptations of organisms, structure and function in living systems, regulation and behavior, motions and forces, transfer of energy, and properties and changes of properties in matter. State and national standards in elementary school science will also be addressed, including the uses of technology to enhance science instruction.

**EECE 756. Geometry, Art, and Mathematical Thinking.** 3 hr.; 3 cr. Elective course within the Mathematics Education Specialty. This course addresses key geometric concepts in the context of artistic creations, such as the work of M.C. Escher and the tiling patterns of various cultures. Concepts addressed include congruence, similarity, symmetry, and transformations. Other topics include coordinate geometry, tessellation of shapes, and the relationship between two- and three-dimensional shapes. This course integrates applications to the microcomputer as well.

**EECE 757. Physical Science for Elemen-**

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**tary School Teachers.** 3 hr.; 3 cr. Elective course in the Science Education Specialty. Topics that have applications to the teaching of science concepts in the elementary school are presented from astronomy, chemistry, geology, meteorology, and physics. To enrich the background of science for elementary school teachers, this course stresses basic principles, applications, experiments, fieldwork, and demonstrations.

**EECE 758. Life Science for Elementary School Teachers.** 3 hr.; 3 cr. Elective course in the Science Education Specialty. Students make connections in the instruction of elementary science across the disciplines within life science as well as draw on their knowledge of developmental stages to motivate students to learn science, build conceptual understanding, and encourage the application of knowledge, skills, and ideas regarding life science in the lives of elementary students.

**EECE 759. Environmental Literature.** 3 hr.; 3 cr. Elective course in the Science Education and Children's Literature Specialties. Focusing on the natural world and the interaction between humans and the environment, students examine literature, materials, and teaching practices appropriate for pre-school through elementary school children.

**EECE 760. Teaching Social Studies in the Elementary School.** 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. This course is designed for students who have already taken an introductory course in social studies. Students examine the New York and national standards in social studies education and their applications in actual classroom settings. Document-based and inquiry-directed instruction are emphasized.

**EECE 761. Educating the Non-Native Speaker of English: Theory and Research.** 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. This course examines the philosophy, rationale, and historical background of bilingual education. By using information provided by research in the field, participants will discuss the programs, models, and trends while exploring the sociological and political aspects of bilingual education. Special emphasis is placed on the analysis of the research in first and second language acquisition as well as the study of strategies to develop the first language and acquire a second language through the content areas.

**EECE 762. Schooling in a Diverse Society.** 3 hr.; 3 cr. Elective course in the Education for Diverse Populations Specialty. Required course in Bilingual Extension. This course is designed to address the multifac-

eted dimensions of teaching and learning in a rapidly changing, highly diverse society. Participants review research and theoretical literature in the fields of culture and cognition as they relate to educational practice. Included are traditional elements of culture such as ethnicity, language, and religion as well as less traditional elements of cultural diversity such as age, gender, sexual orientation, social class, and physical disability.

**EECE 763. Teaching of Reading and Language Arts in Bilingual Education.** 3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. This course discusses the characteristics of language arts in the mother tongue in the bilingual classroom and the development and evaluation of literacy in the first language and the transfer of skills from one language to another. Participants will learn and practice different methodologies for teaching language arts; develop skills in analyzing and creating instructional materials to teach in the native language; and elaborate techniques to evaluate existing language arts programs in the area.

**EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment.** 3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas to language minority students. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the first and second language, and consider the evaluation issues related to language and content in the bilingual-multicultural classroom. Participants develop skills to examine, evaluate, and create instructional materials to teach language to minority children in their mother tongue.

**EECE 765. Internship in a Bilingual Classroom.** 3 hr.; 3 cr. Required course in Bilingual Extension. This course has been designed to provide the future bilingual teacher with the opportunity to live the experience of teaching in a bilingual setting. It is expected that through the internship, participants will show their professional strengths when teaching limited English-proficient students. During the internship, bilingual teachers will demonstrate their ability to communicate and teach effectively in the first and second language of the students.

**EECE 766. English Language Learning in the Bilingual Classroom: Theoretical**

**Background.** 3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. Designed for bilingual teachers, this course concentrates on theoretical approaches to the study of the second language learning process in a bilingual classroom. Students explore aspects of second language acquisition as well as those factors involved in individual variations in achievements of non-native speakers of English attending bilingual programs.

**EECE 767. English Language Learning in the Bilingual Classroom: Pedagogical Applications.** 3 hr.; 3 cr. Elective course in Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. Designed for bilingual educators, this course surveys the alternative teaching methodologies for the learning of English as a new language. Students analyze and apply classroom practices such as audio-lingual and communicative methodologies used in the field of second language learning. Special attention is placed on integrating English language teaching in the areas of mathematics, science, and social studies.

**EECE 768. Supporting Development in Children with Special Needs.** 3 hr.; 3 cr. Required course in the Education for Diverse Populations Specialty. This course highlights the variety of developmental paths that children take to successful functioning. Students examine classroom practices that facilitate the performance of children with special needs, and develop strategies for building collaborations with families and communities to increase the effectiveness of educational interventions.

**EECE 770. Supervision of Student Teachers in the Elementary School.** 3 hr.; 3 cr. Prereq.: Matriculation in the MS in Education program or permission of the department; coreq.: currently teaching full-time in an elementary or early childhood classroom and current involvement with student teacher.

**EECE 772. Families and Communities as Educators.** 3 hr.; 3 cr. Required course in the Family and Community Studies Specialty. Examines historical and contemporary interrelationships among families, communities, and schools. Students investigate how schools, families, and communities as cultural agencies promote both continuity and change. Particular attention is given to developing strategies for working successfully within families, communities, and cultures in and around New York schools.

**EECE 773. Families, Stories, and Literacy.** 3 hr.; 3 cr. Elective course in the Family and

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Community Studies and Language and Literacy Learning Specialties. Examines the reciprocal influences of families, stories, and literacy in the lives of children. Students apply constructs from developmental psychology to consider how families shape the young child's approach to language, stories, and literacy while in turn being shaped by the child's encounters with spoken and written words.

**EECE 774. Social Issues in the Classroom.** 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Examines survival skills from a pedagogical perspective of the kind of information children need, a developmental perspective of how children of different ages handle the information offered, and a diagnostic perspective of the risk factors and symptomatic behaviors of children in difficulty. Particular attention paid to questions of home-school domain, cultural differences, and family privacy.

**EECE 775. Building Home-School Collaborations.** 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Prepares early childhood teachers to establish and maintain positive collaborations with families and communities. Using family systems theory, students examine dynamics, ideas, roles, and relationships within families and communities, and consider different strategies for communicating effectively with parents and involving families in assessment and planning for individual children, including children with special needs.

**EECE 776. Culture and Education.** 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Deals with the interrelationship between culture and the educational process. Explores how schools are organized as cultural agencies and how culture organizes the activity in schools. Not limited to mainstream U.S. schools. Also looks at cases from other societies in the interest of new perspectives. Gives particular attention to the nature and uses of ethnography for teacher-researchers. Develops strategies to work successfully with the myriad of cultures in New York schools.

**EECE 777. Conflict Resolution in Educational Settings.** 3 hr.; 3 cr. Elective course in the Family and Community Studies and Education for Diverse Populations Specialties. Explores the origins and causes of conflict and various styles of conflict management. Conflicts between parents and teachers, teachers and administrators, students and their peers are considered. Students apply problem-solving models to multicultural school settings not included in this program.

**EECE 779. Research in Children's Literature.** 3 hr.; 3 cr. Prereq.: EECE 742 and two electives in Children's Literature. Required course in the Children's Literature Specialty; open only to MS students specializing in Children's Literature. This course prepares students for later research courses by (1) focusing on exemplary research in the field of children's literature, (2) familiarizing students with professional journals, and (3) introducing students to noteworthy professional books.

**EECE 780. Introduction to Educational Research.** 3 hr.; 3 cr. Required course for all EECE graduate students. MAT students are encouraged to take this course as early in the program as possible. For MS students, this course must be taken within the first 12 credits. Students are introduced to basic principles of quantitative and qualitative research design in educational settings. Emphasis is given to an examination of interdisciplinary perspectives on educational and social issues and to the integration of research evaluation with professional decision-making.

**EECE 781. Inquiry into Teaching.** 3 hr.; 3 cr. Prereq.: All MAT coursework and Student Teaching. Open only to MAT students. This culminating course for MAT students synthesizes theory and practice through a student-designed teacher-research project. Ongoing sharing of this classroom-based research provides a forum for discussion of key features of successful teaching. The course also addresses the interviewing process and preparation for entry into the teaching profession.

**EECE 782. Teacher as Researcher.** 3 hr.; 3 cr. Open only to MS students. This is the culminating course in the MS sequence. It cannot be taken until students have completed all MS coursework. Students integrate the work they have done in their Specialty program with principles of educational research. Students prepare a culminating project that proposes and/or implements enhanced practice based on the theory and research that they have studied in the professional certificate program. Culminating projects must be conducted in the student's area of specialization. Public presentations of the culminating projects are included in this course.

**EECE 784. Research Materials in Learning Technology.** 3 hr.; 3 cr. Prereq.: EECE 750 and two electives in Instructional Technology. Required course for the Instructional Technology Specialty; open only to MS students in this specialty. The course examines knowledge of research design, sample selection, instrument choice or design, types of research, data analysis and interpretation, and writing a research report related to technology use in the classroom.

**EECE 785. Research in Teaching and Learning Science.** 3 hr.; 3 cr. Prereq.: EECE 753 and two electives in Science Education. Required course in the Science Education Specialization; open only to MS students in this specialty. This course is based on the newest framework for research in science education informed by the National Science Teachers Association and the Association for the Education of Teachers in Science's principles governing scientific inquiry of teaching and learning in elementary science education. Students will examine current research regarding key learning standards identified by the NYS Department of Education.

**EECE 786. Research in Elementary School Mathematics: Trends and Issues.** 3 hr.; 3 cr. Prereq.: EECE 751 and two electives in Mathematics Education. Required course in the Mathematics Education Specialty; open only to MS students in this specialty. This course focuses on important trends and issues in mathematics research. Students acquire a historical perspective on mathematics education as well as a current overview of significant topics for research.

**EECE 787. Research in Language and Literacy.** 3 hr.; 3 cr. Prereq.: EECE 722 and two electives in Language and Literacy. Required course in the Language and Literacy Specialty; open only to MS students in this specialty. Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions. Students develop projects for the improvement of practices in homes and schools.

**EECE 788. Research in Education for Diverse Populations.** 3 hr.; 3 cr. Prereq.: EECE 766 and two electives in Education for Diverse Populations. Required course in the Education for Diverse Populations Specialty; open only to MS students in this specialty. This course focuses on current policies and strategies for enhancing the effectiveness of Education for Diverse Populations. Students

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will examine issues in assessment, prevention, and classroom interventions for children with diverse strengths and needs.

**EECE 789. Research in Family and Community Studies.** 3 hr.; 3 cr. Prereq.: EECE 772 and two electives in Family and Community Studies. Required course in the Family and Community Studies Specialty; open only to MS students in this specialty. Deals with schools as institutions of socialization that complement or conflict with families and communities as institutions of socialization and develops practical solutions to their interrelationships.

**EECE 790. Independent Study in Education.** Prereq.: Matriculation in MS in Education program. Independent study or special project under supervision of a departmental faculty member. Permission of the Chair required.

EECE 790.1. 1 hr.; 1 cr.

EECE 790.2. 2 hr.; 2 cr.

EECE 790.3. 3 hr.; 3 cr.

**EECE 791. Independent Study in Bilingual Education.** Independent study or special project under faculty supervision. Permission of the Chair required.

EECE 791.1. 1 hr.; 1 cr.

EECE 791.2. 2 hr.; 2 cr.

EECE 791.3. 3 hr.; 3 cr.

**EECE 796. Exploring Problems in History Through Literature.** 3 hr.; 3 cr. Required interdisciplinary core course for MS 1–6 students. MAT students may take this course as an elective. Takes an interdisciplinary approach to curriculum by combining the content and process of “doing history” with the focused use of language arts (reading, writing, speaking, and listening) as a means of learning in the elementary school. By applying the critical perspective of historians to the study of quality children’s literature dealing with the past, this course engages teachers in curricular issues of both content and process.

**EECE 797. Queens County as a Learning Lab.** 3 hr.; 3 cr. Required interdisciplinary core course for MS 1–6 students. MAT students may take this course as an elective. Working with organizations, institutions, and historical sites within the borough of Queens, students investigate and reflect on teaching and learning strategies for incorporating a study of Queens into their classrooms. Emphasis is on the historical, geographical, political, economic, and social development of the borough.

**EECE 798. Reading and Writing for Learning in Science.** 3 hr.; 3 cr. Required interdisciplinary core course for MS 1–6 students. MAT students may take this course as an elective. This course is designed to promote engaged learners who demonstrate curiosity, search for understanding in self-guided ways, communicate with others to share and test their ideas, contribute to the creation of a community of learners, and bring an enthusiastic quality to the classroom. Students learn to create science-learning environments that promote engaged readers and writers, and develop strategies that promote reading and writing across the disciplines.

**EECE 799. Exploring Mathematical Ideas Through Literature.** 3 hr.; 3 cr. Required interdisciplinary core course for MS 1–6 students. MAT students may take this course as an elective. Explores the role of literature in an elementary school mathematics program. Students discuss criteria for selecting books and address issues of equity in children’s literature, such as gender and multicultural perspectives. Students examine a wide range of math-related literature and develop effective instructional strategies for using these books to explore important mathematical concepts.

**EECE 800. Workshop in Education.** Designed to assist teachers in solving classroom problems. May be repeated for credit if topic is changed.

EECE 800.2. 2 hr.; 2 cr.

EECE 800.3. 3 hr.; 3 cr.

EECE 800.4. 4 hr.; 4 cr.

**EECE 801. The Role of the Literacy Specialist.** 3 hr.; 3 cr. Prereq.: EECE 711, 722, 731, 780. This course is designed to provide the reading specialist with the knowledge, skills, and processes necessary to collaborate with other professionals in the school and community.

**EECE 802. Teaching Strategies for the Literacy Specialist.** 3 hr.; 3 cr. Prereq. EECE 711, 722, 731, 780, 801, 764. This course is designed to present the various techniques that the literacy specialist will need. It will prepare teachers to use their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

**EECE 803. Authentic Assessment.** 3 hr.; 3 cr. Prereq.: EECE 711, 722, 731, 780, 801, 764, 802. This course is designed to provide the literacy specialist with the knowledge and skills necessary for the use of authentic assessment. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

**EECE 804. Standards-Based Assessment.** 3 hr.; 3 cr. Prereq.: EECE 711, 722, 731, 780, 801, 764, 802, 803, 787. This course is designed to provide the literacy specialist with the knowledge and skills of standardized assessment. The teacher will learn techniques for using and interpreting standardized tests and become thoroughly familiar with specific literacy assessment. Teachers will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

**EECE 805. Practicum.** 3 hr.; 3 cr. Prereq.: EECE 711, 722, 731, 780, 801, 764, 802, 803, 787, 804, 782. This course is designed to allow teachers to use all the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine an appropriate instruction for each child.

# Secondary Education & Youth Services

Chair: Eleanor Armour-Thomas

Dept. Office: Powdermaker Hall 150, 997-5150

The department prepares teachers for the middle, junior high, and senior high schools through New York State-accredited programs: (1) the Initial Certificate program leading to initial certification in Adolescence Education; and (2) the Master of Science degree in Secondary Education leading to professional certification in Adolescence Education. Each program has a concentration in a specific academic area, as well as education content courses.

## Faculty

Armour-Thomas, Eleanor, Chair, *Professor*, EdD 1984, Teachers College, Columbia University: educational psychology, cognitive functioning, human growth and development, instructional psychology  
 Anderson, Philip M., *Professor*, PhD 1979, University of Wisconsin at Madison: English education, mass media, reading, curriculum development  
 Artzt, Alice, *Professor*, PhD 1983, New York University: mathematics education  
 Asher, Rikki, *Assistant Professor*, EdD 1991, Teachers College, Columbia University: art education  
 Basse, Magnus O., *Associate Professor*, EdD 1989, Rutgers University: social and philosophical foundations of education  
 Bembenuity, Hefèr, *Assistant Professor*, PhD 2005, City University of New York: educational psychology  
 Bhattacharya, Alpana, *Assistant Professor*, PhD 2001, City University of New York: educational psychology  
 Caporrimo, Rosaria, *Assistant Professor*, PhD 1990, City University of New York: educational psychology  
 Costigan, Arthur T., *Associate Professor*, PhD 2000, New York University: English education  
 Curcio, Frances R., *Professor*, PhD 1981, New York University: graph comprehension, language and discourse in the mathematics classroom, mathematical problem-solving  
 Darwin, Jacqueline L., *Assistant Professor*, PhD 2004, Hofstra University: literacy studies  
 Davis, Jacqueline Faye, *Assistant Professor*, PhD 1998, University of Georgia: language education

Dickson, Randi, *Assistant Professor*, EdD 1999, Teachers College, Columbia University: English education  
 Dong, Yu Ren, *Professor*, PhD 1995, University of Georgia: English as a second language (TESOL), teaching composition  
 Eddy, Jennifer, *Assistant Professor*, PhD 1999, Teachers College, Columbia University: Spanish and education; foreign language education  
 Gerwin, David, *Associate Professor*, PhD 1998, Columbia University: social studies education and oral history  
 Gunn, John, *Assistant Professor*, PhD 2006, City University of New York: sociology  
 Gurl, Theresa, *Assistant Professor*, PhD 2008, Teachers College, Columbia University, mathematics education  
 Miller, June K., *Assistant Professor*, EdD, 1985, Teachers College, Columbia University: science education and evaluation, education for the gifted and talented  
 Moncada-Davidson, Lillian, *Associate Professor*, PhD 1990, Columbia University: sociology and education  
 Murfin, Brian, *Assistant Professor*, PhD 1993, Ohio State University: science education  
 Rhodes, Carole S., *Professor*, PhD 1990, New York University: curriculum and instruction, literacy  
 Zevin, Jack, *Professor*, PhD 1969, University of Michigan: social studies education, curriculum development, education of the gifted and talented, economics education, philosophy in the elementary classroom

## Admission Requirements

All students must have a bachelor's degree from an accredited college or university, or the foreign equivalent. They must have completed: (1) a major in the area in which they wish to become certified; (2) one year of college-level study, or its equivalent, in a language other than English; and (3) an undergraduate education sequence (including student teaching or its equivalent). Students should also have a cumulative and departmental average of at least *B* (3.0).

## MASTER OF SCIENCE IN SECONDARY EDUCATION PROGRAMS

Students enrolling in Master of Science in Secondary Education programs will be assigned an advisor in the area of certification who will meet with and review the student's background. Together, they will plan an appropriate program of graduate courses. This approved program is to be filed with the department during the first semester of attendance. The

student may not depart from this approved program without permission of the advisor. Each academic area has its own course requirements. In general, students take about half of their program in the appropriate academic departments and half in education.

## Planning a Program in Secondary Education

Each subject area has its own pattern of instruction. Following is a list of program coordinators/advisors:

Art: R. Asher  
 English: A. Costigan, R. Dickson, Y. Dong  
 General Science: J. Miller, B. Murfin  
 Literacy: J. Darwin, C. Rhodes  
 Mathematics: A. Artzt, F. Curcio, T. Gurl  
 Foreign Languages: J. Davis, J. Eddy  
 Social Studies: D. Gerwin, J. Gunn, J. Zevin

To obtain the Master of Science in Education degree, students must complete 30 or more graduate credits in an approved course of study, and should consult with an advisor in the appropriate area before choosing courses. In general, students pursuing the MS in Secondary Education take the following sequence of courses:

	<i>credits</i>
Historical, Philosophical, Social Foundations of Education	3
Psychological Foundations	3
Curriculum Methods in Secondary Education	3-6
Research	3-6
Elective (optional)	3
	15-21
Certification Content Area (see department listings in this <i>Bulletin</i> or consult an appropriate advisor)	15-18

Although the above sample program represents the general pattern of courses within the MS in Secondary Education sequence, there may be differences for academic areas. Students are strongly urged to see advisors as early as possible.

As indicated above, in choosing academic courses, students should read the section of the *Bulletin* appropriate to their certification area and consult with an advisor in the appropriate department.

Research is an important component of every master's program. Requirements vary with each certification area. Students should consult with their advisors concerning research options and the appropriate semesters in which to undertake research.

## SECONDARY EDUCATION & YOUTH SERVICES

### Initial Certificate Program

For students who decide late in their undergraduate careers or after they graduate to pursue certification as teachers, the department offers a sequence of courses, consisting of 21 credits, which leads to an Initial Certificate. This sequence provides an integrated program that includes the coursework and field experience necessary to meet state requirements for initial certification in adolescent education in a specific academic subject area.

Upon completing the Initial Certificate program, students will be recommended for initial certification provided they have also completed the required 36 credits in their major and met all other state requirements for initial certification. The program enables students to begin teaching and gain the experience necessary for professional certification while they complete the coursework required for the master's degree.

Students who earn the Initial Certificate will automatically become eligible for matriculation in the Master of Science in Education program in their major area.

Students who complete the course and credit requirements for the master's program in their respective areas will have met the educational requirements for both professional certification and the degree of Master of Science in Education.

### Program Requirements

Students must hold a bachelor's degree with a major (or equivalent) in the subject area in which they wish to be certified. Students who were not subject area majors but have a minimum of 21 appropriate credits in the content area may be accepted but are required to complete at least 15 additional content area credits before they are recommended for initial certification. These 15 credits will be selected with the approval of the major advisor. Students who have more than 21 subject-area credits but fewer than 36 will be required to make up the corresponding number of missing credits. In all cases, the advisor will ensure that the distribution of the 36 subject-area credits is appropriate to the requirements of certification in the student's major area.

Students are also required to have one year of college study, or its equivalent, in a language other than English. They must also meet the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least *B* (3.0) to remain in the program.

Following fulfillment of the Initial Certificate program (21 credits), students may complete the remaining graduate courses required

for the Master of Science in Education degree in Secondary Education (15–18 credits in education and 15 credits in the content area), which will lead to professional certification. The total number of credits will be 51–54 including the initial certificate program.

### Coursework in Initial Certificate Program

The Initial Certificate program comprises the following:

1. An education sequence of 21 credits:
2. Completion of 36 credits in the student's area of certification.
3. Students are required to take four seminars offered through the college's Continuing Education Program: (a) The Child Abuse, Identification, and Reporting Seminar, (b) The Drug and Alcohol Abuse Seminar, (c) Violence Prevention Seminar, and (d) School Safety

Upon completion of the Initial Certificate program (outlined above in 1, 2, and 3), students will have satisfied the academic requirements for initial certification as teachers of secondary academic subjects in New York State. Passing of the following New York State Teacher Certification Examinations will complete their qualifications for initial certification: Liberal Arts and Sciences Test (LAST), the Secondary version of the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Exam. LAST and the content area specialty exam may be taken prior to the beginning of the Initial Certificate program or at any time thereafter. ATS-W would normally be taken near the end of the program or upon its completion.

When students have fulfilled these requirements they will apply through the Office of Teacher Certification for New York State initial certification.

Following fulfillment of the Initial Certificate program, students will complete the remaining graduate courses required for the Master of Science in Education degree in Secondary Education, which will lead to professional certification.

### SEYS 536. Educational Foundations.

3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. This course will deal with contemporary socioeconomic and political issues that continue to influ-

ence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

**SEYS 552. Educational Psychology.** 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners, including those within the full range of disabilities and exceptionalities, will be examined. Second-language development and issues related to language acquisition and English-language proficiency will also be explored.

### SEYS 560–564. Methods of Teaching in Middle and High School.

3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department; coreq.: SEYS 570.2–574.2. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of the specific content. As well, emphasis is placed on the use of technology in instruction. Fall

### 560. Methods of Teaching English in Middle and High School.

### 561. Methods of Teaching Mathematics in Middle and High School.

### 562. Methods of Teaching Science in Middle and High School.

### 563. Methods of Teaching Social Studies in Middle and High School.

### 564. Methods of Teaching Foreign Language in Middle and High School.

**SEYS 570.2–574.2. Practicum in Middle/Junior High School.** 50 hr. at a middle/junior high school; 2 cr. Prereq.: SEYS 536, 700; coreq.: SEYS 552, 560–564. Open only to students who are matriculated in the secondary education program. This practicum is designed to provide students with school-based teaching experiences that prepare them to effectively teach small groups of students at the middle/junior high school level. Students are placed at a middle/junior high school setting under the guidance of a school-based teacher and a college-based supervisor. Fall

## SECONDARY EDUCATION & YOUTH SERVICES

**570.2. Practicum in English for Middle/Junior High School.**

**571.2. Practicum in Mathematics for Middle/Junior High School.**

**572.2. Practicum in Science for Middle/Junior High School.**

**573.2. Practicum in Social Studies for Middle/Junior High School.**

**574.2. Practicum in Foreign Language for Middle/Junior High School.**

**SEYS 570.4–574.4. Student Teaching in Secondary School.** 6 periods per day or its equivalent; 4 cr. Prereq.: Permission of the department; coreq.: SEYS 580–584. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach at least one 9th-grade class and one higher grade class. Spring

**570.4. Student Teaching in English for Secondary School.**

**571.4. Student Teaching in Mathematics for Secondary School.**

**572.4. Student Teaching in Science for Secondary School.**

**573.4. Student Teaching in Social Studies for Secondary School.**

**574.4. Student Teaching in Foreign Language for Secondary School.**

**SEYS 580–584. Standards-Based Curriculum and Assessment in Teaching.** 3 hr.; 3 cr. Coreq.: SEYS 570.4–574.4. An examination of current standards-based curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 570.4–574.4 so as to enrich the student teacher's understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs. Spring

**580. Standards-Based Curriculum and Assessment in Teaching English.**

**581. Standards-Based Curriculum and Assessment in Teaching Mathematics.**

**582. Standards-Based Curriculum and Assessment in Teaching Science.**

**583. Standards-Based Curriculum and Assessment in Teaching Social Studies.**

**584. Standards-Based Curriculum and Assessment in Teaching Foreign Language.**

**SEYS 700. Language, Literacy, and Culture in Education.** 3 hr. plus 25 field hr. experience; 3 cr. Intended to deepen and broaden students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English-language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

### LITERACY TEACHER GRADES 5–12

*Coordinator:* Carole Rhodes

The Literacy Program reflects the teacher certification regulations for literacy specialist Grades 5–12 and the diversity of literacy learners. The 36-credit program provides courses in all areas of literacy and prepare individuals for leadership in literacy program development as well as compensatory programs. Program courses focus on diverse literacy learners, particularly English-language learners and children with language learning disabilities.

### Requirements

Admission is limited and competitive and open to individuals who hold a provisional or initial certificate in middle school or secondary education (grades 7–12). Applicants must complete the graduate application and may be required to be interviewed. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship.

For those who have completed a degree and hold initial teacher certification, an overall GPA of 3.0 is required. Individuals who have completed a master's degree program leading to teacher certification may apply for advanced standing of up to 12 credits of appropriate study in literacy and research.

Graduation requirements include completion of 36 credits of required coursework in the areas of diversity, literature, literacy pedagogy, and content area literacy, a GPA of 3.0, and successful completion of a professional portfo-

lio and research project. For more information, contact the Coordinator.

**SEYSL 700. Research Investigation for Literacy Instruction I.** 3 hr.; 3 cr. The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, birth through grade 12, and the interpretation of literacy research. Teacher candidates study the scope of research in the area of literacy, the nature of being a teacher-researcher, and research processes and designs. Teacher candidates demonstrate ability to read and evaluate primary research reports, interpret research syntheses, locate information about literacy research, and determine appropriateness of literacy research findings for instruction by conducting an in-depth investigation of a specific topic in the area of literacy development and instruction.

**SEYSL 701. Foundations of Literacy Development and Instruction.** 3 hr.; 3 cr. An introductory course in literacy development and instruction of students in grades 5–12.

The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current schoolwide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom and schoolwide assessment programs, literacy in a technological age, and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

**SEYSL 702. Literacy in Content Areas.**

3 hr.; 3 cr. This course is designed to help all teachers facilitate middle and secondary classrooms where reading, writing, listening and speaking are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied

†—Offered either Fall or Spring; see Class Schedule.

††—May be offered; see Class Schedule.



## SECONDARY EDUCATION & YOUTH SERVICES

demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

**SEYSL 703. Literacy Instruction for Diverse Learners.** 3 hr.; 3 cr. The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and psychological issues related to education of all learners including English-language learners and students with disabilities in secondary education. English-language learners and disability issues highlighted within this course include laws and legal mandates; types of disabilities; characteristics of English-language learners and students with specific disabilities; assessment, diagnosis, and intervention; individualized education and transition planning; curriculum adaptation; assistive technologies; and research-based instructional methods and strategies for English-language learners and students with disabilities. Teacher candidates develop an understanding of the linguistic and cognitive capabilities of English-language learners and students with various disabilities and acquire the expertise to adapt instruction for advancing literacy as well as content learning of English-language learners and students with disabilities. Twenty-five hours of fieldwork focused on English-language learners and students with disabilities are required.

**SEYSL 704. Literature across the Curriculum.** 3 hr.; 3 cr. This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

**SEYSL 705. Literacy Instruction: Multiple Perspectives.** 3 hr.; 3 cr. This course examines principles of literacy teaching and learning within and across content areas. Major areas of inquiry include knowledge about the nature of literacy and literacy development, developmental literacy programs, major issues in literacy

instruction in the content areas, integrating technology with literacy development in content areas, and differentiating English language arts and content-area literacy instruction for diverse students. Design and application of research-based literacy activities and materials in the content areas is emphasized. Twenty-five hours of fieldwork in content-area literacy are required.

**SEYSL 750. Literacy Assessment and Instruction, Part I.** 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705 and Satisfactory electronic portfolio review. This course requires teacher candidates to examine causes of reading difficulty, elements of skilled reading, and systematic models for analyzing and remediating literacy problems for students in middle and adolescent education. Topics include the function of standardized assessment devices in instructional decision-making, development and administration of informal assessment devices and inventories of reading and writing performance, evaluation and modification of environmental and instructional variables contributing to literacy achievement in content areas, student motivation, and strategies for determining the appropriate procedures to assess students with diverse abilities and cultural and linguistic backgrounds. Candidates demonstrate ability to systematically identify critical variables that contribute to literacy success and failure and to develop and apply various procedures for assessing literacy difficulties of students with diverse backgrounds.

**SEYSL 751. Literacy Assessment and Instruction, Part II.** 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705. In this course emphasis is placed on application of systematic models for analyzing and developing instructional programs for students in middle and adolescent education who show severe literacy learning problems in English language arts and content areas. Topics include interpreting informal and formal assessments, interactive decision-making, and specific strategies for addressing problems of word recognition, word analysis, spelling, fluency, vocabulary development, comprehension, composing, and studying. The administration and interpretation of informal and formal assessments and application of specific intervention strategies for students with diverse cultural and linguistic backgrounds who are experiencing difficulty acquiring literacy proficiency is studied throughout the course. Candidates apply literacy assessment knowledge and competence in a case study.

**SEYSL 752 Consultation, Collaboration, and Literacy Program Renewal.** 3 hr.; 3 cr. Prereq.: 700, 701, 702, 703, 704, 705, 750,

751. This course assists literacy personnel in using their knowledge of literacy to help classroom teachers, special education teachers, parents, school-based support teams, administrators, and other relevant personnel to develop and enhance literacy programs for students and to improve literacy across the curriculum. It focuses on definitions of consultation, effective models of consultation, consultation strategies, staff development, literacy program evaluation and reform, working with para-professionals, federal and state laws and initiatives, and instructional practice.

**SEYSL 760. Supervised Practicum with Middle/Junior High School Students.** 3 hr.; 3 cr. Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in middle/junior high school education, grades 5–8, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, grades 5–12.

**SEYSL 761. Supervised Practicum with High School Students.** 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705, 750. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in high school education, grades 9–12, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5–12.

**SEYSL 790. Research Investigation for Literacy Instruction II.** 3 hr.; 3 cr. Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752, 760, 761. The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades 5–12. Major emphasis is on the design, implementation, and reporting of a qualitative or quantitative research project on a topic of concern in middle or adolescent education.

## SECONDARY EDUCATION & YOUTH SERVICES

**SEYST 710. Philosophy, Curriculum, and Organization of the Middle School.** 3 hr.; 3 cr. Prereq.: Permission of the department. This course provides an introduction to current and emerging trends which are shaping curriculum development and instructional practices in today's middle schools. The course also examines the philosophical underpinnings of the middle school movement and its emphasis on the physical, intellectual, social, and emotional needs and characteristics of the in-between-ager. Topics include: the development of young adolescents; the middle school movement; the curriculum for learners in the middle grades; effective instruction in the middle grades; classroom management and discipline; interdisciplinary team organizations; the advisory role; evaluation; and grouping.

### MSED IN ART EDUCATION (Visual Arts)

The program for the Master of Science degree in Art Education has two tiers. For students who have obtained the initial certificate in art education Pre-K–12, the master's degree program of 33 credits leads to a professional certificate. For students who have completed a bachelor's degree in art, the master's degree program of 57 credits leads to an initial certificate after completing 24 credits in education, and a professional certificate upon completion of the entire 57 credits. Part-time enrollment is possible, meeting the needs of the full-time teacher. All courses are scheduled in the late afternoon or evening. A thesis is required.

The Professional Certificate program, master's degree program in Art Education, meets the needs of the individual art student. Students may choose from a group of Education courses from either SEYS or EECE for 6 credits of elective work. Those courses fall under the categories of Historical, Philosophical, Social, and Psychological Foundations of Education. In addition, students complete 6 credits in art education workshop courses, 6 credits in research; of the 15 Art credits required at least 3 but no more than half must be in Art History.

#### Program for Professional Certification in Visual Arts Education (33 credits)

Foundations of Education:

select one course from among  
SEYS 701–708, 720 3 cr.

Educational Psychology:

select one course from among  
SEYS 709, 710, 718, 719 3 cr.

Workshop in Art Education:

select two courses from among  
SEYS 712, 724, 725, 727, 732 6 cr.

Research Seminar in Art Education

SEYS 773, 774 6 cr.

Fifteen credits of this master's degree program are taken in the Art Department, distributed across Studio and Art History (Studio Art at the 600 level and Art History at the 500 level). At least 3 credits—and no more than half—must be in Art History.

#### Program Requirements

The applicant must possess a baccalaureate degree in art from an accredited institution and a minimum GPA of 3.0 (on a 4-point system) or *B*, both in art and education courses at the undergraduate level. Students applying for the Professional Certificate master's degree program must have a New York State Teacher's Certificate in Art, either Provisional or Initial, or the equivalent from another state. Students must submit a portfolio of 15 slides of their artwork, three letters of reference, and an essay describing interest in further study. Admission is based on a combination of transcript review, portfolio, and letters reviewed by art and art education faculty.

#### Master's Degree Requirements

Students must complete the following:

■ 3 credits in the foundations education from among: SEYS 701–708, 720.

■ 3 credits in the psychology of education from among: SEYS 709, 710, 718, 719.

■ 6 credits in art education from among: SEYS 712. Visual Thinking, SEYS 724. Classroom Methods in Crafts, SEYS 725. Classroom Methods in Printmaking, SEYS 727. Classroom Methods in Computer Art, SEYS 732. Seminar in Art Education. These courses are open as electives to other matriculated students with department permission.

■ 6 credits in research in art education: SEYS 773 and 774. The required thesis is completed as part of these courses. A minimum of 15 credits in Studio Art (at the 600 level) and Art History (at the 500 level), at least 3 credits—but no more than half—of the art courses must be taken in art history.

A *B* (3.0) average is required throughout the program of 33 credits and for graduation. Students are required to successfully complete a thesis.

#### Initial Certificate Requirements

Complete the following courses: SEYS 536, 552, 565, 575; EECE 533, 711 and either SEYS 700 or EECE 525.

After completing the requirements for the initial certificate in art education, students may matriculate into the master's degree program in Art Education.

#### Program for Initial Certification in Visual Arts Education (24 credits)

SEYS 536. Educational Foundations 3 cr.

SEYS 552. Educational Psychology 3 cr.

SEYS 700. Language, Literacy, and Culture in Education 3 cr.

or

EECE 525. Language and Literacy Learning in the Elementary Years 3 cr.

EECE 711. Ecological Perspectives on Development: The Childhood Years 3 cr.

EECE 533. Advanced Methods in Teaching Elementary Art, Pre-K–6 3 cr.

SEYS 565. Seminar in Teaching Art in the Secondary Schools) 3 cr.

SEYS 575. Student Teaching in Art for Pre-K–12 6 cr.

### COURSES IN ART EDUCATION

**EECE 533. Advanced Methods in Teaching Elementary Art, Pre-K–6.** 3 hr.; 3 cr. Prereq.: SEYS 536, 552; coreq.: EECE 711. Advanced methods in teaching art, Pre-K–6 with hands-on experiences in various media.

**SEYS 565. Seminar in Teaching Art in the Secondary Schools.** 3 hr.; 3 cr. Prereq.: SEYS 536, 552. The class will focus on secondary-level curriculum and instruction, students with disabilities, and assessment.

**SEYS 575. Student Teaching in Art for Pre-K–12.** 3 hr. plus participation; 6 cr. Prereq.: Permission of the department. Supervised observation and student teaching at the elementary and secondary levels, plus a weekly seminar at the college. Students will be assigned to two different placements under the guidance of a cooperating teacher and a college-based supervisor. Students are expected to prepare daily lesson plans and will develop and maintain student teaching portfolios.

### COURSES IN SECONDARY EDUCATION

#### Historical, Philosophical, and Social Foundations of Education

**SEYS 500.1, 500.2, 500.3. Non-degree Workshop Secondary Education.** 15 hr.; 1 cr.; 30 hr.; 2 cr.; 45 hr.; 3 cr. Pre- or co-req.: Permission of the instructor. A special topics SEYS course offering at the graduate level that does not count toward the MS degree and is pass/fail.

## SECONDARY EDUCATION & YOUTH SERVICES

**SEYS 701. History of Ideas in Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 702. The History of Education in the United States.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 703. Philosophies of Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 704. The Philosophy of Teaching.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 705. School and Society.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in Educational Foundations to be certified by the department. This course will focus on the study of the institution of education, and on the structure, processes, and interaction patterns within it. It includes the subtle ways in which internal as well as wider social structural forces impinge upon or influence the pedagogy and the social processes in the classroom and in the school. Special attention is given to cultural diversity and alienation, poverty and inequality issues.

**SEYS 706. Introduction to Comparative Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations to be certified by the department. In this course we will discuss responses of different governments around the world to common educational problems such as governance, financing, and provisions of mass education. We will also consider the equality of educational opportunity and outcome for differently situated social groups, especially those traditionally marginalized: women, ethnic minorities, rural populations, and working class.

**SEYS 707. Major Issues in Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 708. Seminar in Theoretical Study of Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

**SEYS 720. The Education of Immigrants' Children in the United States.** 3 hr.; 3 cr. This course will deal with international migration to the United States from a historical perspective, including the development of United

States immigration policies and their impact on the sociocultural adaptation of immigrants to the host society, especially in relation to the education of young people. The course will address issues of discrimination, differential socialization, and multicultural problems. Students are expected to acquire first-hand experience by interacting with a recent immigrant family and following the educational experience of recent immigrant students presently attending a school in the United States.

### Psychological Foundations

**SEYS 709. Humanistic Psychology: Educational Applications.** 3 hr.; 3 cr. Prereq.: Undergraduate work in educational psychology.

**SEYS 710. Psychology of Adolescence.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology.

**SEYS 717. Learning Theory in Education.** 3 hr.; 3 cr. Prereq.: Course in psychology of the elementary school child, or psychology of the adolescent student, or permission of the department.

**SEYS 718. Classroom Management.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology. Principles and practices of classroom management in secondary schools with a focus on dealing with behavior and discipline problems.

**SEYS 719. Understanding Group Behavior and Cultural Differences in Schools.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology.

**SEYS 738. The Teaching Process.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology. Examination of current literature relating to the analysis of teaching. Study of recent research and other materials on the nature of teaching.

**SEYS 768. Measurement and Evaluation in Education.** 3 hr.; 3 cr. Recent trends and practices in measurement and evaluation in various aspects of the school. Experience will be provided in the construction of evaluative instruments and in the interpretation and use of data.

## CURRICULUM AND METHODS COURSES: SECONDARY EDUCATION

Open to all graduate students in Education who can satisfy the prerequisites. All other students must obtain permission of the chair.

**SEYSW 710. Foreign Language and Cultural Learning through Classroom Interaction.** 3 hr.; 3 cr. Prereq.: SEYS 700, 564, 584, or permission of the instructor. An advanced study of foreign language teaching and diversity focusing on the social, cultural, psychological, and literacy aspects of learning a foreign language. Major threads in the course include how language learning occurs through classroom interaction, how teachers can design classroom interaction to build communities that use the target language for instruction, and how potential mismatches in cultural differences and communication practices occur during classroom interaction.

**SEYS 711. Workshop in Art Education in the Elementary School.** 3 hr.; 2 cr. Prereq.: One course in art education or permission of the Chair. May be repeated for credit if topic is changed.

**SEYS 712. Workshop in Visual Thinking.** 3 hr.; 3 cr. An advanced course in art education with emphasis on the understanding and development of visual thinking and perceptual awareness. This course attempts to increase the student's ability to observe, remember, visualize, analyze, and discuss visual phenomena and art. Various media and techniques will be utilized.

**SEYS 722. Oral History in the Secondary Classroom.** 3 hr.; 3 cr. Prereq.: Completion of 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course in curriculum and methods of teaching social studies in secondary schools. An introduction to the field of oral history, including techniques and philosophies behind using oral history and using historical recordings in the classroom. Students will collect life histories (and transcribe and present them), design assignments involving historical recordings, review and prepare an oral history project proposal that will include a plan for the management and presentation of the collected histories. Also suitable for history graduate students (see History Department graduate advisor).

**SEYS 724, 725, 727. Workshops in Middle and High School Art Education.** Required of all candidates for the MS in Education (art education) degree. Selection and numbers of workshops taken by candidates to be determined in consultation with art education advisor. Open as elective to other matriculated students with departmental permission. Teaching methods utilizing classroom materials and techniques applied to specific areas of art education instruction. Ways of working with a variety of age groups and students of

## SECONDARY EDUCATION & YOUTH SERVICES

varying abilities in a range of instructional settings.

**SEYS 724. Classroom Methods in Crafts.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

**SEYS 725. Classroom Methods in Print-making.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

**SEYS 727. Classroom Methods in Computer Art.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

**SEYS 732. Seminar in Art Education.** 3 hr.; 3 cr. Prereq.: Completion of the undergraduate sequence in art education or experience in teaching secondary school art.

**SEYS 740. The Improvement of Reading in the Secondary School.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in the secondary schools; coreq.: Classroom teaching in a secondary school.

**SEYS 741. Literature for Adolescents.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in the secondary schools; coreq.: Classroom teaching in a secondary school.

**SEYS 743. Curriculum and Instruction in Foreign Language Education.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching foreign languages in the secondary schools. The course examines advanced elements and/or issues of foreign language pedagogy.

**SEYS 744. Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas.** 3 hr.; 3 cr. Prereq.: Permission of the department. This course will provide training in the teaching of speaking, reading, writing, and comprehension in English to speakers of other languages at all grade levels. The course will include materials and techniques for teaching English to speakers of other languages through mathematics, science, and social studies.

**SEYS 746. Multicultural Literature.** 3 hr.; 3 cr. A survey of literature works from/about African, Asian, Caribbean, Hispanic cultures, etc. for use in middle and high school English-language arts classes. The course focuses on a critical examination of curricular and pedagogical issues salient to teaching multicultural literature and developing ways of promoting cross-cultural understanding and approaches

for including multicultural literature in the school curriculum.

**SEYS 750. Mathematics in the Junior High or Middle School.** 3 hr.; 3 cr. Prereq.: Undergraduate course in methods of teaching mathematics, secondary school teaching experience, and permission of the program advisor. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics instruction in the middle school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all junior high and middle school students.

**SEYS 751. Mathematics in the Secondary School.** 3 hr.; 3 cr. Prereq.: Undergraduate course in methods of teaching mathematics, secondary school teaching experience, and permission of the program advisor. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics instruction in the secondary school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all secondary school students.

**SEYS 752. Problems in Teaching General Science in the Junior High School.** 2 hr. plus conf.; 3 cr. Prereq.: Appropriate basic courses in science and methods of teaching science in the secondary school, or secondary school science teaching experience.

**SEYS 753. Computer Applications in Science Education.** 3 hr.; 3 cr. Prereq.: Matriculation into the MS in secondary science education, an introductory course in computers, and/or permission of the instructor. Science teacher candidates enrolled in this course will examine the fundamental issues, concepts, and best practices surrounding the use of multimedia computer systems in science education. They will learn how to use a multimedia computer system, courseware and Internet resources to support science instruction at the secondary level. Some of the teaching and learning activities will take place on-line.

**SEYS 754. Curriculum Innovations in Science Education.** 3 hr.; 3 cr. Prereq.: Matriculation into the MS in secondary science education program, 36 credits in an approved science discipline, an introductory course in curriculum development or methods of teaching science at the secondary level and/or permission of the instructor. Students enrolled in this course will learn how to design innovative science curriculum products that are project-based, student-centered and address the needs

of diverse learners at the secondary level. Candidates will be assigned a series of curriculum development tasks, which will require individual and collaborative effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review.

**SEYS 760. Curriculum Innovations in the Social Studies.** 3 hr.; 3 cr. Prereq.: 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course in curriculum and methods of teaching social studies in secondary schools.

**SEYS 761. Law and the Social Studies.** 3 hr.; 3 cr. Prereq.: Completion of an undergraduate sequence in social studies education.

**SEYS 762. Teaching History as Mystery.** 3 hr.; 3 cr. 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course in curriculum and methods of teaching social studies in secondary schools.

**SEYS 763. Mass Media in School and Society.** 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in secondary schools. An examination of the media of mass communication from the point of view of the teacher. The focus of the course is on the improvement of instruction through a critical-evaluative study of the bases, processes, techniques, and probable effects of mass media on school and society.

**SEYS 764. The Secondary School Curriculum: Current Theories and Controversies.** 2 hr. plus conf.; 3 cr. Prereq.: Basic undergraduate courses in secondary school curriculum and methods and student teaching or teaching experience.

**SEYS 765. Teaching the Slow Learner in Secondary Schools.** 2 hr. plus conf.; 3 cr. Prereq.: Basic undergraduate or graduate courses in secondary school curriculum and methods, or secondary school teaching experience.

**SEYS 766. Workshop in Junior High School Education.** Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary schools; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

SEYS 766.2. 2 hr.; 2 cr.

SEYS 766.3. 3 hr.; 3 cr.

SEYS 766.4. 4 hr.; 4 cr.

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**SEYS 767. Workshop in Secondary Education.** Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary school; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

SEYS 767.1 1 hr.; 1 cr.

SEYS 767.2. 2 hr.; 2 cr.

SEYS 767.3. 3 hr.; 3 cr.

SEYS 767.4. 4 hr.; 4 cr.

**SEYS 790. Independent Study in Secondary Education.** Prereq.: Matriculation in the Master of Science in Secondary Education program. Permission of the Chair is required. Independent study or special project under the supervision of a departmental faculty member. This course may be repeated for credit if the topic is changed for a maximum of 6 credits.

SEYS 790.1. 1 hr.; 1 cr.

SEYS 790.2. 2 hr.; 2 cr.

SEYS 790.3. 3 hr.; 3 cr.

SEYS 790.4. 4 hr.; 4 cr.

SEYS 790.5. 5 hr.; 5 cr.

SEYS 790.6. 6 hr.; 6 cr.

### Research Courses

Research courses are open to Master of Science in Secondary Education candidates with permission of the appropriate advisor.

**SEYS 769, 770. Scientific Approach to Educational Problems.** 2 hr.; 3 cr. each course. Prereq.: For SEYS 769, matriculation in the MS in Education program, completion of one graduate curriculum course, and completion of 20 graduate credits; for SEYS 770, SEYS 769 during the preceding semester.

**SEYS 771, 772. Seminar in Research in Educational Foundations.** 2 hr. plus conf.; 3 cr. each course. Prereq.: For SEYS 771,

matriculation in MS in Education program, and completion of two appropriate graduate courses in philosophical, historical, or comparative education; for SEYS 772, SEYS 771 during the preceding semester. Examination and evaluation of research in educational foundations: philosophy, history, comparative education. Topics to be announced each year.

**SEYS 773, 774. Seminar in Research in Art Education.** 3 hr.; 3 cr. each course. Prereq.: Matriculation in the MS in Education (art education) program, completion of 20 graduate credits. SEYS 773 prepares students for research projects. It is a prerequisite to SEYS 774 and does not satisfy the research requirement. In SEYS 774, students complete the required research project.

**SEYS 775, 776. Seminar in Research in Mathematics Education.** 3 hr.; 3 cr. each course. Prereq.: For SEYS 775, matriculation in MS in Education (mathematics) program, 20 credits in graduate program, 30 credits in mathematics (undergraduate and graduate), and SEYS 750 and 751; for SEYS 776, SEYS 775 during the preceding semester.

**SEYS 777, 778. Seminar in Research in Science Education.** 3 hr.; 3 cr. each course. Prereq.: For SEYS 777, matriculation in MS in Education (science) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science; for SEYS 778, SEYS 777 during the preceding semester.

**SEYS 779, 780. Seminar in Research in Psychological Foundations.** 2 hr. plus conf.; 3 cr. each course. Prereq.: For SEYS 779, matriculation in MS in Education program and two courses in Psychological Foundations area; for SEYS 780, SEYS 779 during the preceding semester.

**SEYS 781, 782. Seminar in Research in Language Arts.** 3 hr.; 3 cr. each course.

Prereq.: For SEYS 781, matriculation in MS in Education (English) program, completion of 20 graduate credits, and 30 credits in English (undergraduate and graduate); for SEYS 782, SEYS 781 during the preceding semester.

**SEYS 783, 784. Seminar in Research in the Teaching of Social Studies.** 3 hr.; 3 cr. each course. Prereq.: For SEYS 783, matriculation in the MS in Education (social studies) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in social studies; for SEYS 784, SEYS 783 during the preceding semester.

**SEYS 785. Seminar in Research in Foreign Language Education.** 3 hr.; 3 cr. Prereq.: Matriculation in MS in Education and completion of 20 graduate credits. Completion of SEYS 743 or its equivalent is a degree requirement and prerequisite or corequisite for this course. SEYS 785 is a prerequisite for SEYS 786.

**SEYS 786. Advanced Seminar in Research in Foreign Language Education.** 3 hr.; 3 cr. Prereq.: Matriculation in foreign language education, SEYS 743, and 785. Students will conduct a research project in foreign language that will expand on the literature review begun in SEYS 785. Students will write a detailed plan for the research project including research design, data sources, and participants. They will act on that plan by data collection and analysis, and write a teacher research report.

# Educational & Community Programs

*Chair:* Jesse M. Vázquez

*Deputy Chair:* Craig A. Michaels

*Graduate Program Coordinators:* Counselor Education, John Pellitteri; Educational Leadership, Terrence Quinn; Special Education, Craig A. Michaels; School Psychology, Marian C. Fish.

*Dept. Office:* Powdermaker Hall 033, 997-5240, 5250

*Office Staff:* Jaclyn Arroyo, Belleria Holley, Dolly Mathura, Sally Steinberg

The Department of Educational & Community Programs prepares candidates for leadership, instructional, and support positions in counseling, school leadership, special education, and school psychology. The four distinct graduate programs in the department lead to New York State-approved certifications and specializations. Three of the four also lead to a Master of Science, a Master of Science in Education, or a Master of Arts in Teaching degree. The programs in Counselor Education, Educational Leadership, Special Education, and School Psychology prepare graduates to take positions in schools and community agencies, industry, and other institutions, which provide educational and human services.

All candidates must meet appropriate standards in scholarship, communication skills, character, interpersonal relations, and social judgment to continue in any program. And, candidates are obliged to meet the college standards as well as the academic standards established by their particular program.

Responsible preparation for work in school and community settings requires that in addition to meeting the academic standards established by each program, candidates demonstrate appropriate personal characteristics, which would include professional judgment, ethical conduct, and academic integrity. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. Candidates who fail to meet these personal and professional standards will be subject to review by their program faculty, and sanctions, such as dismissal, may result. Candidates naturally have the right of appeal, and should familiarize themselves with guidelines set forth in program handbooks and this *Bulletin*.

## Registration

Registration or pre-registration procedures vary among programs. Candidates should check with their program to learn about the program's procedures. They should also check Queens College's website for registration and pre-registration dates and course schedules. Program schedules are also posted in the department office. Candidates must consult with advisors and check program sequences before registering.

## Department-wide Courses

### ECP 749. Independent Study in Education.

Prereq.: Matriculation in MS in Ed program or in an ECP Advanced Certificate program in Education independent study or special project under supervision of a department faculty member. Permission of the chair required. No more than 3 credits of independent study may be taken. This course may be given Pass/Fail for students in the Advanced Certificate program in Education, with permission of the chair.

ECP 749.1. 1 cr.

ECP 749.2. 2 cr.

ECP 749.3. 3 cr.

### ECP 790. Workshop in Current Issues in Education and Human Services.

Prereq.: permission of the department. Course content will vary from year to year and will cover a range of issues. May be repeated for credit if topic is changed.

ECP 790.2. 2 hr.; 2 cr.

ECP 790.3. 3 hr.; 3 cr.

ECP 790.4. 4 hr.; 4 cr.

### ECP 747. Independent Study in Education.

3 hr.; 3 cr. Prereq.: Matriculation in an MS in Ed program or in an ECP Advanced Certificate program in Education independent study or special project under supervision of a departmental faculty member; permission of the chair required. No more than 3 credits of independent study may be taken. Students will participate in independent studies or complete special projects under the supervision of a departmental faculty member. Subject matter and criteria for completion are established by the supervising faculty member. Each participating student will receive a letter grade for this class.

### ECP 789. Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair. Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a pass/fail grade.

### ECP 790. Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair. Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a letter grade.

## BILINGUAL EXTENSION FOR PUPIL PERSONNEL

The Department of Educational and Community Programs provides a sequence of courses for practicing school counselors, school psychologists, and school social workers who currently hold provisional or permanent certification in their respective disciplines and are seeking the bilingual extension. The 15-credit sequence of courses is approved by the New York State Education Department and includes a field component. The purpose of the sequence is to prepare school counselors, school psychologists, and school social workers to provide bilingual educational, psychological, and mental health services to linguistically diverse students and parents in school settings. Individuals who complete the 15-credit sequence will be eligible for the New York State Education Department's bilingual extension in their respective fields.

## Sequence Objectives

The bilingual extension sequence of courses is specifically designed for pupil personnel in the fields of school counseling, school psychology, and school social work. Candidates in those various fields take courses together in order to receive an interdisciplinary training experience. Candidates obtain the following competencies:

- an awareness of cross-cultural differences;
- knowledge of the second-language acquisition process;
- knowledge and skills in using a variety of culturally sensitive assessment tools;
- skills in developing and implementing culturally responsive school-based interventions;
- skills in providing culturally responsive consultation services to other school personnel;
- knowledge and skills to work with linguistically and culturally diverse families;
- skills in multicultural counseling, and
- knowledge of educational programs appropriate for bilingual students and English language learners.

## EDUCATIONAL & COMMUNITY PROGRAMS

### Requirements for Admission

Admission to the bilingual extension sequence is open to professionals who:

- (a) have received a graduate degree in school counseling, school psychology, or social work;
- (b) have received and hold valid New York State license or certificate in one of these discipline areas;
- (c) are currently working in these respective disciplines while providing bilingual services; and
- (d) are seeking a bilingual extension in one of these disciplines.

All candidates will be interviewed by sequence advisors. At the time of the interview candidates must submit the following documentation.

- a copy of a graduate transcript from the institution that granted the degree in the candidate's discipline;
- a copy of a valid New York State license or certificate in the candidate's discipline; and
- a letter from the candidate's employer stating that he/she is currently employed as a bilingual clinician and that his/her job responsibilities include providing educational, psychological, and mental health services to bilingual students and families in the candidate's specific language competencies.

Candidates applying for the bilingual extension sequence of courses must complete and submit an application form for nonmatriculated students to the Office of Graduate Admissions. Graduate students funded by the Intensive Teacher Institute (ITI) are welcome to apply for the bilingual extension sequence of courses.

### Required Sequence of Courses

The courses that students must complete for the bilingual extension sequence are as follows:

**ECPSP 779. Multicultural Issues in Schools.** 3 hr.; 3 cr. The course provides an introduction to language, cultural, and social influences that impact on individuals' behaviors, attitudes, and cognitive styles. Language, ethnicity, socioeconomic class, sexual orientation, and gender issues are explored. The course also provides students with knowledge of cultural characteristics of children and families from diverse cultural groups (e.g., African Americans, Hispanic Americans, Asian Americans). In addition, problems in and approaches to bilingual and multicultural assessment, cross-cultural consultation, and interventions with culturally and linguistically diverse children and youth are discussed.

**ECPSP 861. Assessment of Linguistically and Culturally Diverse Students.** 3 hr.; 3 cr. Students will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased assessment are also covered.

**ECPSP 866. Multicultural Interventions.** 3 hr.; 3 cr. This course provides an overview of culturally responsive interventions for culturally and linguistically diverse students. Interventions focusing on instruction, classroom management, consultation (i.e., teacher and parents), and counseling are explored. Organizational and school culture issues are also examined within the context of creating school environments that help linguistically and culturally diverse students succeed in schools.

**ECPCE 803. Multicultural Issues in Counseling.** 3 hr.; 3 cr. This course explores issues of diversity in the counseling process; reviews emerging theories, literature and research in multicultural counseling practice; examines the social and cultural foundations of race, ethnicity, gender, and sexual orientation as these relate to counseling practice and human development. Issues of language and language diversity are also addressed.

**ECPCE 814. Advanced Seminar in Counseling Applications.** 3 hr.; 3 cr. This course entails an in-depth study of specific counseling approaches and their use with various client populations, including culturally and linguistically diverse clients. Case studies will provide a focus for analysis. Students may be required to conduct literature reviews and to make presentations.

As part of the Bilingual extension sequence of courses and as required by New York State, candidates are required to complete a minimum of 50 hours of field-based related bilingual experiences. Candidates will be required to complete multiple assignments that are field based as part of several of the courses in the bilingual extension sequence. As such, candidates must be working in school settings while providing bilingual services to children and families.

### Other Requirements

Candidates must demonstrate bilingual proficiency by passing the language proficiency exam required by the New York State Education Department.

For information about how to apply for the bilingual extension sequence of courses, please

contact one of the following advisors:

Dr. Emilia Lopez  
718-997-5234 • emilia.lopez@qc.cuny.edu

Dr. Lourdes Rivera  
718-997-5313 • lourdes.rivera@qc.cuny.edu

School psychologists should contact Dr. Lopez; school counselors should contact Dr. Rivera; social workers may contact either Dr. Lopez or Dr. Rivera.

## Counselor Education

*Coordinator:* John Pellitteri

The Master of Science in Education (MSEd) and the Master of Science (MS) in Counseling degrees are 60-credit programs that prepare students to serve as professional psychological counselors in schools, hospitals, and community agencies. The MSEd program in School Counseling leads to New York State certification in counseling. The 63-credit multicultural specialization program leads to the bilingual extension of the school counseling certification. The MS program in Mental Health Counseling leads to New York State licensing. Candidates seeking specialization in college counseling are enrolled in the mental health program.

The department offers a sequence of courses for practicing school counselors who already hold certification who are seeking a bilingual extension. For additional information, please refer to this *Bulletin* under Bilingual Extension for Pupil Personnel.

The MSEd program in School Counseling can be completed in 2 years full time (which requires attendance in daytime classes) or 3 to 4 years part time with evening classes. The MS program in Mental Health Counseling is currently offered as a 3-4 year part-time evening program. All candidates for either master's degree must take the 36-credit sequence of basic and advanced core courses, 12 credits of specialization courses, and 12 credits in fieldwork (for a total of 700 hours).

The core and advanced courses must be taken in sequential order. Lecture courses and the related experiential lab courses are offered in modules and must be taken concurrently. This allows for the development of knowledge and skills in a logical progression from basic competencies to more complex applications. It is necessary for the candidate not only to learn psychological concepts but to be able to apply such knowledge in various contexts. Candidates must be able to demonstrate the effective application of individual and group counseling

## EDUCATIONAL & COMMUNITY PROGRAMS

skills, as well as assessment, research, and evaluation skills. They are expected to develop critical thinking and insight, to take multiple perspectives, and to synthesize knowledge from various learning experiences in the program. Both personal maturity and academic sophistication are required.

Responsible training for work in school and mental health settings requires that candidates have professionalism in both appearance and demeanor, as well as appropriate personal characteristics. Such characteristics include, but are not limited to, communication skills, interpersonal skills, professional judgment, insight, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. If there are questions regarding academic performance or personal/ interpersonal capacities, candidates are reviewed by the program faculty to determine their continuation in the program. *In order to maintain matriculation, students must receive a favorable review with regards to:*

1. Grades (a minimum GPA of 3.0).
2. Attendance, punctuality, and participation in classes.
3. Personal and interpersonal abilities relevant to professional counseling.

### Faculty

Pellitteri, John, Coordinator, *Associate Professor*, PhD 1999, New York University: counseling psychology, emotional intelligence, school counseling, music therapy

Day, Matthew S., *Assistant Professor*, PhD 2005, University of New Orleans: group counseling, supervision, family and adolescent counseling

Howell, Lynn C., *Associate Professor*, PhD 1999, Idaho State University: mental health counseling, group counseling, human growth and development

Kyle, Jennifer *Assistant Professor*, PhD 2004 CUNY: clinical psychology, suicide prevention, multicultural issues, gender,

Rivera, Lourdes, M., *Associate Professor*, PhD 2002, Fordham, University: counseling psychology, career counseling and development, multicultural issues

Vázquez, Jesse M., Department Chair, *Professor*, PhD 1975, New York University: cross-cultural counseling, individual and group psychotherapy

Schwartz, Lester J., *Professor Emeritus*, PhD 1959, Teachers College, Columbia University: counseling psychology, career development

## PROGRAM FOR THE DEGREES OF MASTER OF SCIENCE IN EDUCATION (MSED) AND MASTER OF SCIENCE (MS) IN COUNSELING

### Requirements for Admission

1. Completion of a bachelor's degree with an overall GPA of 3.0.
2. Satisfactory completion of the following 5 prerequisite course areas:
  - Introductory psychology
  - Developmental psychology (child, adolescent, or life-span)
  - Abnormal psychology (or Psychopathology)
  - Statistics
  - Social basis of behavior (sociology, anthropology, or social psychology).
3. Three letters of reference.
4. Satisfactory standards in speech, written English, health, character, and personality.
5. Satisfactory rating on admissions tests, interviews, and references.

In the 500-word essay on the admissions application, please describe your motivations for entering the counseling profession and your expectations of graduate-level study.

### Requirements for Completion of the Master's Degree

1. Satisfactory completion of the 60-credit sequence.
2. Demonstration of the professional knowledge and competencies associated with professional counseling.
3. Satisfactory completion of at least 700 hours of supervised fieldwork in approved settings.
4. Satisfactory completion of a final research project.
5. Satisfactory scores on a comprehensive examination.

## PROGRAMS & SPECIALIZATIONS

### School Counseling Program

The graduate program is approved by the New York State Education Department and leads to *permanent* certification as a school counselor upon completion of the 60-credit MSED degree and 2 years of post-master's employment in a school setting. Students may obtain a *provisional* state certification after the completion of 30 credits. The provisional certification application must be handled by the student directly with the state. Dr. John Pellitteri is the school counseling advisor, and Dr. Lourdes Rivera is the multicultural specialization advisor.

The following are specific requirements for all candidates in school counseling:

- (a) School counseling specialty courses: ECPCE 802. Special Issues in School Counseling  
ECPCE 806. Administration and Organization of School Counseling Programs  
ECPCE 808. Child and Adolescent Counseling  
ECPCE 809. Learning & Motivation in School Counseling
- (b) Fieldwork in K–12 school settings as part of ECPCE 729.4. Practicum in School Counseling (4 credits) and ECPCE 829. Internship in School Counseling (8 credits).
- (c) Completion of a final research project (as part of ECPCE 807 Research Methods) in an area related to school counseling.
- (d) Completion of four workshops: *child abuse reporting, school violence, school safety, and substance abuse*. The workshop sessions usually last 2–3 hours and are offered periodically throughout the year by the college. Contact the Office of Continuing Education for information about these workshops. (Note that the substance abuse workshop—which is a college requirement but not a state requirement—is embedded in ECPCE 708.)

### Additional Requirements for the Bilingual Extension Specialization

- (a) ECPCE 803. Multicultural Issues in Counseling (required for all candidates).
- (b) An additional course in bilingual issues (ECPSP 866. Multicultural Interventions or equivalent, as per advisor) for a total of 63 credits.
- (c) At least 6 of the 8 internship credits (450 internship hours) must be with a bilingual population
- (d) The final research project (ECPCE 807) on a topic in multicultural/bilingual issues.

### Mental Health Counseling Program

The Mental Health Counseling program is registered with the New York State Education Department and leads to licensing as a Mental Health Counselor. Post-degree clinical hours and exams are required beyond the master's degree for permanent licensing. Dr. Lynn Howell, Dr. Matthew Day, and Dr. Jennifer Kyle are the advisors for the Mental Health Counseling program.

### Additional Requirements for the Counseling in a College Setting Specialization

Students who plan to work as counselors in college settings must complete the Mental Health Counseling program. Dr. Lourdes Rivera is the advisor for the College Counseling specialization and should be notified if you



## EDUCATIONAL & COMMUNITY PROGRAMS

### Course Sequence for the Part-Time Mental Health Counseling Program

#### Fall – first year credits

ECPCE 700	Foundations of Counseling	3
ECPCE 704	Counseling Theories	3
ECPCE 701	Lab in Self Awareness	3

#### Spring – first year

ECPCE 703	Lab in Counseling Techniques	3
ECPCE 702	Human Development	3
ECPCE 812	Psychopathology and Diagnosis in Mental Health Counseling	3

#### Fall – second year

ECPCE 708	Ethics, Clinical Issues, and Crisis Intervention	3
ECPCE 721.4	Practicum in Mental Health Counseling	4
ECPCE 811	Mental Health Counseling	3

#### Spring – second year

ECPCE 804	Assessment in Counseling	3
ECPCE 706	Theory of Group Dynamics	3
ECPCE 821	Internship	2–3

#### Fall – third year

ECPCE 707	Lab in Group Counseling	3
ECPCE 800	Career Development and Assessment	3
ECPCE 821	Internship	2–3

#### Spring – third year

ECPCE 803	Multicultural Issues in Counseling	3
ECPCE 807	Research Methods in Counseling	3
ECPCE 829	Internship	2–3

#### Fall – fourth year

ECPCE 813	Family Dynamics	3
ECPCE 829	Internship	2–3

#### Spring – fourth year

ECPCE 814	Advanced Applications in Counseling	3
Total		60

#### Notes:

1. Candidates may complete the program in 3 years with summer courses.

wish to concentrate in this area. In addition to the Mental Health Counseling requirements above, students must complete the following:

- Practicum and internship hours in a college setting that is also acceptable as a mental health site for the New York State License in Mental Health Counseling.
- The final research project in ECPCE 807 on a topic relevant to counseling in a college setting.
- An additional 3-credit course specifically addressing issues of the college organization may be available.

## CORE COURSES

**ECPCE 700. Foundations of Counseling.** 3 hr.; 3 cr. This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation

of professional counselors. It covers psychological theory that is the basis of the counseling relationship, counseling process, and therapeutic change. The history of counseling, ethics, and the various roles of professional counselors will be addressed. The course facilitates the development of the skills and learning processes necessary for counselor training at the graduate level.

**ECPCE 701. Lab in Self Awareness.** 3 hr.; 3 cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social and professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training.

Graded on a Pass/Fail basis only.

**ECPCE 702. Theories of Human Development.** 3 hr.; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

**ECPCE 703. Lab in Counseling Techniques.** 3 hr.; 3 cr. Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used.

**ECPCE 704. Counseling Theories.** 3 hr.; 3 cr. This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

**ECPCE 705. Seminar Practicum in Psychological Counseling with Individuals: Applications.** 3 hr.; 3 cr. Graded on a Pass/Fail basis only.

**ECPCE 706. Theories of Group Counseling.** 3 hr.; 3 cr. This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, developmental stage theories, group process components, types of groups, ethical and legal considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

**ECPCE 707. Lab in Group Counseling Techniques.** 3 hr.; 3 cr. Prereq.: ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include tech-

## EDUCATIONAL & COMMUNITY PROGRAMS

### Course Sequence for the Part-Time School Counseling Program

#### Fall – first year credits

ECPCE 700	Foundations of Counseling	3
ECPCE 701	Lab in Self Awareness	3
ECPCE 708	Ethics, Clinical Issues, and Crisis Intervention	3

#### Spring – first year

ECPCE 704	Counseling Theories	3
ECPCE 703	Lab in Counseling Techniques	3
ECPCE 702	Human Development	3

#### Fall – second year

ECPCE 729.4	Practicum in School Counseling	4
ECPCE 802	Special Issues in School Counseling	3
ECPCE 804	Assessment in Counseling	3

#### Spring – second year

ECPCE 706	Theory of Group Dynamics	3
ECPCE 803	Multicultural Issues in Counseling	3
ECPCE 829	Internship	2-3

#### Fall – third year

ECPCE 707	Career Development and Assessment	3
ECPCE 800	Fieldwork	4
ECPCE 829	Internship	2-3

#### Spring – third year

ECPCE 806	Administration/School Counseling	3
ECPCE 807	Research Methods in Counseling	3
ECPCE 829	Internship	2-3

#### Fall – fourth year

ECPCE 809	Learning and Motivation	3
ECPCE 829	Internship	2-3

#### Spring – fourth year

ECPCE 808	Child & Adolescent Counseling	3
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Total 60

#### Notes:

1. Bilingual Specialization requires one additional course (ECPSP 866 or equivalent, per advisor) for a total of 63 credits.
2. Candidates may complete the part-time program in 3 years by taking ECPCE 808 and ECPCE 809 during the summer and completing 3 credits of internship in each semester of year three.
3. The full-time school counseling program is completed in 2 years (4 semesters) by taking 13–16 credits each semester. This program plan requires attendance at afternoon classes (12 noon or 1 pm).

niques of co-facilitation, giving and receiving corrective feedback, and development of group session plans.

**ECPCE 708. Ethics, Clinical Issues, and Crisis Intervention.** 3 hr.; 3 cr. This course will cover various clinical topics such as suicide assessment, crisis intervention, critical incident counseling, and grief/trauma issues as well as mental health and substance abuse assessment. Ethical codes for professional counselors will be reviewed and ethical issues will be addressed. Taken as a prerequisite or corequisite with counseling practicum ECPCE 729 or 721.

**ECPCE 721. Practicum in Mental Health Counseling.** 100 hr. per semester (placement in a mental health clinic, hospital, or community agency setting); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. Prereq./coreq.: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.

**ECPCE 729. Practicum in School Counseling.** 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. Prereq./coreq.: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.

### SUBSTANCE ABUSE SPECIALIZATION

**ECPCE 730. Overview: General Introduction to Alcoholism and Substance Abuse Sequence.** 2 hr. plus conf.\*; 3 cr. This course covers the etiological theories of alcoholism/substance abuse, pharmacology, process of addiction/stages of alcoholism, recovery process, and defense structures. Attention is given to special ethnic populations, treatment approaches, the counseling of individual substance abusers, and professional counselor ethics.

**ECPCE 731. Family and Substance Abuse.** 2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers the physiological, sociological, and psychological influences of substance abuse and the family. Attention is given to children and adult children of substance abusers and co-dependency in the family. Couples/alcoholism, domestic violence, sexual issues, and divorce are also addressed. Counseling approaches prior to and after abstinence are covered as well as cultural considerations.

**ECPCE 732. Specialized Counseling Techniques for the Addictive Population: Individual and Group.** 2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers treatment programs and resources, self-help groups, and critical issues in early, middle, and long-term recovery. Attention is given to specialized individual and group counseling techniques, with particular emphasis, based on case material, on the techniques of supervision.

**ECPCE 733. Special Issues and Special Populations in Alcoholism/Substance Abuse.** 2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers special issues in the treatment of substance abusers, such as spirituality, birth defects, AIDS, and dual diagnosis. Special populations are addressed: adolescents, women, mandated clients, and the homeless.

## EDUCATIONAL & COMMUNITY PROGRAMS

Attention is also given to drug prevention, counselor wellness, and professional counselor ethics.

## ADVANCED COURSES

**ECPCE 800. Career Development and Assessment.** 3 hr.; 3 cr. This course will introduce students to the theories and practice of career counseling throughout the lifespan, the administration and interpretation of selected inventories, available career resources, and the ethical and practice standards in the field. As part of this course, issues related to working with diverse populations (gender, race, culture, and sexual orientation) will be explored. Field-based hours outside the classroom are required to administer career assessment instruments.

**ECPCE 801. Seminar Practicum in Career Counseling.** 3 hr.; 3 cr.

**ECPCE 802. Special Issues in School Counseling.** 3 hr., 3 cr. This course involves the study of special issues in school counseling including substance abuse, suicide, violence, trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also cover counseling strategies, consultation and resources in the community. Spring

**ECPCE 803. Multicultural Issues in Counseling.** 3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self-awareness as an individual and a professional, particularly as it relates to issues of diversity, and the impact of these issues on professional roles.

**ECPCE 804. Assessment Methods in Counseling.** 3 hr.; 3 cr. This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement. It surveys individual cognitive, personality, and educational measures as well as couples, family and group assessment instruments. Consideration is given to ethical practice and to factors of culture, gender, language, ethnicity, age, disability, and examiner bias in the administration and interpretation of tests.

**ECPCE 805. Seminar Practicum in Testing and Measurement.** 3 hr.; 3 cr. Supervised experience.

**ECPCE 806. Administration and Organization of School Counseling Programs.** 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions.

**ECPCE 807. Research Methods in Counseling.** 3 hr.; 3 cr. This course is a survey of methods of research design. It includes program evaluation, ethical and legal considerations in research and the interpretation and critique of research as it relates to the field of counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved in direct research activities.

**ECPCE 808. Child and Adolescent Counseling.** 3 hr.; 3 cr. Prereq.: ECPCE 702. Theories of Human Development or equivalent. This course will focus on the methods, techniques and issues of counseling children and adolescents. General considerations of developmental stages, family dynamics, school environment and the therapeutic relationship will be discussed. The etiology and assessment of common childhood disorders and empirically supported treatment will be reviewed. Cognitive-behavioral, pharmacological, educational, and ecological interventions will be addressed as well as issues of prevention and community resources.

**ECPCE 809 Learning and Motivation in School Counseling.** 3 hr.; 3 cr. This course will cover major theories of learning and motivation as they apply to school counseling settings. Principles of attribution, self-efficacy, goal setting, conditioning and information processing will be applied to student achievement and academic development as well as to the counseling experience as a type of learning process. Emphasis will be placed on the role of the counselor as a consultant to teachers, in support services for students with learning and motivation difficulties, and in psycho-educational and ecological interventions. The course is designed for the graduate students to experience their own learning and motivational processes.

**ECPCE 811 Mental Health Counseling.** 3 hr.; 3 cr. This foundation course surveys the role of mental health counselors on the state and national levels. Topics will include requirements for licensing, history of the discipline, supervision, consultation, community issues, prevention, and legal/ethical issues. This course is required for students in the mental health program.

**ECPCE 812 Psychopathology and Diagnosis in Mental Health Counseling.** 3 hr.; 3 cr. This course covers the DSM classification system of mental disorders and focuses on the etiology, developmental pathways, assessment and treatment of various psychopathologies. Psychopharmacology and other treatment approaches will be addressed as well as the role of the mental health counselor. This course is required for the Mental Health program.

**ECPCE 813 Family Dynamics.** 3 hr.; 3 cr. In this course the main stages of the family life cycle are studied as a means of understanding the family as a system of human relationships. Developmental stages, family rituals, family crises, and other variables affecting family development are examined. The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to gain an understanding of marriage and family styles, symptomatology, and counseling techniques.

**ECPCE 814 Seminar in Advanced Applications of Psychological Theories.** 3 hr.; 3 cr. Prereq.: ECPCE 700; ECPCE 704; ECPCE 703. This course entails an in-depth study of specific counseling approaches and their use with various client populations. Case studies will provide a focus for analysis. Students are required to conduct literature reviews and to make presentations.

**ECPCE 818. Special Topics in Counseling.** 2 hr. plus conf.; 3 cr. A course with changing content relating to topics of current relevance to the field of counseling.

**ECPCE 821. Internship in Mental Health Counseling.** 2 hr. plus fieldwork; 1–4 credits. May be repeated for credit. Prereq.: Permission of the advisor and completion of the Counseling Mental Health Practicum Course ECPCE 721.4. Students will be placed for 75 to 300 hours per semester in a hospital, clinic, or agency under supervision of a field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

†-Offered either Fall or Spring; see Class Schedule.  
††-May be offered; see Class Schedule.

## EDUCATIONAL & COMMUNITY PROGRAMS

- ECPCE 821.1. 1 credit (75 hr.)
- ECPCE 821.2. 2 credit (150 hr.)
- ECPCE 821.3. 3 credit (225 hr.)
- ECPCE 821.4. 4 credit (300 hr.)

**ECPCE 829. Internship in School Counseling.** 2 hr. plus fieldwork; 1–4 cr. Prereq.: Permission of the advisor and completion of the School Counseling Practicum Course ECPCE 729. Students will be placed for 75–300 hours per semester in a K–12 educational setting under supervision of a field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

- ECPCE 829.1. 1 credit (75 hr.)
- ECPCE 829.2. 2 credit (150 hr.)
- ECPCE 829.3. 3 credit (225 hr.)
- ECPCE 829.4. 4 credit (300 hr.)

**ECPCE 834. Advanced Course in Family Education: Parenting Models.** 2 hr. plus conf.\*; 3 cr. Exploration of models of effective parenting in single, multiple, and blended families.

## Educational Leadership

*Coordinator:* Terrence Quinn

### ADVANCED CERTIFICATE PROGRAMS FOR SCHOOL BUILDING LEADER

The college will admit to the program in Educational Leadership only those whom it considers to be potentially outstanding leaders in schools and communities. The program aims to develop the personal qualities and professional skills essential for educational leadership. To this end, it provides opportunities of many kinds, including seminar courses, simulated experiences, and planned fieldwork experiences. Each candidate's program is planned individually to make certain it includes the graduate studies that are needed to improve his/her background for the professional career for which he/she is preparing. Candidates are carefully selected from among those applicants who meet specific qualifications.

The programs at the post-master's level lead to New York State certification as a School Building Leader and as a School District Leader. Candidates enrolled in the program should plan to complete it without interruption, and may be allowed five years to satisfy

\*Conference hour relates to field work associated with practica.

all course requirements. Requests for extensions of time must be submitted to the Office of Graduate Studies. Appeals concerning this decision should be directed to the Graduate Scholastic Standards Committee, whose decision is final.

Interested individuals should make application to the program coordinator.

### Faculty

Quinn, Terrence, Coordinator, *Associate Professor*, EdD 1995, St. John's University: administrator training programs, organizational behavior, leadership styles

Bridglall, Beatrice, *Assistant Professor*, EdD, 2004 Teachers College, Columbia University: educational leadership

Wamba, Nathalis, *Associate Professor*, PhD 1991, New York University: action research, educational policy, critical theory, and post-modernity

Dunn, Kenneth J., *Professor Emeritus*, EdD 1967, Teachers College, Columbia University: administration, learning and teaching styles, administrative style, curriculum and in-service training

Tobias, Randolph A., *Associate Professor Emeritus*, EdD 1976, Teachers College, Columbia University: curriculum development and instructional strategies, social studies methods, supervision and instruction

### Requirements for Matriculation

The program is open only to individuals who have been selected as appropriate and qualified candidates. with the following qualifications:

1. Both baccalaureate and master's degrees, with a minimum grade-point average (GPA) of 3.0, from approved postsecondary institutions. Evidence of achievement at the undergraduate and graduate levels will be given primary emphasis in the admissions process.

2. A minimum of three years of successful full-time teaching or related experience in a public, private or parochial school, or at the college or university level.

3. A minimum of three professional recommendations from supervisors that attest to the applicant's supervisory/leadership experiences and potential.

4. A written statement of approximately 1,000 words detailing reasons for the applicant's interest in the educational leadership program, including relevant experiences and responsibilities that give evidence of leadership potential.

5. A formal interview with at least two members of the full-time faculty.

6. All candidates must represent the program's high standards of integrity, honesty,

emotional stability, and commitment to foster these qualities in future administrators

### PROGRAM OF STUDY FOR THE SCHOOL BUILDING LEADER CERTIFICATE

The program requires the completion of 10 courses (30 credits) as outlined below. Candidates who complete these 30 credits and maintain an average of B (3.0) or better are eligible to receive New York State Building Leader certification, *pending satisfactory completion of the New York State Educational Leadership Assessment Examination.*

The 11 required courses for completion of the program include:

	<i>credits</i>
ECPEL 880 Leadership Theory and Practice	3
ECPEL 881 Curriculum and Supervision	3
ECPEL 882 School Finance	3
ECPEL 883 Human Relations for the Educational Leader	3
ECPEL 884 Data for School Planning	3
ECPEL 885 Legal Problems in Public Education: Political and Economic Implications	3
ECPEL 886 Management of Teaching and Learning for Administrators	3
ECPEL 887 Technology for School Leaders	3
ECPEL 888 Critical Issues and Guidelines	3
ECPEL 890 Guided Field Experience in Administration and Supervision	3
ECPEL 894 Supervisory Practicum	3
<i>Total</i>	<u>33</u>

Of the 30 credits required to complete the School Building Leader program, up to 6 credits may be taken at other institutions and transferred into this program, if approved by the coordinator.

Candidates must follow the course sequence listed below:

<i>First Year</i>	<i>credits</i>
880 Leadership Theory and Practice	3
881 Curriculum and Supervision	3
883 Human Relations for the Educational Leader	3
886 Management of Teaching and Learning for Administrators	3

## EDUCATIONAL & COMMUNITY PROGRAMS

### *Second or Third Year*

882	School Finance	3
885	Legal Problems in Public Education: Political and Economic Implications	3
887	Technology for School Leaders	3
888	Critical Issues and Guidelines	3
890	Guided Field Experience in Administration and Supervision	3
894	Supervisory Practicum	3

## COURSES IN THE SCHOOL BUILDING LEADER PROGRAM

**ECPEL 880. Leadership Theory and Practice.** 3 hr.; 3 cr. Administrative theory and research. Theoretical approaches to the study of organization behavior; the nature of organizations; systems analyses; research concerned with change in systems and groups.

**ECPEL 881. Curriculum and Supervision.** 3 hr.; 3 cr. An examination of the trends and issues in the school curriculum with emphasis on the development of theoretical bases for the making of curriculum decisions. A critical examination of the literature on supervision in education and related fields. Current practices will be appraised in relation to the teaching/learning process.

**ECPEL 882. School Finance.** 3 hr.; 3 cr. An examination of school finance and budgeting practices in public elementary and secondary schools in New York state. Current practices of data-driven decision-making by school leaders will be discussed.

**ECPEL 883. Human Relations for the Educational Leader.** 3 hr.; 3 cr. Study of the variety of supervisory and administrative relationships. Fields of psychology, social psychology, sociology, and education will be drawn upon to develop an understanding of human behavior and methods of working with others.

**ECPEL 884. Data for School Planning.** 3 hr., 3 cr. This course prepares prospective school administrators to use data as a tool to examine school issues and develop improvement plans. The course teaches the processes of data analysis, collection and management, and then requires participants to develop a School Improvement Plan for a real school striving to reverse a pattern of declining school achievement. The focus is on helping participants work collaboratively to evaluate a wide range of data sources so they can initiate thoughtful plans and recommendations based on data review.

**ECPEL 885. Legal Problems in Public Education: Political and Economic Implications.** 3 hr.; 3 cr. Current and historic law in public education. Will inform candidates

of basic legal principles as they affect public schools in general; in particular, candidates will study such areas as freedom of speech, student rights, search and seizure, torts, teacher rights, religion in the public schools, and constitutional due process.

**ECPEL 886. Management of Teaching and Learning for Administrators.** 3 hr.; 3 cr. This course will include an analysis of teaching strategies and of the learning patterns of individual students. A review of the research will be followed by practical applications in the classroom. Assessment instruments, observation forms, and counseling techniques designed for the improvement of instruction and staff development will be studied and evaluated. Teaching and learning style models will be emphasized. Applications for future administrators will be covered. Instructional environments, teaching strategies, learning materials, homework patterns, and classroom management techniques will be described and implemented.

**ECPEL 887. Technology for School Leaders.** 3 hr.; 3 cr. An introduction to basic programming plus applications of computers to instruction and in school management.

**ECPEL 888. Critical Issues and Guidelines.** 3 hr.; 3 cr. Examination of specific and universal problems of school administration. Application of case studies, role playing, and group analysis focused on recurring themes of educational governance at the building level.

**ECPEL 890. Guided Field Experience in Administration and Supervision.** 3 hr.; 3 cr. Seminar and fieldwork requirement. Both fieldwork placement and hours must be approved by the coordinator.

**ECPEL 892. Action Research for School District Leaders.** 3 hr.; 3 cr. Prereq.: Satisfactory completion of the 30-credit School Building Leader program. This course introduces the methods and concepts of action research and its various approaches, with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interested in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process.

**ECPEL 893. School District Organization, Supervision, and Administration.** 3 hr.; 3 cr. Prereq.: completion of the 30-credit School Building Leader program. This course prepares School District Leaders—including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices—to serve schools in diverse urban and suburban settings. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

**ECPEL 894. Supervisory Practicum.** 3 hr.; 3 cr. Advanced courses in supervision for candidates preparing for school leadership roles. Candidates will observe, facilitate, consult, and supervise first-year candidates under close supervision of faculty. Theoretical concepts are used to analyze small group interactions and supervisory conferences. These experiences provide the framework for individual instruction in the leadership of small groups.

## COURSES IN THE SCHOOL DISTRICT LEADER PROGRAM

**Note:** Completion of the 30-credit program for the School Building Leader Certificate is prerequisite for the following courses.

**ECPEL 892. Action Research for School District Leaders.** 3 hr.; 3 cr. Prereq: Satisfactory completion of the 30-credit School Building Leader program. This course introduces the methods and concepts of action research and its various approaches, with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interested in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process. Approval to register for this course must be given by the instructor.

**ECPEL 893. School District Organization, Supervision and Administration.** 3 hr.; 3 cr. Prereq.: completion of the 30-credit School Building Leader program. This course prepares School District Leaders—including Superintendent of Schools, Assistant Super-

## EDUCATIONAL & COMMUNITY PROGRAMS

intendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices—to serve schools in diverse urban and suburban settings. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

## Special Education

*Coordinator:* Craig A. Michaels

There are three distinct 36-credit master degree programs in Special Education. Each focuses on a different age and grade range. The Early Childhood program focuses on children, Birth–Grade 2; the Childhood program on Grades 1–6; and the Adolescent program on Grade 7 through age 21.

Each program prepares candidates to work with children or youths whose disabilities range from mild to severe. Upon completion of their program, graduates are eligible for initial/professional or permanent New York State Certification in Special Education within their age/grade level.

All programs are part-time and take 3 years to complete. Candidates are required to take internship courses during the summer. They must also follow a prescribed course of study.

The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Masters of Science in Education degree programs in Special Education as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants for the Board Certified Behavior Analyst (BCBA) will have to meet additional requirements to qualify for the BCBA examination and will be required to (a) declare their intention to complete the BCBA course sequence within their first semester of matriculation, (b) complete an additional 3-credit course (ECPSE 750. Advanced Workshop in Applied Behavior Analysis), bringing the total credits to 39 credits, and (c) complete their internship in severe disabilities (ECPSE 725) in a site in which they can be supervised by a licensed Board Certified Behavior Analyst.

There is also a 60-credit dual certification Masters of Arts in Teaching degree program at the childhood level, which prepares participants for teacher certification in both elementary education and special education (grades

1-6). This program is offered in collaboration with the Department of Elementary and Early Childhood Education for individuals who do not have undergraduate preparation in education and who are not eligible for initial teacher certification.

Additionally, there are three 18-credit Post-Masters, Advanced Certification programs, focused at the three age ranges mentioned above, which prepare participants who already have teacher certification and master's degrees, for additional teacher certification in special education.

The faculty is committed to preparing teachers who have the knowledge, skills, and disposition to help children and youths with disabilities become independent, productive, fully included members of their schools and society. The purpose of the programs in Special Education is to help candidates develop the competencies needed to teach children and youths with disabilities, including severe disabilities, in a variety of settings, including age-appropriate general education environments. To this end, the New York State Pedagogical Core requirements for teachers of special education and related competencies have been embedded throughout the curriculum and programs.

### Faculty

Michaels, Craig, Coordinator, *Professor*, PhD 1993, New York University: special education, educational psychology

Brown, Fredda A., *Professor*, PhD 1981, University of Kansas: individuals with severe disabilities

Ferrara, Denise L., *Lecturer*, MS 1997, Hofstra University: research and program evaluation

Kim, Sun A., *Assistant Professor*, PhD 2007 University of Texas at Austin: special education, learning disabilities and mathematics

Oliva, Christopher M., *Assistant Professor*, PhD 1981, University of Kansas: education and behavioral supports

Wang, Peishi, *Assistant Professor*, PhD 2005, Teachers College, Columbia University: special education, mental retardation and autism

Wolf, Sara B., *Lecturer*, MA 1982, New York University: deafness rehabilitation

Margolis, Howard, *Professor Emeritus*, EdD 1974, Hofstra University: diagnosis and remediation of learning difficulties, parent involvement in program planning, motivation theory

Truesdell, Lee Ann, *Associate Professor Emerita*, PhD 1978, Florida State University: special education, curriculum, instruction, supervision

### Matriculation Requirements for MEd in Special Education

Applicants to the graduate programs in Special Education must:

- Hold an initial/provisional certificate in general education in the age/school range of the special education program to which they apply (Birth–Grade 2; Grades 1–6; Grade 7 through age 21).
- Have a 3.0 GPA. In rare cases, the program might accept, as a probationary candidate, an applicant with a slightly lower GPA; such candidates must earn a *B* or better in each of their first four 3-credit special education courses.
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education.
- Provide three letters of recommendation from professional sources. The letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.
- Indicate the nature of their current and past experiences with people with disabilities.

### Maintenance Requirements

All matriculated candidates in the graduate programs in Special Education must maintain a 3.0 GPA. Candidates who achieve a course grade of less than *B–* must meet with their advisor.

Candidates must have a 3.0 GPA to register for the summer internship course (ECPSE 725) and for research courses (ECPSE 746, 748). Candidates who achieve less than a *B–* in an internship course must meet with their advisor to determine if they should continue in the program and, if so, the conditions for continuing. If the candidate and advisor deem that the deficiencies can be rectified, an individualized plan, including a guided internship experience, may be written, and the candidate will be required to register for the Supervised Internship in Special Education (ECPSE 754).

### Graduation Requirements

To qualify for graduation, candidates must achieve a 3.0 GPA, complete their prescribed 36-credit course sequence, and complete a culminating research project (activity). The culminating research project is completed under the supervision of a faculty member in ECPSE 746 and ECPSE 748.

## EDUCATIONAL & COMMUNITY PROGRAMS

### Matriculation Requirements for MAT

#### Dual Certification Program in Childhood Education and Special Education

Applicants to the dual certification MAT graduate program in Childhood Education and Special Education must:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits.
- An overall Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to pursue dual certification in elementary and special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as an educator.

#### Academic Prerequisites

Additionally applicants must have had an undergraduate course distribution in the following prerequisites:

##### *English Language Arts*

Successful completion (i.e., a grade of B or better in each course) of 2 English courses, one must be English Composition.

##### *The Arts*

Successful completion of 2 Art courses (i.e., a grade of C or better in at least one of these courses).

##### *Social Sciences*

Successful completion (i.e., a grade of C or better in each course) of 4 Social Sciences courses. At least one of these courses must be a U.S. history course.

##### *Math, Science and Technology*

Successful completion (i.e., a grade of C or better in each course) of 6 courses selected from the areas typically classified as mathematics, science and technology. At least one of these courses must be a lab science course.

##### *Foreign Language*

Successful completion of two semesters of foreign language at the college level (grade of C or better) or 3 years of high school study in the same language with a passing grade on NYS High School Regents examination in Foreign Language.

#### Maintenance Requirements

Once admitted to the dual certification program, candidates must:

- Maintain at least a B average (3.0 grade-point average) and demonstrate professional dispositions and behavior<sup>1</sup> to remain matriculated and to graduate.

- A matriculated candidate whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this is not achieved the candidate will be dismissed.<sup>2</sup>

#### Graduation Requirements

To graduate, all candidates must:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and unit-level assessments.
- Apply for graduation in the spring of the semester they will graduate.
- Successfully complete a research project developed with and supervised and supported by a faculty member in either ECPSE or EECE.

#### Teacher Certification Requirements

Graduates who meet all requirements of the MAT degree program, and who complete the required seminars and New York State assessments, will be recommended to New York State for initial certification in both general education and special education at the childhood level (grades 1-6). Professional Certification in both areas will follow automatically once a graduate has completed the equivalent of three years of teaching in New York State.

#### Matriculation Requirements for the Post-Master's, Advanced Certification Programs in Special Education

Applicants to the Post-Master's, Advanced Certification Programs in Special Education must:

- Have completed a master's degree in education.
- Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.
- Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in general education (in early childhood education, childhood education, or a secondary content area).

Candidates with master's degrees and existing certification in early childhood education are eligible for either the early childhood special education advanced certificate program or the childhood special education advanced certificate program.

Candidates with master's degrees and childhood certification are eligible for either the childhood special education advanced certificate program or the early childhood special education advanced certificate program.

Candidates with master's degrees and existing certification in a secondary content area (e.g., history, mathematics, chemistry, English) are eligible for the adolescent special education advanced certificate program.

#### Maintenance and Graduation Requirements.

Once admitted to one of these post-masters, advanced certificate programs, candidates will be required to:

- Get a grade of 3.0 or better in each class.
- Demonstrate professional dispositions and behaviors.
- Perform successfully on all program-level and unit-level assessments.

#### Teacher Certification Requirements

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken the Content Specialty Test (CST) in Students with Disabilities, will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the appropriate age/grade level.

1. Candidates in this new program will be expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the Education Unit at Queens College of "promoting Equity, Excellence, and Ethics in urban schools and communities" (see Table 6 on page 17 of this document for a list of the candidate assessments relative to professional behaviors and dispositions); and (b) the code of ethics for special education professionals (see [as adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983] <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>).
2. As per Queens College graduate student governance policy, "a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable reentry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis. Permission to reenter following suspension may be granted one time only" (*Graduate Bulletin 2002–2004*, p. 31).

## EDUCATIONAL & COMMUNITY PROGRAMS

### COURSES IN THE GRADUATE MAT DUAL-CERTIFICATION PROGRAMS IN CHILDHOOD EDUCATION AND SPECIAL EDUCATION

#### Phase 1: Pedagogical Foundations (21 cr.)

EECE 702	Social Foundations of Education	3 cr.
ECPSE 700	Foundations of Special Education	3 cr.
EECE 711	Ecological Perspectives on Development —The Childhood Years	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
EECE 520	Language Development and Emergent Literacy	3 cr.
EECE 525	Language and Literacy Learning in the Elementary Years	3 cr.
ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3 cr.

#### Phase 2: Pedagogical Core (21 cr.)

EECE 545	Social Studies in the Elementary School	3 cr.
EECE 550	Mathematics in the Elementary School	3 cr.
EECE 555	Science in the Elementary School	3 cr.
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 742	Foundations of Assistive and Instructional Technology	3 cr.
ECPSE 708	Collaboration with Families and School-Based Teams	3 cr.
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3 cr.

#### Phase 3: Student Teaching (12 cr.)

EECE 566	Student Teaching in Elementary Education	6 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.

#### Phase 4: Research (6 cr.)

Select a two-course sequence in research in special education or elementary education

ECPSE 746	Research in Special Education	3 cr.
ECPSE 748	Advanced Research in Special Education	3 cr.

OR

EECE 780	Introduction to Educational Research	3 cr.
EECE 781	Inquiry into Teaching	3 cr.

**Total: 60 cr.**

### COURSES IN THE POST-MASTER'S, ADVANCED CERTIFICATION PROGRAMS IN SPECIAL EDUCATION

#### Early Childhood Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.

**Total: 18 cr.**

#### Childhood Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.

**Total: 18 cr.**

#### Adolescent Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.

**Total: 18 cr.**

### Special Notes

Due to changing state certification requirements and ongoing improvements to the Special Education programs, some information in this *Bulletin* may be inaccurate. Please check with the department for updated information.

Questions about the graduate Special Education programs should be directed to the advisor for the age or specialty: Early Childhood (Birth–Grade 2), Childhood (Grades 1–6), Adolescent (Grade 7 through age 21), or students with Severe Disabilities (all ages). You may contact the advisor by phone or e-mail. A department secretary will direct you to the appropriate member of the faculty.

Candidates who enter a Special Education program but lack provisional or initial certification in general education in the grade/age range of their Special Education program may not be eligible for New York State certification. Such candidates are responsible for obtaining certification on their own and may have to take additional courses at Queens College or another accredited graduate school. Similarly, candidates who have not passed required state tests may not be eligible for certification and will have to pass these tests.

### COURSES IN SPECIAL EDUCATION

#### ECPSE 700. Foundations of Special Education.

3 hr.; 3 cr. Education and psychology in Special Education are stressed, with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education are required.

#### ECPSE 701. Introduction to Assessment in Special Education.

3 hr.; 3 cr. Prereq.: ECPSE 700. The purpose of this course is to prepare special education teachers across all age-range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information



**COURSES IN THE GRADUATE PROGRAMS IN SPECIAL EDUCATION**

**Early Childhood Special Education**

- ECPSE 700. Foundations of Special Education
- ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports
- ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities
- ECPSE 701. Introduction to Assessment in Special Education
- ECPSE 725. Internship in Severe Disabilities
- ECPSE 730. Principles and Practices in Early Childhood Special Education
- ECPSE 712. Language and Literacy: Principles and Practices
- ECPSE 731. Advanced Seminar in Early Childhood Special Education
- ECPSE 708. Collaboration with Families and School-Based Teams
- ECPSE 746. Research in Special Education
- ECPSE 748. Advanced Research in Special Education

**36 credits**

**Childhood Special Education**

- ECPSE 700. Foundations of Special Education
- ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports
- ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities
- ECPSE 701. Introduction to Assessment in Special Education
- ECPSE 725. Internship in Severe Disabilities
- ECPSE 710. Curriculum and Instruction for Childhood Special Education
- ECPSE 712. Language and Literacy: Principles and Practices
- ECPSE 711. Advanced Seminar in Special Education
- ECPSE 708. Collaboration with Families and School-Based Teams
- ECPSE 746. Research in Special Education
- ECPSE 748. Advanced Research in Special Education

**36 credits**

**Adolescent Special Education\***

- ECPSE 700. Foundations of Special Education
- ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports
- ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities
- ECPSE 701. Introduction to Assessment in Special Education
- ECPSE 725. Internship in Severe Disabilities
- ECPSE 740. Curriculum and Instruction for Adolescent Special Education
- ECPSE 712. Language and Literacy: Principles and Practices
- ECPSE 741. Advanced Seminar in Adolescent Special Education
- ECPSE 708. Collaboration with Families and School-Based Teams
- ECPSE 746. Research in Special Education
- ECPSE 748. Advanced Research in Special Education

**36 credits**

\*Content Specialist

to individual student and program evaluation as well as to classroom and curriculum planning.

**ECPSE 708. Collaboration with Families and School-Based Teams.** 3 hr.; 3 cr. Prereq: ECPSE 700. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development, with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate, and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

**ECPSE 710. Curriculum and Instruction for Childhood Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 700, 722. Theory and research about children with mild, moderate, and severe disabilities at the childhood level (grades 1–6) and exemplary practices

in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

**ECPSE 711. Advanced Seminar in Childhood Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 710. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in childhood special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Division related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 712. Language and Literacy: Principles and Practices.** 3 hr.; 3 cr. Prereq.: ECPSE 700, ECPSE 722, ECPSE 710. This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and

literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure across developmental levels (i.e., at the early childhood, childhood, and adolescent levels). Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities.** 3 hr.; 3 cr. Prereq.: ECPSE 700, 722. This course is designed to acquaint students with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

**ECPSE 722. Applied Behavior Analysis and Positive Behavior Supports.** 3 hr.; 3 cr. Coreq: ECPSE 700. Program candidates will learn and examine environmental influ-

## EDUCATIONAL & COMMUNITY PROGRAMS

ences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate, and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

**ECPSE 725. Internship in Severe Disabilities.** 3 hr. plus participation: 6 cr. Prereq.: ECPSE 700, 720, 722. Supervised teaching of students with severe disabilities within the candidate's certification area, with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a *B* or better in both ECPSE 720 and 722.

**ECPSE 730. Curriculum and Instruction for Early Childhood Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 700, 722. This course is designed to introduce program candidates to critical issues in curriculum and instruction for working with children with mild, moderate, and severe disabilities (birth through age 8) and their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.

**ECPSE 731. Advanced Seminar in Early Childhood Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 730. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

**ECPSE 740. Curriculum and Instruction for Adolescent Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 700, 722. Theory and research about young adults with disabilities and

exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

**ECPSE 741. Advanced Seminar in Adolescent Special Education.** 3 hr.; 3 cr. Prereq: ECPSE 740. Coreq: ECPSE 708. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

**ECPSE 742: Foundations of Assistive and Instructional Technology.** 3 hr.; 3 cr. Prereq.: ECPSE 700, 720 and either 740 or 710. Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates to develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

**ECPSE 746. Research in Special Education.** 3 hr.; 3 cr. With permission of the advisor. Study, understanding, and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each student's educational placement and their area of interest.

**ECPSE 748. Advanced Research in Special Education.** 3 hr.; 3 cr. Prereq.: ECPSE 746. The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates' classrooms and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

**ECPSE 750. Advanced Workshop in Applied Behavior Analysis.** 3 hr.; 3 cr. This advanced workshop on applied behavior analysis is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this advanced workshop must have already successfully completed ECPSE 722 (Applied Behavior Analysis and Positive Behavior Supports), ECPSE 720 (Trends and Issues in the Education of Students with Severe Disabilities), and ECPSE 725 (Summer Internship in Severe Disabilities).

**ECPSE 754. Supervised Internship in Special Education.** 3 hr. plus participation, 1 seminar hr.; 3 cr. Prereq.: 715, 725, 735, or 745. Candidates who receive a grade of *B*– or lower in ECPSE 715, 725, 735, or 745 are required to register for this course. Additional supervised experience in teaching individuals with disabilities in the same age/grade level as the prior internship will be provided. Seminars will supplement the internship, as well as individual meetings with the instructor. Course assignments will be determined by the individual needs and experiences of the candidate.

## School Psychology

*Coordinator:* Marian C. Fish

### CERTIFICATE AND MASTER'S DEGREE PROGRAMS IN SCHOOL PSYCHOLOGY

The graduate program in School Psychology at Queens College is cast in the scientist-practitioner model. This model seeks to integrate theoretical knowledge and applied skills in all coursework as well as in practica and internships in order to promote educationally and psychologically healthy environments for all children and youth. The goal is to prepare psychologists with high levels of ethical and professional competencies to provide sound

## EDUCATIONAL & COMMUNITY PROGRAMS

### School Psychology Degree Requirements (Three- and Four-Year Programs) The content and sequence of the three-year program are as follows:

	<i>credits</i>
<i>Fall – first year</i>	
ECPSP 860 Human Development	3
ECPSP 772 Theory and Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 863 Exceptionality of Human Development	3
ECPSP 779 Multicultural Issues in Schools	3
<i>Spring – first year</i>	
ECPSP 862 Developmental Psychopathology	3
ECPSP 773 Theory and Practice in Assessment of Intelligence & Cognitive Functioning II	4
ECPSP 865 Learning & Instructional Strategies	3
ECPSP 774 Theory and Practice of Personality Evaluation I	3
<i>Summer – first year</i>	
ECPSP 866 Seminar in Special Issues: Multicultural Interventions	3*
<i>Fall – second year</i>	
ECPSP 770 Behavioral Assessment and Intervention	3
ECPSP 775 Theory and Practice of Personality Evaluation II	3
ECPSP 778 Counseling Techniques for School Psychologists	3
ECPSP 861 Assessment of Linguistically and Culturally Diverse Students	3*
<i>Spring – second year</i>	
ECPSP 777 Practicum in School Psychology Assessment	4*
ECPSP 867 Practicum in School Psychology Consultation	4
ECPSP 868 Advanced Counseling Practicum	2
ECPSP 866 Multicultural Interventions	3*
<i>Fall – third year</i>	
ECPSP 771 Professional Issues in School Psychology	3
ECPSP 768 Internship in School Psychology I	3**
ECPSP 764 Introduction to Research in School Psychology	3
<i>Spring – third year</i>	
ECPSP 864 Research Design and Data Analysis in School Psychology	3
ECPSP 769 Internship in School Psychology II	3**

\*Bilingual and Multicultural specializations only.

\*\*ECPSP 768.1, 769.1. Internship in Bilingual/Multicultural School Psychology I, II.

educational and psychological services in the school and other educational settings.

This 60-credit specialist-level program provides the skills necessary for the professional preparation of school psychologists. It meets the academic and internship requirements for New York State Certification in School Psychology and is approved as a training institution in School Psychology by the New York State Department of Education and the National Association of School Psychologists (NASP). The program leads to a Provisional Certificate in School Psychology and a degree of Master of Science in Education. It can be completed in three years of full-time study, including a one-year internship, or in four years on a part-time basis, with three years of part-time study and a final year of full-time internship. Furthermore, candidates may enroll in either a Bilingual or Multicultural Specialization. The Bilingual Specialization leads to a Bilingual Extension (provided by the New York State Education Department to bilingual candidates meeting the states' bilingual

requirements). The Multicultural Specialization is for non-bilingual students who wish to obtain additional expertise in working with students from diverse cultural backgrounds. Both specializations require additional coursework (6 additional credits) and a special internship experience.

The curriculum is sequenced, with the first year focused on theoretical foundations and skill development, followed by more experiential components in the later years. The sequence is designed to introduce complex concepts slowly, building upon the basics. The coursework is designed to cover the 11 Domains of School Psychology Training and Practice that are part of the NASP Standards for Training and Field Placement. Field experiences and practica with close supervision of skills are followed by an internship, where students are given the opportunity to integrate these experiences in a practical, professional environment, both in school and clinical settings. All students follow the same basic sequence of coursework, with program modifi-

cations made to meet individual needs.

A graduate of the School Psychology program has expertise in both psychology and education, as well as a knowledge of the contributions of related disciplines. Using an ecological perspective, our graduates work with general education as well as special education students, teachers, administrators, parents, and with others in the community to develop greater understanding of all children and to contribute to constructive change in environments—including the classroom, school, and home. Particular attention is given to serving the needs of children of diverse cultural and linguistic backgrounds. As a member of the school faculty, the school psychologist shares with faculty members and with other professionals the responsibility for delivering services that prevent problems and maximize learning and personal growth in the child. The role of the school psychologist as a member of a team is addressed in training.

### Program Objectives

The objectives of the graduate program in School Psychology are consistent with NASP's 11 Domains of School Psychology Training and Practice as well as aligned with the Vision and Mission Statements of the Education Division of Queens College, which is dedicated to preparing education professionals for diverse urban communities.

Objectives of the program are to provide students with:

1. Broadly based knowledge of educational and psychological foundations including learning, development, and biological, social, and cultural bases of behavior.
2. Knowledge and skills to work effectively with students in both general and special education, at different ages (preschool and K-12) in urban and suburban settings
3. Knowledge and skills in providing services for students and families with culturally and linguistically diverse backgrounds.
4. Knowledge of and skills in data-based decision-making and accountability (including assessment procedures to effectively identify the needs of students and to evaluate the learning environment), the use of assessment results to develop interventions, and the evaluation of the outcomes of the intervention.
5. Knowledge of and skills to function as a consultant at both the individual and group levels to enhance the learning and development of children, adolescents, and young adults.
6. Knowledge of and skills in a variety of prevention, pre-referral intervention, and remedial/counseling/therapeutic intervention strategies for dealing with school-related difficulties.
7. Commitment to the legal, ethical and

## EDUCATIONAL & COMMUNITY PROGRAMS

### School Psychology Degree Requirements (Three- and Four-Year Programs) continued The content and sequence of the four-year part-time program are as follows:

	<i>credits</i>
<i>Fall – first year</i>	
ECPSP 860 Human Development	3
ECPSP 772 Theory and Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 779 Multicultural Issues in Schools	3
<i>Spring – first year</i>	
ECPSP 862 Developmental Psychopathology	3
ECPSP 773 Theory and Practice in Assessment of Intelligence & Cognitive Functioning II	4
<i>Summer – first year</i>	
ECPSP 866 Seminar in Special Issues: Multicultural Interventions	3*
<i>Fall – second year</i>	
ECPSP 770 Behavioral Assessment and Intervention	3
ECPSP 863 Exceptionality of Human Development	3
ECPSP 861 Assessment of Linguistically and Culturally Diverse Students	3*
<i>Spring – second year</i>	
ECPSP 865 Learning & Instructional Strategies	3
ECPSP 774 Theory and Practice of Personality Evaluation I	3
ECPSP 866 Multicultural Interventions	3*
<i>Fall – third year</i>	
ECPSP 775 Theory and Practice of Personality Evaluation II	3
ECPSP 778 Counseling Techniques for School Psychologists	3
<i>Spring – third year</i>	
ECPSP 777 Practicum in School Psychology Assessment	4*
ECPSP 867 Practicum in School Psychology Consultation	4
ECPSP 868 Advanced Counseling Practicum	2
<i>Fall – fourth year</i>	
ECPSP 771 Professional Issues in School Psychology	3
ECPSP 768 Internship in School Psychology I	3**
ECPSP 764 Introduction to Research in School Psychology	3
<i>Spring – fourth year</i>	
ECPSP 864 Research Design and Data Analysis in School Psychology	3
ECPSP 769 Internship in School Psychology II	3**

\*Bilingual and Multicultural specializations only.

\*\*ECPSP 768.1, 769.1 Internship in Bilingual/Multicultural School Psychology I, II.

professional standards related to the practice of school psychology.

8. Knowledge of and skills in implementing the role and functions of the school psychologist in schools and related settings.

9. Knowledge of the school and other settings as systems that may facilitate policies and practices that maintain effective learning environments.

10. Knowledge of and skill in involving families and others in the community in education and service delivery.

11. Knowledge of and skill in using information sources and technology relevant to their work.

12. Knowledge of and skill in designing and carrying out research and program evaluation.

### Bilingual Specialization in School Psychology

Candidates with bilingual proficiency may

wish to complete a Specialization in Bilingual School Psychology, leading to a certificate with a bilingual extension. The Bilingual Extension is granted by the New York State Education Department to bilingual graduates who take courses focusing on bilingual and multicultural issues and who complete a bilingual internship experience. The Specialization in Bilingual School Psychology requires 66 credits, the 60-credit school psychology sequence and two additional courses (3 credits each) emphasizing bilingual and multicultural issues. Students are placed in bilingual internship sites with bilingual supervisors (Internship experience is 3 credits a semester for a total of 6 credits). Candidates in the Bilingual Specialization are required to demonstrate proficiency in a second language by taking the Bilingual Education Assessment (BEA) exam, a content and language proficiency exam, administered by the New York State Education Department.

Candidates are required to take and pass the BEA exam in English and in their second language prior to entering the internship experience.

### Multicultural Specialization in School Psychology

Candidates who are not bilingual and who have an interest in acquiring additional knowledge and skills in working with culturally and linguistically diverse students complete the Specialization in Multicultural School Psychology. The Specialization in Multicultural School Psychology requires 66 credits, the 60-credit school psychology sequence and two additional courses (3 credits each) emphasizing multicultural issues. Candidates are placed in multicultural internship sites with supervisors who have expertise with culturally and linguistically diverse populations (Internship experience is 3 credits a semester for a total of 6 credits).

The Department of Educational and Community Programs also offers a sequence of courses for practicing school psychologists who are seeking a bilingual extension. For additional information please refer to the information under Bilingual Extension for Pupil Personnel.

Inquiries regarding the Bilingual and Multicultural Specializations should be directed to:

Dr. Emilia Lopez, Project Director  
Bilingual/Multicultural Services in  
School Psychology  
Graduate Program in School  
Psychology–Powdermaker 032  
Educational & Community Programs  
Queens College, CUNY  
Flushing, New York 11367-1597  
718-997-5234

### Graduate Center–Queens College School Psychology Doctoral Specialization

Candidates may apply to the Graduate Center–Queens College Doctoral School Psychology Specialization leading to a PhD in Educational Psychology: School Psychology, New York State Certification in School Psychology, and Eligibility for the New York State Psychology License. The School Psychology Specialization is part of the PhD program in Educational Psychology at the Graduate Center of the City University of New York. Application is made through the Graduate Center PhD program in Educational Psychology and is separate from the Queens College application process. Further information can be obtained from Dr. Mary Kopala, Director of the School Psychology Specialization at the Graduate Center (mkopala@gc.cuny.edu) or Ms. Rhonda Palant,

## EDUCATIONAL & COMMUNITY PROGRAMS

Administrative Assistant at the Graduate Center (rpalant@gc.cuny.edu; 212 817-8285).

### Faculty

Fish, Marian C., Coordinator, *Professor*, PhD 1974, Teachers College, Columbia University: family systems theory, family-school relations, interventions

Goh, David S., *Professor*, PhD 1973, University of Wisconsin at Madison: school psychology, measurement, and research design

Lopez, Emilia, *Professor*, PhD 1989, Fordham University: school psychology, consultation, linguistically and culturally diverse students

Ross, Roslyn P., *Associate Professor*, PhD 1966, New York University: assessment, counseling, supervision, personality theory, child development

Angrilli, Albert, *Professor Emeritus* and *Adjunct Professor*, PhD 1958, New York University: Diplomate in School Psychology ABPP: clinical and school psychology, psychotherapy, hypnotherapy

### Requirements for Admission

Applicants for admission to the graduate program in School Psychology are required to meet the general requirements for matriculation for the Master of Science in Education degree. Matriculation is limited to graduates of approved colleges who have had adequate preparation in subject matter courses and in professional courses. Candidates are expected to meet the standards with respect to residence, citizenship, health, character, and personality as noted in the Queens College *Graduate Bulletin*.

All candidates must have completed a satisfactory undergraduate program of study in a relevant major. Candidates are accepted for admission to begin the program only in the Fall semester.

There are 9 prerequisite courses for the graduate program in School Psychology. All candidates are required to have had a course in each of the following areas of Psychology and Education, and all courses must have been taken at an accredited college or university for a minimum of 3 credits:

1. General Psychology
2. Statistical Methods in Psychology
3. Psychological Testing and Measurement
4. Experimental Psychology
5. Abnormal Psychology
6. Physiological Psychology (e.g., Behavioral Neuroscience)
7. Developmental Psychology
8. Foundations of Education (e.g., Philosophy of Education)
9. Literacy Education (e.g., Teaching Beginning Reading and Writing)

At the time of matriculation into the School Psychology program a minimum of 7 of the 9 prerequisites must have been satisfactorily completed. No one may matriculate without Psychometrics (Psychological Testing and Measurement). Once enrolled in the program, any outstanding prerequisites must be completed before the beginning of the second year of the program.

Inquiries should be directed to:

Dr. Marian C. Fish, Coordinator  
Graduate Program in School  
Psychology—Powdermaker 032  
Educational & Community Programs  
Queens College, CUNY  
Flushing, New York 11367-1597  
718 997-5230; fax 718 997-5248  
or  
sally.steinberg@qc.cuny.edu  
www.qc.edu/ecp/schpsych/index.htm

### Admissions Procedures

Applicants will be admitted through admissions procedures that include the following:

1. A review of undergraduate records with a minimum cumulative average of 3.0 and an average of 3.0 in all courses in psychology and education.
2. A personal statement.
3. Three written recommendations. At least two must be from undergraduate or graduate instructors in psychology and/or education. All reference letters should be on the instructors' stationery. Additional letters of recommendation are also appropriate from a current job or from a recent job related to education and/or psychology.
4. A personal interview.
5. A writing sample.

### Requirements for Completion of the School Psychology Program

The program for each candidate will be modified individually depending on the candidate's background and preparation. The program is a structured sequence that may be completed in three years of full-time study (including a one-year full-time internship) or four years of part-time study, including a one-year full-time internship)

Applicants with master's degrees in relevant areas may apply for the special certificate program, an individually designed sequence that will require anywhere from 30 to 60 credits.

Additional program criteria include the following:

■ *Grade-Point Average*: Candidates must maintain a B (3.0) grade-point average in order to remain matriculated in the program.

■ *Practica Grades*: Candidates who do not receive B (3.0) or better in practica (ECP 772, 773, 774, 775, 777, 778, and 867) may not proceed to subsequent practica or internships except with permission of the faculty.

■ *Seminars*: New York State law mandates that all candidates provide documentation that they have completed seminars in (a) Child Abuse Identification and Reporting, (b) Alcohol and Drug Abuse, and (c) School Safety/Violence before receiving certification.

■ *Culminating Experience*: All candidates in their internship year prepare a Professional Performance-Based Portfolio for submission to faculty. This portfolio includes an Assessment Case Study, an Intervention (direct or indirect) Case Study, a Research Project, a resume, and a personal statement. The portfolio will be reviewed by the faculty and provide evidence of competency in all 11 NASP domains.

■ *PRAXIS Examination*: All candidates graduating from an NASP-approved program are required to take the PRAXIS II (specialty) exam in School Psychology prior to graduation. These scores must be reported to the program office and are required to become a Nationally Certified School Psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at 609-771-7395 or [www.ets.org/praxis](http://www.ets.org/praxis). Other information is available at [nasponline.org](http://nasponline.org).

■ *Candidate Personal Characteristics*: A yearly review of candidates will be conducted to decide whether they are progressing satisfactorily. Responsible training for work in school and mental health settings requires that in addition to meeting academic requirements, candidates have appropriate personal characteristics. These include but are not limited to communication skills, interpersonal skills, respect for human diversity, professional judgment, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. At the end of each semester, the faculty of the School Psychology program will evaluate each candidate's suitability for continuation in the program, considering information from all sources in the program and related settings. The decision that a candidate must leave the program on personal grounds will be made by the program faculty.

■ *Candidate Professional Behavior*: Candidates must demonstrate professional work characteristics, including ethical and legal

## EDUCATIONAL & COMMUNITY PROGRAMS

conduct. All candidates must follow the APA and NASP Ethical Codes, and are expected to abide by the CUNY Policy on Academic Integrity.

**Note:** Candidates have the right to appeal all decisions regarding academic performance and personal and/or professional behavior. Appeals are made to a special Ad Hoc Appeals Committee of the department and beyond, to the Graduate Scholastic Standards Committee.

### COURSES IN SCHOOL PSYCHOLOGY

**ECPSP 764. Introduction to Research in School Psychology.** 3 hr.; 3 cr. Prereq.: Matriculation in the School Psychology program. This course focuses on the study, understanding, and evaluation of basic research design and methodology in school psychology and the interpretation of research. This is the first of a two-course sequence (see ECPSP 864).

**ECPSP 766. Fieldwork in School Psychology I.** 3 cr. Prereq.: Written permission of the department. Candidates start in October and spend 2 days a week in a school placement. They follow the academic calendar of the school in which they are placed. Graded on a Pass/Fail basis only. Fall

**ECPSP 767. Fieldwork in School Psychology II.** 3 cr. Prereq.: ECPSP 766 or written permission of the department. Candidates spend 2 days a week in a school placement. They follow the academic calendar of the school in which they are placed until the school year ends. Graded on a Pass/Fail basis only. Spring

**ECPSP 768. Internship in School Psychology I.** 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. Taken in the last year of study. Graded on a Pass/Fail basis only. Fall

**ECPSP 769. Internship in School Psychology II.** 3 hr.; 3 cr. Prereq.: permission of the department and ECPSP 768. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. Candidates follow school and agency calendars and remain in their placements through June. Taken in the last year of study. Graded on a Pass/Fail basis only. Spring

**ECPSP 770. Behavioral Assessment and Intervention.** 3 hr.; 3 cr. This course is designed to familiarize candidates with principles and procedures of behavioral assessment and intervention. Major emphases are placed on the observation, recording, analysis, and modification of children's behaviors in school and other related settings. Applications of behavioral techniques in treating different disorders are also covered. In addition, candidates are prepared to serve as behavioral consultants to school and mental health personnel. Fall

**ECPSP 771. Professional Issues in School Psychology.** 3 hr.; 3 cr. Coreq.: ECPSP 768. This is an integrative seminar that accompanies the first semester of internship. It prepares candidates for their professional role in the schools by covering topics that include ethical and legal behavior, models of service delivery, effective schooling practices, and current issues. The relationship of the school psychologist to other school personnel, families, and community agencies is emphasized. Fall

**ECPSP 772, 773. Theory and Practice in Assessment of Intelligence and Cognitive Functioning I, II.** 4 hr.; 4 cr. each course. Prereq. for 772: a course in psychological testing and matriculation in the graduate program in School Psychology or permission of the department; coreq. for 772: ECPSP 860. Prereq. for 773: ECPSP 772; coreq. for 773: ECPSP 862. A combined laboratory and didactic experience designed to develop the candidate's competency in the administration and interpretation of individual and group tests of intelligence, perception, language, and neuro-developmental functioning and in communicating test findings to school personnel. Responsibilities involved in the use of tests in psychologist-client relationships in general are considered. 772 – Fall; 773 – Spring

**ECPSP 774, 775. Theory and Practice of Personality Evaluation I, II.** 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department; ECPSP 860, 772. A combined laboratory and didactic experience designed to develop the candidate's competency in the use of projective techniques in personality evaluation and assessment. The course is also designed to increase skill in written reporting of psychodiagnostic findings. 774 – Spring; 775 – Fall

**ECPSP 777. Practicum in School Psychology Assessment.** 4 hr.; 4 cr. Prereq.: ECPSP 772, 773. Candidates work under supervision with youngsters who have learning, behavioral, or other school-related problems. Emphasis is placed on linking formal and informal as-

essment strategies with interventions using a problem-solving approach. Candidates are required to spend a minimum of one day a week in a school setting. Spring

**ECPSP 778. Counseling Techniques for School Psychologists.** 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology. Principles and techniques of counseling and psychotherapy, with particular emphasis on intervention strategies that are used in the schools. Practical workshop and participation in counseling methods. Fall

**ECPSP 779. Multicultural Issues in Schools.** 3 hr.; 3 cr. This course provides an introduction to and overview of cultural and social influences that impact on individuals' behaviors, attitudes, and cognitive and learning styles. Ethnicity, socioeconomic class, and gender issues are presented. The course also provides candidates with knowledge of cultural characteristics of African Americans, Hispanic Americans, Asian Americans, and Native Americans. In addition, problems in and approaches to multicultural assessment, cross-cultural consultation, and intervention with culturally diverse children and youth are discussed.

**ECPSP 780. Educational and Psychological Tests and Measurements.** 3 hr.; 3 cr. A fundamental course in testing and measurement in education and psychology. Areas covered include psychometric properties of tests, technical and methodological principles in test development, social and ethical implications of testing, and issues in the use and interpretation of tests. Course is limited to candidates in the School Psychology program. All others must get the permission of the program. Credits for this course will not apply toward a School Psychology certificate.

**ECPSP 860. Human Development.** 3 hr.; 3 cr. The course of development through the lifespan is studied as the interplay between individual predispositions (genetic and biological factors, past history, current stage) and forces in the environment (other individuals, social factors, cultural tradition, training methods). Among the specific topics examined from an interactionist point of view are motivation and adaptation, the role of anxiety and other affects in regulating behavior, sense of self, attachment, and self-esteem regulation. Relevant infant and child research is reviewed. Fall

**ECPSP 861. Seminar in Special Issues.** 3 hr.; 3 cr. This course will be devoted to special topics of current interest to school psychologists. The subject matter will change as needs arise. Topics to be addressed will include interventions, assessment and interven-

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tion with linguistically and culturally diverse students, cognitive theory and research, consultation models, legal and ethical issues, etc. Fall

**ECPSP 862. Developmental Psychopathology.** 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department. This course is designed to familiarize candidates with deviant behavioral patterns occurring from infancy through adolescence. Social, biological, and emotional factors in the origin of these pathological conditions will be studied. Attention will be paid to psychopharmacological treatment as well as other approaches in effecting change. Spring

**ECPSP 863. Exceptionality of Human Development.** 3 hr.; 3 cr. Prereq.: Matriculation in the School Psychology program or permission of the department; ECPSP 862. Survey of types of childhood exceptionality. The concepts of health, adaptive function, and developmental crisis are reexamined in the light of various handicapping conditions. Examination of legal issues relating to handicapping conditions including current practices and procedures for management. Fall

**ECPSP 864. Research Design and Data Analysis in School Psychology.** 3 hr.; 3 cr. Prereq.: ECPSP 764 and matriculation in the School Psychology program. An advanced course concerned with problems, procedures, and accepted practices in conducting research. A research project will be required of candidates. Computerized statistical techniques commonly used in analyzing and interpreting research data are covered. Spring

**ECPSP 865. Learning and Instructional Strategies.** 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department. This course focuses on theoretical approaches to human learning and explores factors that influence the learning process, including developmental issues, motivational levels, and cultural/linguistic background. Theoretical models for instructional and curricular design are discussed for general as well as special education students. Emphasis is placed on applying learning and instructional approaches to children of different ages and backgrounds. Spring

**ECPSP 866. Seminar in Special Issues.** 3 hr.; 3 cr. Candidates acquire knowledge related to classroom procedures, curriculum programs, teaching techniques, and system interventions that are effective with culturally and linguistically diverse students.

**ECPSP 867. Practicum in School Psychology Consultation.** 4 hr.; 4 cr. This course is designed to train school psychology candidates to serve as consultants in the schools. Models of school-based consultation are explored. Specific assessment and intervention strategies are discussed as they relate to the consultation process. Candidates are placed in a school setting to practice consultation skills.

**ECPSP 868. Advanced Counseling Practicum.** 2 hr.; 2 cr. Prereq.: ECPSP 778; coreq.: ECPSP 777. This practicum provides candidates with practice in counseling with real clients in field settings. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778, Counseling Techniques for School Psychologists, to real situations. Candidates spend time weekly in the schools and learn to conceptualize cases and plan their work with clients. They present audiotaped sessions of their work in class on a regular basis where it is reviewed and critiqued. Ethical and legal issues as they relate to counseling are addressed.

## SPECIALIZATION IN BILINGUAL SCHOOL PSYCHOLOGY

The specialization in Bilingual School Psychology requires 66 credits: the 60-credit School Psychology sequence, and two additional courses (3 credits each) emphasizing bilingual and multicultural issues.

**ECPSP 861. Seminar in Special Issues: Assessment of Linguistically and Culturally Diverse Students.** 3 hr.; 3 cr. Candidates will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased assessment are also covered. May be repeated for credit for different course topics.

**ECPSP 866. Seminar in Special Issues: Multicultural Interventions.** 3 hr.; 3 cr. Candidates acquire knowledge related to classroom procedures, curriculum programs, teaching techniques, and system interventions that are effective with culturally and linguistically diverse students.

*In addition, candidates in the Specialization in Bilingual School Psychology will enroll in special sections of the internship:*

**ECPSP 768.1. Internship in Bilingual/Multicultural School Psychology I.** 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual population, and candidates are under the supervision of qualified supervisors. The candidates will meet biweekly for group supervision at the college. They begin in September and follow school and agency calendars. Graded on a Pass/Fail basis only.

**ECPSP 769.1. Internship in Bilingual/Multicultural School Psychology II.** 3 hr.; 3 cr. Prereq.: Permission of the department and ECPSP 768.1. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual population, and candidates are under the supervision of qualified bilingual supervisors. The candidates will meet biweekly for group supervision at the college. They begin in September and follow school and agency calendars. Graded on a Pass/Fail basis only.

### Practica and Internship Courses

It is necessary for candidates in practica and internships to purchase malpractice insurance, which is available at low cost through the American Psychological Association or the National Association of School Psychologists. Student membership in either organization is required in order to be eligible for insurance. A fee of approximately

Practica courses require that candidates spend a minimum of one full day a week in a school setting in the spring semester prior to internship.

*Note that all candidates in internships (ECPSP 768, 769, 768.1, 769.1) are required to meet with college supervisors biweekly for one hour for supervision.*

# English

*Chair:* Nancy R. Comley

*Director of Graduate Studies:* John Weir

*Director of MFA Creative Writing and Literary Translation Program:* Nicole Cooley

*Dept. Office:* Klapper Hall 607, 997-4600

*Website:* www.qc.cuny.edu/ENGLISH

The graduate English program at Queens College is staffed by faculty devoted to critical analysis, research skills, and creative publication. Its faculty have recently been honored with grants and awards from the National Endowment for the Humanities, the Guggenheim Foundation, the American Academy in Berlin, the Folger Institute, and the Woodrow Wilson International Center for Scholars. Books by Queens English faculty include Jeffery Renard Allen's *Holding Pattern*; Nicole Cooley's *Breech*; Edmund L. Epstein's *A Guide Through Finnegans Wake*; Duncan Faherty's *Remodeling the Nation: The Architecture of American Identity, 1776-1858*; Thomas Frosch's *Shelley and the Romantic Imagination: A Psychological Study*; Kimiko Hahn's *Toxic Flora*; Steven Kruger's *The Spectral Jew: Conversion and Embodiment in Medieval Europe*; Richard McCoy's *Alterations of State: Sacred Kingship in the English Reformation*; David Richter's *The Critical Tradition: Classic Texts and Contemporary Trends*; Talia Schaffer's *Literature and Culture at the Fin de Siècle*; Roger Sedarat's *Dear Regime: Letters to the Islamic Republic*; Jason Tougaw's *Strange Cases: The Medical Case History and the British Novel*; Amy Tucker's *The Illustration of the Master: Henry James and the Magazine Revolution*; and John Weir's *What I Did Wrong*.

The graduate program provides faculty, library, courses, and facilities for advanced study in the following disciplines:

1. Literary, rhetorical, and linguistic theory
2. Textual criticism, descriptive and enumerative bibliography, techniques of scholarship
3. History of English and American literature
4. History and analysis of the English language
5. Practical analysis, interpretation, and evaluation of works of literature
6. Creative writing

The program enables students to bring their vocabulary, techniques, and judgment in these disciplines to a point at which they feel secure in and capable of independent pursuit of knowledge among the primary and secondary materials of the field. In the degree structure of the City University, the Queens College program leads to the MA degree in English. The

first 30 units of coursework may be counted toward the PhD in the City University. Such courses must be taken while enrolled in the MA program.

The Queens College program provides training in creative writing. This course of study is described below. It does not provide training in comparative literature. The needs and interests of the individual student receive full attention, however, and participation in related programs at sister institutions in the City University is encouraged. A full-time student can complete the requirements for the MA degree in twelve months, although in most cases a longer time is needed. All requirements must be completed within four calendar years of admission. The time period is calculated from the date of the first graduate course for which credit is granted, whether it was taken at Queens or at another institution.

The Queens College program also provides training in creative writing, in an MFA program that is distinct from but also cooperative with the MA program. The MFA course of study is described below. The MA program does not include course work in comparative literature. The needs and interests of the individual student receive full attention, however, and participation in related programs at sister institutions in the City University is encouraged. A full-time student can complete the requirements for the MA degree in twelve months, although the average is four or five semesters spread over about two years. All requirements must be completed within four calendar years of admission. The time period is calculated from the date of the first graduate course for which credit is granted, whether it was taken at Queens or at another institution.

## Faculty

Comley, Nancy R., Chair, *Professor*, PhD 1977, Brown University: theory of rhetoric and composition, semiotics, modernism, American literature

Weir, John, Director of Graduate Studies, English, *Associate Professor*, MFA 1987, Columbia University: fiction writing

Cooley, Nicole R., Director of MFA Program in Creative Writing and Literary Translation, *Professor*, PhD 1996, Emory University, MFA 1993, Iowa Writers Workshop: poetry writing, postmodern American literature

Allen, Jeffery R., *Associate Professor*, PhD 1992, University of Illinois at Chicago: creative writing

Black, Ryan, *Lecturer*, MFA 2004, New York University: poetry, poetry writing, composition

Bobb, June D., *Associate Professor*, PhD 1992, City University of New York: Caribbean lit-

erature, women writers of the black diaspora

Brandman, Alan, MEd 1973, Fordham University: College English as a Second Language, teacher training, composition

Buell, Frederick H., *Professor*, PhD 1970, Cornell University: twentieth-century literature, literature of ecology, literature of technology, poetry

Burger, Glenn D., *Associate Professor*, DPhil 1981, Oxford University: Medieval literature and culture, gender theory

Carrie, Shirley, *Assistant Professor*, PhD 2006, State University of New York at Stony Brook: nineteenth- and twentieth-century African American literature, Caribbean literature, postcolonial theory and criticism

Cassvan, Jeffrey, *Lecturer*, MA 1997, City University of New York: Medieval and contemporary Irish literature, critical theory

Chu, Seo-Young, *Assistant Professor*, PhD 2007, Harvard University: cultural theory, poetics, Asian America, transnational studies, multi-ethnic literatures of the United States

Cuomo, Joseph, *Lecturer*, BA 1975, Queens College of the City University of New York: creative writing

English, Hugh A., *Assistant Professor*, PhD 1996, Rutgers University: rhetoric and composition, American literature, modernisms, gender studies

Epstein, Edmund L., *Professor*, PhD 1967, Columbia University: modern British literature, linguistics, and stylistics

Faherty, Duncan, *Associate Professor*, PhD 2003, City University of New York: early American literature, American cultural materialism

Ferguson, Kevin, *Lecturer*, PhD 2007, City University of New York: composition, post-modern American literature, film studies

Frosch, Thomas R., *Professor*, PhD 1968, Yale University: Romanticism, poetry

Gardaphe, Fred, *Distinguished Professor*, PhD 1993, University of Illinois at Chicago: Italian American literature

Goldhaber, Sue, *Lecturer*, MA 1974, Teachers College, Columbia University: College English as a Second Language, TESOL, composition

Hahn, Kimiko, *Distinguished Professor*, MA 1984, Columbia University: poetry writing

Harris, Jessica, *Professor*, PhD 1983, New York University: theater of Black Americans, food writing, composition

Hong, Caroline K., *Assistant Professor*, PhD 2009, University of California at Santa Barbara: comedy and satire, graphic narrative, American race and ethnic studies

Hintz, Carrie, *Associate Professor*, PhD 1998, University of Toronto: British literature



## ENGLISH

1600–1800, utopian studies, literary theory  
Khan, Ahktar, *Lecturer*; MA 2004, City University of New York: South Asian literature, composition  
Kruger, Steven F., *Professor*; PhD 1988, Stanford University: late Medieval poetry and culture, critical theory, queer studies and gender theory  
McCoy, Richard C., *Professor*; PhD 1975, University of California at Berkeley: Renaissance literature, literature and society, origins of the novel  
Moreland, Wayne, *Lecturer*; MA 1972, New York University: African American literature, popular culture  
Peritz, Janice, *Associate Professor*; PhD 1978, Stanford University: writing theory and practice, contemporary critical theory, English literature 1750–1850  
Richter, David H., *Professor*; PhD 1971, University of Chicago: eighteenth-century studies, theory of fiction, literary criticism  
Rodway, Cecily, *Assistant Professor*; EdD 1991, Teachers College, Columbia University: composition, poetry  
Sargent, Michael G., *Professor*; PhD 1979, University of Toronto: Medieval studies  
Schaffer, Talia C., *Professor*; PhD 1996, Cornell University: nineteenth-century British literature, British modernism, cultural studies  
Schanoes, Veronica, *Assistant Professor*; PhD 2007, University of Pennsylvania: children's literature, myth, women's studies  
Schechter, Harold G., *Professor*; PhD 1975, State University of New York at Buffalo: nineteenth-century American literature, popular culture  
Schotter, Richard D., *Professor*; PhD 1970, Columbia University: playwriting, modern British, American, and Continental drama  
Sedarat, Roger, *Assistant Professor*; PhD 2005, Tufts University: poetry writing, literary translation, nineteenth- and twentieth-century American poetry, Middle-Eastern American literature  
Silyn Roberts, Sian, *Assistant Professor*; PhD 2008, Brown University: early American literature, American gothic  
Sirlin, Rhoda, *Lecturer*; PhD 1988, City University of New York: modern British, American, and Continental drama, twentieth century American literature  
Tougaw, Jason, *Associate Professor*; PhD 2000, CUNY Graduate Center: British novel, rhetoric, cultural studies  
Tucker, Amy E., *Professor*; PhD 1979, New York University: nineteenth and early twentieth century American literature, twentieth century Anglophone literature  
Tytell, John, *Professor*; PhD 1968, New York

University: modern literature  
Walkden, Andrea Janet, *Assistant Professor*; PhD 2007, Yale University: Renaissance studies, Restoration literary culture  
Wan, Amy, *Assistant Professor*; PhD 2007, University of Illinois at Urbana: rhetoric, writing, literacy studies  
Warren, Joyce, *Professor*; PhD 1981, Columbia University: nineteenth-century American literature, women's studies  
Weidman, Bette S., *Associate Professor*; PhD 1968, Columbia University: nineteenth-century American literature, American studies  
Weingarten, Karen, *Assistant Professor*; PhD 2009, City University of New York: early twentieth-century American literature, gender studies, rhetoric and composition  
Whatley, E. Gordon, *Professor*; PhD 1973, Harvard University: Old and Middle English literature, Medieval hagiography  
Whitaker, Chastity, *Lecturer*; MFA 2003, New York University: creative writing, composition  
Zimroth, Evan, *Professor*; PhD 1972, Columbia University: poetry, creative writing, Jewish studies

## MASTER OF FINE ARTS PROGRAM IN CREATIVE WRITING AND LITERARY TRANSLATION

The MFA Program has four tracks: poetry writing, fiction writing, playwriting, and literary translation. The course of study centers on writing workshop classes in which faculty lead students in critiques of one another's writing. Students take three workshops in their own genre, and a crossover workshop in another genre, and they take two craft classes, one in their own genre and one in another genre. They also take a course in critical theory and literature electives that help them to develop a critical vocabulary and a knowledge of various literary and cultural periods and traditions. The faculty will provide intensive discussion and supervision of student work. The program is committed to the integration of creative writing and literary studies.

### Requirements for Matriculation in the MFA Program

This list is in addition to the general college requirements:

1. A minimum average grade of B in all undergraduate work and in all English courses.
2. Three satisfactory letters of recommendation, preferably from writers and teachers of writing, addressing the candidate's academic proficiency and writing skills.
3. A 500-word statement of interest.
4. Candidates should submit a writing sample: either 10 pages of poetry, 20 pages of

prose, or two one-acts or a full-length play.

5. For the translation track, candidates should demonstrate an appropriate level of fluency in a language besides English and submit previously translated work (5-10 pages) as their writing sample.

Fulfillment of these requirements does not guarantee admission; it simply makes a student eligible for consideration.

All students must meet the above requirements. The MFA program does not accept non-matriculated students.

### Requirements for the Master of Fine Arts Degree

The student must:

1. Take four creative writing workshops (chosen from English 751, Fiction Workshop; English 753, Poetry Workshop, English 755, Playwriting Workshop; English 757, Translation Workshop). Three of these are in the student's genre of focus while one must be in a genre outside of their genre of study.
2. Take two craft/form courses: English 760, 761, or 762 (as applicable to genre of study)
3. Take English 636, a Literary Theory Course.
4. Take elective courses in the English Department from the list of available graduate literature courses. Courses in literary studies outside the English Department (for example, in Comparative Literature) may also be counted towards the MFA, with permission from the MFA Director.
5. Take a thesis sequence: English 795 (Independent Study) and English 759 (Advanced Writing Project). The thesis, written in the second year of the program, will be written under the guidance of an advisor and a second reader and will consist of either: 25-30 pages of poetry; 60 pages of fiction (novel or short stories); a one-act play; or a quality translation of a foreign language text.

Students may transfer up to 12 credits of graduate work from an accredited institution that correlates to courses in the English Department at Queens College, subject to the approval of the MFA Director. However, workshop courses may not be transferred.

Further information may be found at [http://qcpages.qc.cuny.edu/Creative\\_Writing](http://qcpages.qc.cuny.edu/Creative_Writing)

### MASTER OF ARTS PROGRAM

The graduate Master of Arts literature program provides facilities for advanced study of literary texts. Students learn to read texts within philosophical and theoretical frameworks and become acquainted with terms and concepts

## ENGLISH

of critical discourse as used in the discipline. Students develop skills at advanced research in scholarly monographs, collections and journals, using both digital and archival sources, learning to find materials and to parse them critically. Examining cultural artifacts and becoming acquainted with the complex historical, geopolitical, and gendered structures of texts, graduate students acquire a sense of the richness of literary study. Students learn to express this sophisticated reading ability in well-researched papers that express mastery of their chosen fields. Further information may be found at <http://qcpages.qc.edu/ENGLISH/Graduate/index.html>.

### Requirements for Matriculation in the MA Program

This list is in addition to the general college requirements:

1. A minimum of an average grade of B in all undergraduate work and in all English courses.
2. A minimum of 24 undergraduate credits in English or American literature; at the discretion of the department, fewer courses may be acceptable for full matriculation.
3. Three satisfactory letters of recommendation, preferably from instructors in English, addressing the candidate's academic proficiency.
4. One satisfactory essay, 10-15 pages in length, showing an understanding of higher-level literary study and mastery of writing skills.

Fulfillment of these requirements does not guarantee admission; it simply makes a student eligible for consideration.

Students who do not meet the above requirements may be permitted to enter with deficiency courses (undergraduate courses required to achieve the minimum number of undergraduate credits), or as probationary matriculants (requiring the first 12 credits of coursework to achieve a minimum average of B). Students who do not meet these requirements may also request that the Director of Graduate Studies consider them for nonmatriculated student status.

### Requirements for the Master of Arts Degree

The student must:

1. Take a minimum of 30 credits in English (which may include certain related courses, with permission of the department) with an average grade of B or above. This program must include a graduate course in methodology and a graduate course in literary criticism. The student chooses electives for the other courses. Any graduate course in the English department

may count as an elective, and related courses in other departments may count with the permission of the Director of Graduate Studies.

2. Write a culminating essay of at least 20 pages. The essay is an advanced research paper with a minimum of 10 sources, developed in consultation with an advisor and a reader chosen by the student.

Students may also elect to satisfy this requirement with the honors alternative: writing a full master's thesis of at least 60 pages, in consultation with an advisor and a reader chosen by the student. Students may qualify for the honors-track master's thesis by achieving a grade point average of at least 3.7 or obtaining special permission from the Director of Graduate Studies.

Both the culminating essay and the master's thesis require the thesis course. At the conclusion of both the culminating essay and the master's thesis, the candidate will meet with the advisor and reader for a one-hour examination, when the thesis will be assigned a grade. Students admitted before 2007 may choose to do the earlier thesis options instead (a full-length master's thesis or three papers submitted in lieu of the thesis).

Students may transfer up to 12 credits of graduate work from an accredited institution that correlates to courses in the English Department at Queens College, subject to the approval of the Director of Graduate Studies.

The MA degree must be completed within four calendar years of admission, calculated from the date of the first graduate course for which credit is granted, whether it was taken at Queens or at another institution. Students who require more time may apply for an extension subject to the approval of the Director of Graduate Studies and the Dean of Graduate Studies.

Students whose performance does not meet the standards of the English Department may be told to leave the program, including students whose behavior is disruptive or whose overall grade point average falls below a B. Such cases will be addressed by the Director of Graduate Studies and the Dean of Graduate Studies.

Inquiries concerning admission, course selection, thesis preparation, transfer credits, and other matters pertaining to the program should be addressed to the Director of Graduate Studies.

### Relationship to the City University PhD program

1. The first 30 graduate credits in English at Queens College may be counted toward the PhD in English literature in the City University. The University doctoral program in English is described in the Bulletin of the Graduate

School of the City University of New York and at <http://www.gc.cuny.edu>.

2. Candidates who wish to proceed to the PhD in the City University should apply for admission direction to the PhD program instead of to Queens. Inquiries should be addressed to the Executive Officer of the PhD Program, 365 Fifth Avenue, New York, NY 10016-4309.

## PROGRAM FOR THE MASTER OF SCIENCE IN EDUCATION DEGREE

### Requirements for Matriculation

The following are additions to the general requirements:

A cumulative index and English index of at least B, as well as a B index in education are required for matriculated status. Students who do not meet the above requirements may be permitted to enter as probationary matriculants. Probationary status will be removed when the first 12 credits of approved coursework have been completed with a minimum average of B.

### Requirements for the Degree

1. Candidates in this program have two advisors, one in the Division of Education and one in the Department of English; both advisors must be consulted before registering in the program, and both must sign the approved program of studies. The Education advisor should be consulted *first*.

2. Course requirements for students specializing in English include the following: 15 credits in English, including ENGL 702 (Graduate Methodology for English/Education Students), ENGL 703 (Composition Theory and Literacy Studies) and ENGL 662 (The English Language). Students who have taken the undergraduate equivalent of ENGL 662 (e.g., ENGL 290 at Queens) should substitute a literature course.

## COURSES IN ENGLISH

Courses on the 600 level are designed for students who have not already had work in the area concerned, and are open to qualified undergraduates with permission of the department.

**ENGL 613. Introduction to Old English.** 2 hr. plus conf.; 3 cr. Language and literature of the Anglo-Saxons.

**ENGL 618. Introduction to Middle English.** 2 hr. plus conf.; 3 cr.

**ENGL 619. Major Works of the Middle Ages.** 2 hr. plus conf.; 3 cr.††

†-Offered both Fall and Spring; see Class Schedule.

††-May be offered; see Class Schedule.

## ENGLISH

**ENGL 620. Major Writers of the Renaissance Exclusive of Shakespeare.** 2 hr. plus conf.; 3 cr. ††

**ENGL 621. Major Writers of the Seventeenth Century.** 2 hr. plus conf.; 3 cr. ††

**ENGL 622. Major Writers of the Eighteenth Century.** 2 hr. plus conf.; 3 cr. ††

**ENGL 623. Major Romantic Writers.** 2 hr. plus conf.; 3 cr. Poetry and prose, exclusive of the novel. †

**ENGL 624. Major Victorian Writers.** 2 hr. plus conf.; 3 cr. Poetry and prose, exclusive of the novel. ††

**ENGL 627. Major American Writers before 1918.** 2 hr. plus conf.; 3 cr. Poetry and prose, exclusive of the novel. †

**ENGL 629. Major Modern Writers.** 2 hr. plus conf.; 3 cr. British and American nondramatic literature since about 1918. †

**ENGL 635. Major English and American Novelists.** 2 hr. plus conf.; 3 cr. The novel from the eighteenth century to the present. †

**ENGL 636. History of Literary Criticism.** 2 hr. plus conf.; 3 cr. Readings in the major critics from Plato and Aristotle to the present. †

**ENGL 638. Modern Drama.** 2 hr. plus conf.; 3 cr. American, British, and European dramatic literature and theatre from Ibsen to the present. †

**ENGL 662. The English Language.** 2 hr. plus conf.; 3 cr. Structure and development of modern English including the historical evolution of the English language, current ideas on language acquisition, geographical and cultural diversity in language use (dialects, pidgins, and creolization), standard English phonology, morphology, syntax, and semantics.

**ENGL 673. New Approaches to English Grammar.** 2 hr. plus conf.; 3 cr. Recent theories and techniques in linguistics. †

**ENGL 681. Special Studies.** 2 hr. plus conf.; 3 cr. A study of literature and a related topic. Subject will vary from semester to semester and will be announced in advance. In recent years the following courses have been offered: Influence of Myth, Influence of the Bible, Black Literature, Literature and Psychology, Great Books of the Twentieth Century, Literature and Politics, Literature and Cinema, and Literature and Theatre. †

**ENGL 701. Seminar in Graduate Methodology.** 2 hr. plus conf.; 3 cr. Development of proficiency in literary research and bibliographical methods through individual research projects involving frequent library assign-

ments. Normally to be taken in the first semester of graduate work, and certainly before the writing of the thesis. †

**ENGL 702. Graduate Methodology for English/Education Students.** 2 hr. plus conf.; 3 cr. Training in current research methods on literature combined with an understanding of contemporary literary and cultural criticism, along with the elements of literary and cultural theory needed to understand such criticism. In addition to frequent library assignments, a major research paper will be required.

**ENGL 703. Composition Theory and Literacy Studies.** 3 hr.; 3 cr. A study of literacy practices, the many varied forms of reading and writing, and of writing pedagogy in relation to texts that put literacy into wide historical and theoretical contexts. Recommended for MSEd in place of ENGL 701. †

*Note:* Students should not, without the permission of the department, take any of the following courses unless they have had preparation in the area, such as an undergraduate elective, a 600-level graduate course, or the equivalent. Courses entitled “Studies in” may be repeated for credit if the subject is different.

**ENGL 714. Studies in Old English.** 2 hr. plus conf.; 3 cr.

**ENGL 719. Studies in Medieval Literature.** 2 hr. plus conf.; 3 cr. ††

**ENGL 720. Studies in Renaissance Literature.** 2 hr. plus conf.; 3 cr. ††

**ENGL 721. Studies in Seventeenth-Century Literature.** 2 hr. plus conf.; 3 cr. ††

**ENGL 722. Studies in Eighteenth-Century Literature.** 2 hr. plus conf.; 3 cr. †

**ENGL 723. Studies in Romantic Literature.** 2 hr. plus conf.; 3 cr. †

**ENGL 724. Studies in Victorian Literature.** 2 hr. plus conf.; 3 cr. †

**ENGL 726. Studies in Early American Literature.** 2 hr. plus conf.; 3 cr. ††

**ENGL 727. Studies in American Literature, 1820–1920.** 2 hr. plus conf.; 3 cr. †

**ENGL 729. Studies in Modern Literature.** 2 hr. plus conf.; 3 cr. †

**ENGL 736. Studies in Criticism.** 2 hr. plus conf.; 3 cr. ††

**ENGL 742. Studies in Shakespeare's Plays.** 2 hr. plus conf.; 3 cr. †

Courses numbered ENGL 751–759 are open *only* to candidates in the Creative Writing Sequence.

**ENGL 751. Workshop in Fiction.** 2 or 3 hr. plus conf.; 3 cr. May be repeated for credit. †

**ENGL 753. Workshop in Poetry.** 2 or 3 hr. plus conf.; 3 cr. May be repeated for credit. ††

**ENGL 755. Workshop in Drama.** 2 or 3 hr. plus conf.; 3 cr. May be repeated for credit. ††

**ENGL 757. Workshop in Special Topics in Creative Writing.** 2 hr. plus conf.; 3 cr. An intensive study of one or more writing genres, with appropriate readings and writing practice; e. g., literary essay, children's literature, narrative poetry, science fiction, etc. May be repeated for credit.

**ENGL 759. Advanced Writing Project (Thesis).** 3 hr.; 3 cr. Prereq.: Completion of coursework. Preparation of the required creative writing project under the supervision of an instructor. †

**ENGL 760. Fiction in Theory and Practice.** 2 hr. plus conf.; 3 cr. An intensive study of the theory of fiction, with close reading of a number of stories, novellas, and/or novels and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of fiction. It is designed especially for creative writers.)

**ENGL 761. Poetry in Theory and Practice.** 2 hr. plus conf.; 3 cr. An intensive study of poetical theory, with close reading of a number of poets and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of poetry. It is designed especially for creative writers.)

**ENGL 762. Drama in Theory and Practice.** 2 hr. plus conf.; 3 cr. An intensive study of the theory of drama, with close reading of a number of plays and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of drama. It is designed especially for creative writers.)

**ENGL 775. Studies in English Linguistics.** 2 hr. plus conf.; 3 cr. ††

**ENGL 781. Special Seminars.** 2 hr. plus conf.; 3 cr. Intensive analysis of a major figure, type, trend, or problem, under the guidance of a specialist. The subject will vary from semester to semester and will be announced in advance together with any special prerequisites. †

**ENGL 788. Cooperative Education Placement.** Prereq.: Permission of the director of graduate studies. Experiential learning through placement. Opportunity to test and demonstrate academic learning in an organizational setting. Students receive academic credit as well as a stipend from the placement. A learning contract as well as an academically related project

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will be worked out with an advisor.

ENGL 788.1. 1 hr.; 1 cr.

ENGL 788.2. 2 hr.; 2 cr.

ENGL 788.3. 3 hr.; 3 cr.

ENGL 788.4. 4 hr.; 4 cr.

ENGL 788.5. 5 hr.; 5 cr.

ENGL 788.6. 6 hr.; 6 cr.

### **ENGL 791. Thesis Course.** 3 hr.; 3 cr.

Prereq.: Completion of coursework. Enables students to write culminating essay or begin thesis. Students must submit a Thesis Sign-Up Form to the Director of Graduate Studies in order to register for this course.

### **ENGL 792. Thesis Workshop.** 1 hr.; 1 cr.

Prereq.: English 791. Enables students to complete thesis. If thesis is not completed by the end of the semester in which the student is registered for this course, a grade of Incomplete will be given, which must be made up no later than by the end of the four-year period allotted for completion of the master's degree.

**ENGL 795. Independent Study.** Hr. to be arranged; 3 cr. Prereq.: Permission of the director of graduate studies and instructor. Tutorial for work in a special subject not covered by regular course offerings. May be repeated for credit if the topic is different. Open only to candidates for the MA in English.†

# European Languages & Literatures

Chair: Royal S. Brown

Dept. Office: King Hall 207, 997-5980; Fax 997-5072

Website: [www.qc.cuny.edu/Academics/Degrees/DAH/ELL](http://www.qc.cuny.edu/Academics/Degrees/DAH/ELL)

The Department of European Languages and Literatures offers the Master of Arts degree in French and in Italian. The degree leads to teaching careers in secondary education and college, and to admission to doctoral programs in these languages or comparative literature. Courses cover numerous aspects of the literature from the Medieval through the contemporary periods, viewed through various methods of literary criticism. Courses are also given in the history of the language, advanced translation, civilization, and the cinema. Seminars are set aside for methodology, selected authors or literary topics, and special problems. The Department of European Languages and Literatures, in cooperation with the Division of Education, also offers the Master of Science in Education degree in French and in Italian.

## Faculty

Brown, Royal S., Chair and French Advisor, Professor; PhD 1975, Columbia University: twentieth-century French literature, music, and cinema

Attar, Karina F., Assistant Professor; PhD 2005, Columbia University: medieval and renaissance literature, multiculturalism, history of interfaith relations, the novella

Corradi, Morena, Assistant Professor; PhD 2008, Brown University: 19th- and 20th-century Italian literature, Italian national unity and identity, popular culture

Haller, Hermann W., Professor; PhD 1971, University of Bern: romance philology, Italian dialect literatures

Jones, David Andrew, Assistant Professor; PhD 2001, University of Wisconsin at Madison: twentieth-century French novel and theater, literary theory, gender studies

Katsan, Gerasimus, Assistant Professor; PhD 2003, Ohio State University: modern Greek language and literature

Paulicelli, Eugenia, Professor; PhD 1991, University of Wisconsin at Madison: Renaissance and modern literature, critical theory and gender, fashion and film studies

Sullivan, Karen A., Assistant Professor; PhD

2002, Columbia University: eighteenth-century French literature, literature and the arts

## MASTER OF ARTS PROGRAM

Graduate Advisors: Eugenia Paulicelli (Italian), Royal S. Brown (French)

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. A strong undergraduate concentration in either French or Italian, consisting normally of a minimum of 20 undergraduate elective credits.

2. The credentials of each applicant are to be examined by a suitable departmental committee that shall have the authority to accept or reject the candidate. This committee may request an interview with a candidate for admission if it feels it is necessary to do so.

### Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Students must consult the graduate advisor in their language for assistance and guidance in working out an approved program of studies.

2. Thirty credits are required for the Master of Arts degree. Completion of a thesis is optional. A minimum of 24 credits must be taken in the major language. The remaining credits may be taken with permission in a second language other than English.

3. All students are required to take the appropriate seminar (781) and course (701).

4. Students will be required to demonstrate their reading knowledge of another language other than English, in addition to their major language. A classical language may be substituted by special permission.

5. A comprehensive examination, both written and oral, will be administered in the major language, in which students will be tested on their knowledge of the important authors and literary movements. A student may not attempt this examination more than twice.

6. A thesis based on original research (791, 792, Special Problems) may be substituted for two courses. This thesis will normally be written in English, or, by special permission, in the foreign language of the major field of the student's concentration.

## MASTER OF SCIENCE IN EDUCATION PROGRAM

Graduate Advisors: Royal S. Brown (French) and Eugenia Paulicelli (Italian)

The Master of Science in Education program (French and Italian) responds to the needs of teachers and prospective teachers of foreign languages. The degree program combines coursework in: (1) culture, literature, and language; (2) foreign language education; and (3) professional education. The courses in culture, literature, and language are given by the Department of European Languages and Literatures. The courses in foreign language education and professional education are offered by the Division of Education.

For admission requirements to Secondary Education programs, see the section on this department.

### Requirements for Matriculation

In addition to the general admission requirements stated in the Admission, Retention & Graduation section, applicants should have:

A. A strong undergraduate concentration in the language of specialization consisting of at least 21 credits above course 204.

B. Either an undergraduate minor in Secondary Education or completion of the following sequence of courses as part of the Secondary Education Initial Certificate (see Secondary Education Department):

	<i>credits</i>
SEYS 536. Educational Foundations	3
SEYS 552. Educational Psychology	3
SEYS 564. Methods of Teaching Foreign Languages in Middle and High School	3
SEYS 574b. Student Teaching in Foreign Languages for Secondary School	3
SEYS 584. Standards-Based Curriculum & Assessment in Teaching Foreign Languages	3
SEYS 700. Language, Literacy & Culture in Education	3

### Requirements for the Master of Science Degree

The 30 credits required for the degree are to be distributed as follows:

A. Six courses in the major language:

Two courses (6 cr.) in language and linguistics

Four courses (12 cr.) in literature and civilization

## EUROPEAN LANGUAGES & LITERATURES

B. Four courses in Secondary Education:

1. One course from the area of Foundations of Education: SEYS 701–708 (Prereq.: SEYS 201 or 536); 3 cr.

2. One course from the area of Psychological Foundations: SEYS 709, 710, 717, 718, 719, 738, or 768 (Prereq.: SEYS 222 or 552); 3 cr.

3. SEYS 743, Curriculum and Instruction in Foreign Language Education (Prereq.: SEYS 351 or 562); 3 cr.

4. SEYS 785, Seminar in Research in Foreign Language Education (Prereq.: SEYS 743) or SEYS 790, a thesis based on original research in language or literature, directed by an advisor in the major language; 3 cr.

C. Students should meet with the graduate advisor as soon as possible to plan their program of study and submit it for approval.

### COURSES IN FRENCH

The specific topic in each course entitled “Studies in . . .” will be announced at registration. Each “Studies in . . .” course may be repeated for credit provided the topic is different.

**FREN 701. History of the French Language.** 2 hr. plus conf.; 3 cr.

**FREN 704. Problems in French Language.** 2 hr. plus conf.; 3 cr.

**FREN 708. French Medieval Literature.** 2 hr. plus conf.; 3 cr.

**FREN 710. Rabelais and Montaigne.** 2 hr. plus conf.; 3 cr.

**FREN 711. French Renaissance Literature.** 2 hr. plus conf.; 3 cr.

**FREN 713, 714. French Classical Theatre of the Seventeenth Century.** 2 hr. plus conf.; 3 cr. each semester. First semester: Corneille and Racine. Second semester: Molière.

**FREN 715. Non-Dramatic Literature of the Seventeenth Century.** 2 hr. plus conf.; 3 cr.

**FREN 716. Voltaire and the “Philosophes.”** 2 hr. plus conf.; 3 cr.

**FREN 717. The Eighteenth Century.** 2 hr. plus conf.; 3 cr.

**FREN 719, 720. French Novel of the Nineteenth Century.** 2 hr. plus conf.; 3 cr. each semester. First semester: Balzac and Stendhal. Second semester: Flaubert and Zola.

**FREN 721. The Poetry and Theatre of the Nineteenth Century.** 2 hr. plus conf.; 3 cr.

**FREN 722. Baudelaire and the Symbolists.** 2 hr. plus conf.; 3 cr.

**FREN 724. Contemporary French Literature.** 2 hr. plus conf.; 3 cr.

**FREN 728. Contemporary French Theatre.** 2 hr. plus conf.; 3 cr.

**FREN 778. Advanced Translation in French.** 2 hr. plus conf.; 3 cr. The course will deal with translation in theory and in practice and will also include linguistics and stylistics. The translation will be from English to French and from French to English.

**FREN 779. Studies in French Cinema.** 4 hr.; 3 cr. The course will examine different aspects of the cinematic art. The approaches include: (1) Movements (neo-realism, new wave, etc.); (2) Genres; (3) Literature into films; (4) The cinema as a sociocultural phenomenon; (5) Cinematic stylistics. Films will be shown in French. Students will be expected to produce substantial works of film analysis.

**FREN 780. Trends and Events in French Civilization.** 2 hr. plus conf.; 3 cr. A study of the events and ideological trends of the civilization produced by France. Students will read and report on primary texts in fields such as political history, economics, sociology, and on significant artistic and cultural developments.

**FREN 781. Seminar: Methodology and Selected Literary Topics.** 2 hr. plus conf.; 3 cr.

**FREN 782. Studies in French Literature.** 2 hr. plus conf.; 3 cr. This course is intended as a seminar in the study of French literature. It is an open topics course; the title will be announced at the beginning of each semester in which it is offered. It can be repeated for credit, provided the topic is different.

**FREN 791, 792. Special Problems.** 3 cr. each semester. Individual study, under the supervision of an instructor, of a topic agreed on, normally involving research in literary history or criticism, and resulting in an acceptable thesis. No credit will be given for these courses until the thesis has been approved. No more than three credits in each course may be counted toward the degree.

### COURSES IN ITALIAN

The specific topic in each course entitled “Studies in . . .” will be announced at registration. Each “Studies in . . .” course may be repeated for credit provided the topic is different.

**ITAL 701. History of the Italian Language.** 2 hr. plus conf.; 3 cr.

**ITAL 704. Problems in Italian Language.** 2 hr. plus conf.; 3 cr. This course can be repeated for credit provided the topic is different.

**ITAL 707, 708. Humanism and the Renaissance.** 2 hr. plus conf.; 3 cr. each semester.

**ITAL 707.** Special attention will be given to the historical and cultural situation in *Quattrocento* Italy; Poliziano, Lorenzo de’ Medici; the great centers of Florence, Naples, Rome, and Padua; the chivalric poems of Pulci and Boiardo.

**ITAL 708.** The *questione della lingua*; the treatise writers; Machiavelli, Ariosto, and Tasso. The *novelle* of Bandello, Firenzuola; the Counter-Reformation and the Academies.

**ITAL 711. Italian Literature from its Origins to the Trecento.** 2 hr. plus conf.; 3 cr.

**ITAL 713, 714. Dante’s *Divina Commedia*.** 2 hr. plus conf.; 3 cr. each semester.

**ITAL 715. The Early Italian Lyric and Petrarch.** 2 hr. plus conf.; 3 cr.

**ITAL 716. Boccaccio’s *Decameron* and the Italian Novella.** 2 hr. plus conf.; 3 cr.

**ITAL 721. Ariosto and Tasso.** 2 hr. plus conf.; 3 cr.

**ITAL 722. Machiavelli and Guicciardini: Historians, Men of Letters, and Political Thinkers.** 2 hr. plus conf.; 3 cr.

**ITAL 723. Italian Literature in the Age of the Baroque.** 2 hr. plus conf.; 3 cr.

**ITAL 725. Italian Comedy from the Renaissance to the End of the Eighteenth Century.** 2 hr. plus conf.; 3 cr.

**ITAL 726. Aspects of Nineteenth- and Twentieth-Century Theatre.** 2 hr. plus conf.; 3 cr.

**ITAL 752. The Art and Humanism of Manzoni.** 2 hr. plus conf.; 3 cr.

**ITAL 753. Leopardi and Foscolo.** 2 hr. plus conf.; 3 cr.

**ITAL 754. Carducci, D’Annunzio, Pascoli.** 2 hr. plus conf.; 3 cr.

**ITAL 755. Contemporary Italian Poetry.** 2 hr. plus conf.; 3 cr.

**ITAL 760. History of Italian Literary Criticism, from the Renaissance to De Sanctis.** 2 hr. plus conf.; 3 cr.

**ITAL 761. Italian Literary Criticism since 1870.** 2 hr. plus conf.; 3 cr.

**ITAL 762. The Modern Italian Novel.** 2 hr. plus conf.; 3 cr.

**ITAL 763. The Contemporary Italian Novel.** 2 hr. plus conf.; 3 cr.

## EUROPEAN LANGUAGES & LITERATURES

**ITAL 778. Advanced Translation in Italian.** 2 hr. plus conf.; 3 cr. The course will deal with translation in theory and in practice and will also include linguistics and stylistics. The translation will be from English to Italian and from Italian to English.

**ITAL 779. Studies in Italian Cinema.** 4 hr.; 3 cr. The course will examine different aspects of the cinematic art. The approaches include: (1) Movements (neo-realism, new wave, etc.); (2) Genres; (3) Literature into films; (4) The cinema as a sociocultural phenomenon; (5) Cinematic stylistics. Films will be shown in Italian. Students will be expected to produce substantial works of film analysis.

**ITAL 780. Trends and Events in Italian Civilization.** 2 hr. plus conf.; 3 cr. A study of the events and ideological trends of the civilization produced by Italy. Students will read and report on primary texts in fields such as political history, economics, sociology, and on significant artistic and cultural developments.

**ITAL 781. Seminar: Methodology and Selected Literary Topics.** 2 hr. plus conf.; 3 cr.

**ITAL 782. Studies in Italian Literature.** 2 hr. plus conf.; 3 cr. This course is intended as a seminar in the study of Italian literature. It is an open topics course; the title will be announced at the beginning of each semester in which it is offered. It can be repeated for credit provided the topic is different.

**ITAL 791, 792. Special Problems.** 3 cr. each semester. Individual study, under the supervision of an instructor, of a topic agreed on, normally involving research in literary history or criticism, and resulting in an acceptable thesis. No credit will be given for these courses until the thesis has been approved. No more than three credits in each course may be counted toward the degree.

## COURSES IN RESERVE

**FREN 702. French Stylistics.**

**FREN 703. Advanced Phonetics.**

**ITAL 702. Italian Stylistics.**

**ITAL 703. Advanced Phonetics.**

**ITAL 705, 706. History of Italian Literature.**

**ITAL 712. Dante's Minor Works.**

**ITAL 751. The Pre-Risorgimento Period.**

# Family, Nutrition & Exercise Sciences

*Chair:* Elizabeth D. Lowe

*Deputy Chair:* Susan P. Braverman

*Graduate Advisors:* Susan P. Braverman (Nutrition), Andrea Mosenson (Family & Consumer Sciences and Teacher Education), and Michael M. Toner (Exercise Science, Nutrition & Exercise Sciences, and Physical Education)

*Dept. Offices:* Nutrition, and Family and Consumer Sciences, Remsen 306, 997-4475; Fax 997-4163; Exercise Science and Physical Education, FitzGerald 203, 997-2710; Fax 997-2749

Graduate programs in Family, Nutrition, and Exercise Sciences (FNES) have several emphases including: curriculum and teaching in movement science and physical education designed for educators and clinical practitioners in schools, hospitals, and child-care centers; educational services in the community, business, and industry designed for those who wish to teach in community settings such as adult education, programs for the elderly, and public or private agencies; exercise science designed for students preparing for careers in corporate/executive fitness, cardiac rehabilitation, and general health promotion; nutrition and exercise sciences designed for those preparing for careers in fitness and health-promotion settings incorporating nutritional aspects; nutrition education designed for students who work or teach in hospitals, nursing homes, schools, or community settings; and teacher education in family and consumer sciences/home economics designed for students whose primary interest is in secondary school teaching.

The department offers a Dietetic Internship Program which is accredited by the American Dietetic Association (ADA) Commission on Accreditation. For further information, contact a graduate advisor.

## Faculty

Lowe, Elizabeth D., Chair, *Associate Professor*, PhD 1979, University of Illinois: textiles and apparel, fashion theory, sociocultural aspects of fashion

Braverman, Susan P., Deputy Chair of Family and Consumer Sciences, and Director, Dietetic Internship Program, *Lecturer*, MS 1967, Hunter College, CUNY: medical and community nutrition and dietetics

Bernstein, Eve, *Assistant Professor*, EdD 2009, Teachers College, Columbia University: pedagogical aspects of physical education, competition in physical education

Choi, Sung-eun, *Assistant Professor*, PhD 1999, Ewha Womans University: food science

Fardy, Paul S., *Professor*, PhD 1967, University of Illinois: physical activity and cardiovascular health, cardiac rehabilitation, and health promotion

Herman, Ariela, *Assistant Professor*, EdD, 1999, Teachers College, Columbia University: pedagogical aspects of physical education, curriculum and instruction

Hung, Ya-Ching, *Assistant Professor*, EdD 2007, Teachers College, Columbia University: motor learning and control, and kinesiology

Jasti, Sunitha, *Assistant Professor*, PhD 2003, University of North Carolina at Chapel Hill: nutrition, nutritional epidemiology, prenatal nutrition

Kant, Ashima K., *Professor*, PhD 1987, University of Maryland at College Park: food and nutrition, nutritional epidemiology

Mosenson, Andrea, *Assistant Professor*, PhD 2002, University of Nebraska at Lincoln: family and consumer sciences teacher education, technology in the classroom

Robila, Mihaela, *Associate Professor*, PhD 2002, Syracuse University: child and family development, cross-cultural aspects of the family

Toner, Michael M., *Associate Professor*, PhD 1979, Ohio State University: exercise physiology, temperature regulation during exercise

## PROGRAM FOR THE MASTER OF SCIENCE DEGREE IN NUTRITION AND EXERCISE SCIENCES

The Master of Science Program in Nutrition and Exercise Sciences offers students the opportunity for advanced study in three areas of specialization including nutrition, exercise science, or nutrition and exercise sciences. Requirements for matriculation for students with backgrounds in nutrition, exercise science or allied discipline, general requirements for the degree, and descriptions of individual areas of specialization with required courses are listed below:

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

## Nutrition Specialization

1. An undergraduate degree in nutrition or dietetics (ADA verification equivalent program) with a minimum GPA of 3.0.
2. Approval of the graduate nutrition advisor.
3. An interview may be required.

## Exercise Science Specialization

1. An undergraduate degree in physical education, exercise science, or an equivalent area with a minimum GPA of 3.0.
2. Students without an undergraduate degree in one of the above areas must satisfy the following:
  - a) An undergraduate degree with a minimum GPA of 3.0.
  - b) Make up deficiencies as specified by the department.
3. Approval of the graduate exercise science advisor.
4. An interview may be required.

## Nutrition and Exercise Sciences Specialization

1. An undergraduate degree in nutrition and exercise sciences or an equivalent area with a minimum GPA of 3.0.
2. Students without an undergraduate degree in one of the above areas must satisfy the following:
  - a) An undergraduate degree with a minimum GPA of 3.0.
  - b) A course in anatomy and physiology (BIOL 043\* or the equivalent).
  - c) Two courses in nutrition (FNES 263\* and 264\* or the equivalent).
  - d) A course in exercise physiology (FNES 342\* or the equivalent).
3. Approval of the graduate nutrition and exercise sciences advisor.
4. An interview may be required.

*\*Note:* These courses have specific prerequisites that must be satisfied. BIOL 043 (prereq.: BIOL 011); FNES 263 (prereq.: CHEM 019 and 159); FNES 264 (prereq.: FNES 263); and FNES 342 (prereq.: BIOL 043 and CHEM 019).

## General Requirements for the Master of Science Degree in Nutrition and Exercise Sciences

These requirements are in addition to the general requirements for the Master of Science Degree:

1. Students must complete 36 graduate credits with a minimum average of *B* (GPA of 3.0)
2. Students must complete a research project that culminates in a written research report



## FAMILY, NUTRITION & EXERCISE SCIENCES

(FNES 797), or pass a comprehensive examination in the major field of study. (Note: Students must select one of these options in FNES 796.

3. All elective courses must be approved by the appropriate graduate advisor.

### Areas of Specialization with Required Courses

#### Nutrition

The MS degree program with specialization in nutrition offers a sequence of courses that enhance the clinical background of dietitians and nutritionists who work with clients in hospitals, nursing homes, outpatient clinics, community programs, schools, wellness programs, and governmental and privately funded programs. The program offers opportunities for in-depth study through didactic learning, hands-on clinical and field experience, and the development and completion of individual research projects. Students are prepared for careers in nutrition in a wide variety of corporate, hospital, media, and community centers, as well as in other clinical and public health agencies. In addition, the program will prepare students for more advanced study in nutrition.

Required courses in the nutrition specialization include FNES 636, 702, 711, 722, 762, 767, 768, 770, 796, and 797 plus three elective courses (9 credits), or pass a comprehensive examination plus four elective courses (12 credits) from FNES 707, 723, 773, 774 or other courses as approved by the graduate nutrition adviser. Note: A choice of the comprehensive exam will require one additional elective course. Students interested in this program should consult with the graduate nutrition advisor, Prof. Susan Braverman.

#### Exercise Science

The MS degree program with specialization in exercise science offers a sequence of courses that prepare students for careers in adult fitness and wellness, corporate and executive fitness, general health promotion, and cardiac rehabilitation. Students are exposed to cardiovascular fitness programs in commercial and clinical settings where their primary responsibility is initiating, directing, and evaluating programs that promote enhanced health and fitness.

Coursework is blended with clinical experience, and students are mentored in the development and completion of individual research projects. The human performance laboratory provides for measurement of muscular strength and endurance, body composition analysis, and metabolic, cardiovascular, and respiratory function during exercise. Clinical research experiences that focus on the health implication of regular exercise as well as in-depth super-

vised field experiences are provided through a wide variety of corporate and clinical internships. In addition, the program prepares students for more advanced study in exercise science.

Required courses in the exercise science specialization include FNES 702, 719, 720, 721, 722, 723, 724, 725, 726, 796, and 797 plus one elective course (3 credits), or pass a comprehensive examination plus two elective courses (6 credits) from 707, 708, 762, 770 or other courses as approved by the graduate exercise science adviser. Note: A choice of the comprehensive exam will require one additional elective course. Students interested in this program should consult with the graduate exercise science advisor, Dr. Michael Toner.

#### Nutrition and Exercise Sciences

The MS degree program with specialization in nutrition and exercise sciences provides for advanced study in the combined disciplines of nutrition and exercise science. The program offers opportunity for in-depth study through didactic learning, hands-on field experience, and the development and completion of individual research projects. The program will develop highly competent professionals in the field of nutrition and exercise sciences who will be prepared to provide the general public with legitimate, prudent, and effective ways to improve health, wellness, and fitness in the global marketplace.

Students are prepared to direct and administer programs in nutrition, cardiovascular fitness and wellness in a wide variety of corporate, hospital, community, sports medicine, physical and cardiac rehabilitation centers, and other clinical and preventive health agencies. In addition, the program will prepare students to enter doctoral programs in nutrition and exercise sciences, and conduct research that will contribute to the body of knowledge in this new and growing discipline.

Required courses in the nutrition and exercise sciences specialization include FNES 702, 707, or 720 (based on student background and approval of the graduate adviser), FNES 721, 722, 724, 725, 726, 762, 767, 768, 796, and 797, or pass a comprehensive examination plus one elective course (3 credits) from FNES 707, 708, 719, 720, 723, 770, or other courses as approved by the graduate nutrition and exercise sciences adviser. Note: A choice of the comprehensive exam will require one elective course. Students interested in this specialization should consult with the graduate nutrition and exercise sciences advisor, Dr. Michael Toner.

## PROGRAM OF FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION K–12

### Post-Baccalaureate Initial Certificate

This is a sequence of courses for those planning to teach Family and Consumer Sciences at the secondary level by fulfilling all requirements for New York State Initial Certification in this area. The program does not fulfill requirements of the Master of Science in Education degree.

### Requirements for Admission

1. A bachelor's degree with a general education core in the liberal arts and sciences.
2. An average of *B* (GPA of 3.0) or better in the undergraduate major.
3. A letter of intent.
4. Two letters of recommendation.
5. An interview may be required.
6. Applicants who majored in Family and Consumer Sciences but do not hold an Initial Certificate, or applicants who come from disciplines other than Family and Consumer Sciences, will be required to satisfy 30 credits in courses which constitute as a minimum the following: FNES 101, 126, 140 or 745, 147, 151, 153 or 751, 156, 163, or their equivalents.

### Requirements for Maintenance

1. Students must maintain a *B* (GPA of 3.0) or better average in the program.
2. Course sequence must be approved by an education graduate advisor in the Family and Consumer Sciences unit.

### Requirements for Initial Certificate

1. An overall average of *B* (GPA of 3.0) or better.
2. Completion of the following content core courses or their equivalent: SEYS 536, 552, 700 and FNES 538, 563, 574, 637.
3. At least 6 semester hours, or its equivalent, of a language other than English.

### Requirements for the MS in Ed Degree

#### Professional Certificate

A sequence of courses for those with either provisional or initial certification in Family and Consumer Sciences who wish to fulfill the master's degree requirement for professional teacher certification.

## FAMILY, NUTRITION & EXERCISE SCIENCES

### Requirements for Matriculation

1. An average of B (GPA of 3.0) or better in the undergraduate major.
2. Initial certificate in Family and Consumer Sciences.
3. Approval of the department.
4. An interview is required.

### Requirements for Maintenance

1. Students must maintain a B (GPA of 3.0) or better average in the program.
2. Course sequence must be approved by graduate advisor in teacher education.

### Requirements for Graduation

1. Students must complete a minimum of 30 credits with an academic average of B (GPA of 3.0) or better.
2. The following courses are required: FNES 636, 643, 702, 705, 747, and 748; a SEYS 700-level course from Foundations of Education or Psychological Foundations; and three elective courses (9 credits) from the following list: FNES 707, 711, 727, 728, 741, 745, 749, 751, 765, 781 or 782.
3. Students must pass a comprehensive examination in the major field of study.

## PROGRAMS OF PHYSICAL EDUCATION TEACHER EDUCATION (PRE-K-12)

### Post-Baccalaureate Initial Certificate

This sequence of courses prepares students for the New York State Initial Certificate to teach Physical Education Pre-K-12. It is designed for individuals who have completed an undergraduate major other than in teacher preparation in physical education, want to teach physical education. This program does *not* fulfill the requirements of the Master of Science in Education degree in physical education.

### Requirements for Admission and Maintenance

Admission to the program begins with submission of an application for matriculation. In addition to the application, a student must submit a letter of intent, which includes the student's background in sport and physical education, experiences working in sport, recreation, or physical education settings with children and young adults, any teaching experience, a philosophical statement on the role of physical education in society, and future plans upon completion of the program. The applications are reviewed by an Admissions Committee, which considers, among other factors, the letter of intent, the graduate application with particular attention to performance in undergraduate work and in writing courses, and letters of reference.

The applicant must hold a bachelor's degree with a general education core in the liberal arts and sciences. Applicants who majored in physical education but do not hold an initial certificate, or applicants who come from disciplines other than physical education, will be required to satisfy deficiencies by taking courses which constitute as a minimum the following: FNES 011, 012 (3 courses), 013, 014 (2 courses), 030, 143, 253, 342, and/or their equivalents. (See the *Undergraduate Bulletin* for descriptions of these courses.)

Applicants are also required to have at least 6 semester hours, or its equivalent, of a language other than English. They must meet, as well, the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least a B (3.0 GPA). Students must maintain a B average to remain in the program.

### Requirements for Initial Certificate

To complete the Initial Certificate the student must satisfy the following requirements:

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, 722, 730, and 740, SEYS 536, 552, and 700, or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 730, and 740, SEYS 536, 552, and 700, or EECE 525 and 711.
3. Students are required to complete training in safety education, and prevention of child and substance abuse, and school violence prevention. In addition, students must hold a current certification in First Aid and Cardiopulmonary Resuscitation (CPR).

### Requirements for the MS in Ed Degree

To complete the MS in Education degree in Physical Education, the student must satisfy the following requirements:

1. FNES 702, 705, 713, 714, 715, 722, 723, 730, 740; one elective from SEYS or EECE 700-level offerings. The elective course must be approved in advance by the graduate advisor.
2. Students must complete a minimum of 30 graduate credits with an academic average of at least B (3.0 GPA).

### Requirements for Professional Certificate

A sequence of courses on the theoretical study of curriculum and teaching integrated with the substantive study of human movement and its professional application to educational and clinical practice.

### Requirements for Admission and Maintenance

These requirements are in addition to the general requirements for admission:

1. A baccalaureate degree with a provisional or initial certificate in Physical Education K-12.
2. An undergraduate average of B (3.0 GPA) or better in the undergraduate major. Students with grade-point averages less than 3.0 may be admitted to the program, but are placed on academic probation. Students on academic probation must maintain a B average during the first 12 graduate credits.
3. Applicants who hold provisional certification and complete the Master of Science in Education degree will have met all the education requirements for permanent certification. Students who do not hold provisional certification will not be eligible for permanent certification. Students who hold an initial certificate and complete the M.S.Ed. degree program, will have met the degree requirement for the professional certificate. See the graduate advisor regarding the additional requirements for the professional certificate.
4. An interview may be required.
5. Applicants, whose backgrounds are deemed deficient or not current, may be required to make up deficiencies as specified by the department.
6. Applicants must maintain a grade-point average of at least B (3.0). Students admitted to the program who have been placed on academic probation must maintain a B or better grade-point average for the first twelve graduate credits to remain in the program.

### Requirements for Graduation

1. Students must complete a minimum of 30 credits with an academic average of B (3.0) or better.
2. Required courses include FNES 702, 705, 713, 714, 715, 722, 723, 730, 740; one elective course from SEYS or EECE 700-level offerings; and must be approved in advance by the graduate advisor.
3. Students must pass a comprehensive examination in the major field of study.

### Courses

**FNES 538. Introduction to Teaching Family & Consumer Sciences.** 3 hr.; 3 cr.; 10 hr. of field experience. The roles of the family and consumer sciences (FCS) teacher are explored. This course will introduce students to the es-

†-Offered either Fall or Spring; see Class Schedule.

††-May be offered; see Class Schedule.

## FAMILY, NUTRITION & EXERCISE SCIENCES

sential concepts of becoming a FCS teacher including lesson planning, curriculum development, use of instructional strategies and technology, assessment, classroom management, and reflection. Spring

**FNES 560. The Teaching Process and Assessment in Physical Education.** 3 hr.; 3 cr. This course looks at the teaching process and assessment in physical education through the analysis and assessment of student learning and teacher practice. Coursework includes developing and assessing lessons based on state and national standards.

**FNES 561. Methods for Teaching Early Childhood and Elementary Physical Education.** 3 hr.; 3 cr. Prereq.: FNES 560. This course examines relevant principles, methods and materials for teaching these specific age groups through teaching experiences. Includes methods for working with special populations and different ability levels. Students also learn about incorporating state and national standards into lessons and planning developmentally appropriate activities and content.

**FNES 562. Seminar in the Teaching of Physical Education.** 3 hr. plus fieldwork; 3 cr. Prereq.: Course in adolescent development. Examines relevant methods and materials for teaching students at the middle and high school levels. Includes methods of integrating State and National standards into the curriculum, specific to these age levels. Students must complete 36 fieldwork hours.

**FNES 563. Seminar in the Teaching of Family and Consumer Sciences.** 4 hr.; 3 cr. Prereq. or coreq.: FNES 538 and SEYS 552. This course focuses on preparing students for the student teaching experience emphasizing teaching models, learning styles, State learning standards, curriculum, unit/weekly and daily lesson planning, classroom management, working with students with special needs, assessment and professional development. Fieldwork required.

**FNES 573. Student Teaching in Physical Education.** 2 hr. plus participation, 25-30 hr. per week for a minimum of 14 weeks; 6 cr. Prereq.: A grade of 2.75 in the major and a 3.0 average in foundations of education, child development, adolescent development, literacy and technology; a grade of *B* or better in SEYS 562. Supervised teaching and observation in elementary and secondary schools. Students are required to spend a minimum of 7 weeks at each level.

**FNES 574. Student Teaching in Family and Consumer Sciences.** 3 hr. sem. 25-30 hr. per week for 14 weeks; 6 cr. Prereq. or

coreq.: SEYS 536, 552, FNES 563, 637; an overall GPA of 3.0; a grade of *C* or better in all Family and Consumer Sciences content courses; an average of 3.0 or better in the pedagogy core; a grade of *B* or better in FNES 563; and no open grades in required content courses. This course is the student teaching experience which involves spending 25-30 hours a week teaching Family and Consumer Sciences classes at two different school levels. The course also includes attending a three-hour on-campus seminar.

**FNES 636. Writing and Technology for the Professional.** 3 hr.; 3 cr. Learning how to evaluate and enhance materials from ideas to print and other media including computer technologies using current professional information sources. The course provides advanced individual and team-based experiences in preparation and evaluation of instructional and other materials for use at all grade levels. Fall

**FNES 637. Contemporary Educational Trends and the Effect on Family and Consumer Sciences Curricula.** 3 hr.; 3 cr. Prereq. or coreq.: SEYS 552. This course is part of the pedagogy core for preparing students for the student teaching experience. As part of the process, contemporary educational trends and their effect on teacher implementation of curricula will be examined.

**FNES 643. Teaching Diverse Student Populations Family and Consumer Sciences.** 3 hr.; 3 cr. Examination of the subject areas that constitute the discipline of Family and Consumer Sciences and analysis of how to adapt teaching techniques to meet the abilities, backgrounds, and interests of diverse student populations. Attention given to the process of nondiscriminatory authentic assessment.†

**FNES 702. Statistical Methods in FNES.** 2 rec., 1 lab. hr.; 3 cr. Prereq.: A course in elementary statistics. Application of descriptive, correlational and inferential statistical methods in one-, two- and multi-group comparisons in parametric and non-parametric independent and correlated sample distributions. Fall, Spring

**FNES 705. Research Methods in FNES.** 2 hr. plus conf.; 3 cr. Prereq.: FNES 702. Methods and techniques used in designing analytical, historical, descriptive correlational, methodological, epidemiological, experimental, qualitative and evaluative research in FNES. Fall, Spring

**FNES 707. Cultural and Ethnic Foods.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Undergraduate coursework in foods and nutrition. Study of the food patterns of varying cultures and ethnic groups, and of the nutritional, economic, and sociological implications of these patterns. Field trips included. Fall

**FNES 708. Seminar in Health, Physical Education, and Movement Science.** 2 hr. plus conf.; 3 cr. Topic announced each semester. May be repeated for credit for different topic. Fall, Spring

**FNES 711. Contemporary Issues in FNES.** 3 hr.; 3 cr. Prereq.: Permission of the department. Curricula and programs in FNES as they are affected by social and professional issues. Every third semester.

**FNES 713. Curriculum Development in Physical Education.** 2 hr. plus conf.; 3 cr. Prereq.: FNES 266 or a methods course in physical education. The study of curriculum design in physical education. Students will study the methods and procedures for curriculum development, as well as, the implementation of curriculum models in school settings. Course includes 4-6 site visits. Fall

**FNES 714. Analysis of Teaching Physical Education.** 2 hr. plus conf.; 3 cr. Prereq.: FNES 266 or a methods course in physical education. The study of the processes involved in teaching physical education. Students will study traditional and new styles of teaching physical education to all grade levels, as well as, ways of analyzing student and teacher behavior in physical education classes. Course includes 4-6 site visits. Spring

**FNES 715. Movement Experiences for Atypical Populations.** 2 hr. plus conf.; 3 cr. Programmatic approaches to perceptual-motor skill development of individuals with learning handicaps and disabilities, emotional disturbances and physical handicaps. The course provides methods of teaching, assessment strategies, and team approaches.

**FNES 719. Cardiac Rehabilitation and Prevention.** 2 hr. plus conf.; 3 cr. Overview of cardiac rehabilitation and prevention of coronary artery disease. Topics studied include the cardiovascular disease process, risk factors, stress testing and exercise prescription, life-style evaluation, and program description and administration. Fall

**FNES 720. Physiological Principles of Fitness and Training.** 2 rec., 1 lab. hr.; 3 cr. Principles underlying specific fitness programs are examined within the framework of physiological adaptations to exercise and training. Fall, Spring

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**FNES 721. Principles of Electrocardiography and Stress Testing.** 2 hr. plus conf.; 3 cr. Study of the fundamentals of electrocardiography with special emphasis on its application to exercise stress testing. Fall, Spring

**FNES 722. Exercise, Nutrition, and Weight Control.** 3 hr.; 3 cr. Interrelationships between exercise, nutrition, energy, metabolism, and weight control. Fall, Spring

**FNES 723. Physical Activity and Cardiovascular Health.** 3 hr.; 3 cr. Review of research relating physical activity to coronary heart disease, with special emphasis on mortality/morbidity, reversal of atherogenesis, cardiovascular disease risk factors, and myocardial function. Spring

**FNES 724. Adult Fitness and Exercise Prescription.** 3 hr.; 3 cr. Prereq.: FNES 721 or permission of the instructor. Use of exercise to evaluate and improve cardiovascular function in adults in health and disease. Fall, Spring

**FNES 725. Measurement of Physical Fitness and Body Composition.** 3 hr.; 3 cr. Prereq.: FNES 720. Laboratory and field methods for assessing the various aspects of physical fitness. Fall, Spring

**FNES 726. Internship in Adult Fitness and/or Cardiac Rehabilitation.** Hr. to be arranged; 3 cr. Prereq.: Completion of 24 cr. in the Exercise Science Program and/or permission of the instructor. In addition to regular seminar meetings on campus, the on-site hourly requirement varies according to the clinical nature of the internship program. This course will provide an in-depth, highly structured, practical experience in a formalized program dealing with fitness and health enhancement in healthy adult populations as well as populations involved in rehabilitative programs. The internship integrates the basic academic classroom and laboratory learning of the university setting and applies this knowledge to existing community, corporate, and/or clinically-based programs. (Some internships are paid; some are not.) Fall, Spring

**FNES 727. Clothing and Social Science Theory.** 3 hr.; 3 cr. Survey of theoretical and research-based readings in the study of clothing from sociological, psychological, economic, and anthropological perspectives.

**FNES 728. New Trends in Textiles and Apparel.** 3 hr.; 3 cr. Prereq.: FNES 121, Textiles. A survey of research and development and distribution of textile and apparel products in relation to consumer needs.††

**FNES 730. Mechanical Analysis of Human Movement.** 3 hr.; 3 cr. An analysis of the mechanics of human motion based upon the application of principles and laws of physics. Spring

**FNES 740. Motor Learning and Performance.** 2 rec., 1 lab. hr.; 3 cr. Psychological, physiological, and neurological principles that facilitate learning and performance of motor skills. Fall, Spring

**FNES 741. Drugs: A Family, School, and Community Problem.** 3 hr.; 3 cr. A broad approach to the extremely complex drug abuse problem in society today – including the medical, legal, psychological, and social aspects of the problem – to create an awareness and better understanding of the problem, how it affects the individual, the family, the community, and society.††

**FNES 745. The Child in the Family.** 3 hr.; 3 cr. Prereq.: FNES 147, Family Relations. The role of the child in the family from preschool through adolescence. Familial practices evaluated in terms of their effect on the child's development.††

**FNES 747. An Analysis of Teaching Family and Consumer Sciences.** 3 hr.; 3 cr. Focuses on examining models of teaching and developing reflective planning, teaching, and evaluation strategies for enhancing professional performance. Provides an opportunity for Family and Consumer Sciences teachers to explore their current ideas and teaching practices for addressing the needs, interests, abilities, and learning styles of diverse student populations. Professional self-awareness will be developed using a variety of approaches including videotape analysis, peer review, and case studies.†

**FNES 748. Curriculum Development: Theories and Challenges for Family and Consumer Sciences.** 3 hr.; 3 cr. An in-depth study of the conceptual framework and philosophy of Family and Consumer Sciences education and the challenges and opportunities the discipline presents for developing curriculum. Teachers will examine various approaches to curriculum development as well as National and NYS Learning Standards and plan curriculum that links them with practices that actively engage students.†

**FNES 749. Contemporary Home and Family Living.** 3 hr.; 3 cr. Prereq.: FNES 147, Family Relations. Research and practices about family and interpersonal relations in contemporary living.††

**FNES 751. Resources for Consumer Education.** 3 hr.; 3 cr. Prereq.: FNES 151, The Family and Consumer Studies. Materials and methods in teaching consumer education with special emphasis on the role of individuals and families as consumers.

**FNES 762. Nutrition Counseling.** 3 hr.; 3 cr. Prereq.: FNES 365, Nutrition, Counseling, and Assessment, and FNES 366, Medical Nutrition Therapy. Principles of dietary counseling for the general population and for individuals with special health problems.

**FNES 765. Resources for Nutrition Education.** 3 hr.; 3 cr. A detailed survey and assessment of resources for nutrition education applicable to a wide variety of audiences.

**FNES 767. Advanced Diet Therapy.** 3 hr.; 3 cr. Prereq.: FNES 365, Nutrition Counseling, and Assessment, and FNES 366, Medical Nutrition Therapy. This course examines the rationale of therapeutic diets and their physiological bases. Current trends in the practice of developing special diets for persons under medical care will be stressed.

**FNES 768. Advanced Nutrition.** 3 hr.; 3 cr. Prereq.: FNES 368, Advanced Nutrition. Recent advances in nutrition and interpretation. A systematic survey of journals and other sources. Every third semester.

**FNES 770. Community Nutrition.** 3 hr.; 3 cr. Prereq.: FNES 264, Nutrition II. A survey of the content, organization, and administration of the publicly and privately sponsored nutrition programs and services offered to the community and of the legislation regulating and affecting these programs. Research studies evaluating such programs will also be examined.

**FNES 771, 772. Internship in Family, Nutrition, and Exercise Sciences I, II.** Hours and credits for each course: 20 hr. per week including seminar; 3 cr. Prereq.: permission of the department for FNES 771 and 772. Application and analysis of content area learning through internship. Students will work in approved field site placements under the supervision of experienced professionals. The accompanying seminar focuses on roles and responsibilities of professionals, application of knowledge, and education of client populations.

**FNES 773, 774. Internship in Dietetics I, II.** Hours and credits for each course: 40 hr. internship per week plus seminar; 6 cr. Prereq.: permission of the department for FNES 773 and 774. Application and analysis of content area learning in a formal program of in-depth, highly structured, practical internships. Students will work in one or more approved field

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site placements (clinical, community, and management) under the supervision of experienced Registered Dietitians, Community Supervisors, and/or Food Service Management professionals. The accompanying seminar focuses on application of knowledge, roles, and responsibilities of professionals, and education of client populations. Only 6 credits of Dietetics Internship may be counted toward the M.S. in Education degree.

**FNES 775. Advanced Food Service Management.** 3 hr.; 3 cr. Prereq.: FNES 275, Institutional Management; FNES 378, Quantity Food Purchasing, Production, and Equipment, or equivalents. An advanced approach to three main areas of food service management: personnel, finance, and labor relations. Through lecture, case study, and analysis of current research reports, the principles of finance, managerial accounting, and the use of the computer are explored, as are general theories and concepts of management/personnel communications, labor relations, and legal problems in the food service industry.

**FNES 777. Problems and Practices in Food Service Management.** 3 hr.; 3 cr. Prereq.: FNES 275, Institutional Management. An integrative approach to the problems and practices of food service management, focusing on the contributions of various scientific disciplines to a study of the stages of production, processing, packaging, and preparation of food for consumption. Special emphasis is given to food sanitation and safety and their effects on the individual, the environment, and ecology.

**FNES 781, 782. Seminar in Family and Consumer Sciences.** 3 hr.; 3 cr. each semester. Selected topics of current interest will be announced in advance of those semesters in which the course is offered. Spring

**FNES 788. Cooperative Study.** Prereq.: permission of the department. Cooperative Study performed by students participating in the Cooperative Education Program involves employment of the student in one of a variety of FNES-related jobs with the direct supervision of the employer and overview guidance provided by a faculty advisor. Cooperative Study supplements the traditional classroom and laboratory programs of study. The student prepares a report for the faculty supervisor upon completion of the Cooperative Study experience. No more than 6 credits may be taken in Cooperative Study.

**FNES 788.1.** 1 hr.; 1 cr.

**FNES 788.2.** 2 hr.; 2 cr.

**FNES 788.3.** 3 hr.; 3 cr.

**FNES 788.4.** 4 hr.; 4 cr.

**FNES 788.5.** 5 hr.; 5 cr.

**FNES 788.6.** 6 hr.; 6 cr.

**FNES 791, 792. Independent Study in FNES.** Prereq.: Permission of the department. Under the guidance of a FNES faculty member, students pursue advanced clinical work, undertake critical examination of original research, or carry out a clinical or laboratory research project, all of which culminate in a comprehensive written report. No more than 6 credits may be taken in independent study in FNES. Fall, Spring.

**FNES 791.1.** 1 hr.; 1 cr.

**FNES 791.2.** 2 hr.; 2 cr.

**FNES 791.3.** 3 hr.; 3 cr.

**FNES 792.1.** 1 hr.; 1 cr.

**FNES 792.2.** 2 hr.; 2 cr.

**FNES 792.3.** 3 hr.; 3 cr.

**FNES 796. Research Methods in Nutrition and Exercise Sciences.** 3 hr.; 3 cr. Prereq.: FNES 702 (for all) and FNES 636 (for those in the Nutrition Specialization). Research methods and design strategies including development of research proposals used in analytical, descriptive, qualitative and experimental research studies in nutrition and exercise sciences. Spring

**FNES 797. Research Project in Nutrition and Exercise Sciences.** 3 hr.; 3 cr. Prereq.: FNES 796. Under the supervision of a faculty advisor, students carry out the research project planned in FNES 796 that culminates in a written research report. Fall

## COURSES IN RESERVE

**FNES 701. History and Principles of Health and Physical Education.**

**FNES 703. Planning Facilities for Physical Education in Schools and Community.**

**FNES 704. Contemporary Issues and Problems in Physical Education.**

**FNES 706. Contemporary Issues and Problems in Health Education.**

**FNES 709. Workshop in Secondary School Physical Education.**

**FNES 712. The Role of Sport in Contemporary American Society.**

**FNES 743. Physical Education for the Mentally Retarded, Learning Disabled, and Emotionally Disturbed.**

**FNES 744. Physical Education for the Physically Handicapped and Sensorially Impaired.**

**FNES 746. Practicum in Special Physical Education.**

**FNES 750. Understanding Human Sexuality.**

**FNES 751. Seminar on Drug Use and Abuse.**

# Hispanic Languages & Literatures

*Chair:* José Miguel Martínez-Torrejón

*Graduate Advisor:* Irma Llorens

*Dept. Office:* Kiely 243, 997-5660;  
Fax 997-5669

The Department of Hispanic Languages and Literatures is committed to serving the large, culturally diverse community of Queens and surrounding areas by promoting critical thinking and disseminating knowledge of the Hispanic cultural and literary heritage.

Diversity in Queens refers to ethnic, cultural, and geographical origins. The department recognizes the varied academic traditions that such diversity implies. Our focus, therefore, is on building a foundation to bridge the students' cultural differences, in order to ensure their continued academic and career development.

With these goals in mind, the department has established a Master of Arts program and a Master of Science in Secondary Education program that serve a large group of students who are educators, as well as a number of students who will continue their graduate studies at the doctoral level. More specifically, the Master of Arts degree in Spanish leads to teaching careers in secondary education and college, and to admission to doctoral programs in Spanish or comparative literature. Courses cover numerous aspects of Spanish and Latin American literature viewed through various methods of literary criticism.

## Faculty

Martínez-Torrejón, José Miguel, Chair, *Professor*, PhD 1989, University of California at Santa Barbara: Medieval and Golden Age Spanish literature

Llorens, Irma, Graduate Advisor, *Associate Professor*, PhD 1992, Princeton University: Spanish-American literature, women writers, literature of the Hispanic Caribbean

Alcántar, Iliana, *Assistant Professor*, PhD 2006, University of California at Los Angeles: Mexican literature, performance, and film studies.

Caamaño, Juan, *Associate Professor*, PhD 2004, State University of New York at Stony Brook: nineteenth- and twentieth-century Spanish literature, contemporary critical theory, cultural history of Spain

Casco, Mónica, *Lecturer*, MA 2001, City University of New York: foreign language education, Spanish linguistics, foreign language

technology

Fernández, Álvaro, *Assistant Professor*, PhD 2009, State University of New York at Stony Brook: nineteenth- and twentieth-century Spanish literature, Spanish cinema

Glickman, Nora, *Professor*, PhD 1978, New York University: twentieth-century Spanish-American literature, Spanish and Latin American cinema

Simerka, Barbara, *Associate Professor*, PhD 1992, University of Southern California: Golden Age literature, gender studies

Zinni, Mariana, *Assistant Professor*, PhD 2008, The University of Pittsburgh: colonial Latin American literature and culture.

## MASTER OF ARTS PROGRAM

*Graduate Advisor:* Irma Llorens

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Undergraduate degree with strong component in Spanish (21 credits beyond the second-year of language), including the equivalent of SPAN 240, 250, 260, 280, 290, 310, or 312 and a 300-level elective course.

2. The credentials of each applicant are to be examined by a departmental committee which shall have the authority to accept or reject the candidate. This committee may request an interview with a candidate for admission if necessary.

### Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Thirty-three credits, or 27 credits and a 6-credit thesis, are required for the Master of Arts degree. A minimum of 24 credits must be taken in Spanish. With special permission, the remaining credits may be taken in other departments.

2. Upon admission, all students are required to take SPAN 700. Stylistics and Composition, as part of the required 33 credits. SPAN 700 must be taken during the first or second semester of study, and students must pass the course with a *B* or higher, in order to continue in the program. The course may be taken only twice.

3. Students will be required to demonstrate their reading knowledge of another Romance language, in addition to their major language. Latin or any other language pertinent to the study of Hispanic literature may be substituted by special permission.

4. Exit writing exam, taken after passing SPAN 700 with at least a grade of *B*, and completing 18 credits, consisting of an essay with

guiding questions. The student who fails this exam must retake and pass the exam, or receive departmental permission, before being allowed to continue in the program.

5. After completing all formal coursework, a comprehensive examination, both written and oral, will be administered in Spanish, in which students will be tested on their knowledge of the important authors and literary movements in Spain and Latin America. A student may not attempt this examination more than twice.

6. Students who wish to complete a thesis based on original research are required to take SPAN 790 and 791, as part of the 33-credit requirement. The 6-credit thesis sequence may be substituted for two of the required courses. This thesis will normally be written in Spanish, or, by special permission, in English, and it must follow the norms of the MLA Style Manual. Prior approval of the thesis topic must be obtained by the student from the graduate advisor who will guide the student to an appropriate thesis director. The thesis will be supervised by a committee composed of the thesis director, a second reader, and the graduate advisor. Upon completion of the thesis, it must receive signatures of approval from all three committee members and the Office of Graduate Studies.

Every student is urged to meet with the advisor at least once every semester to discuss her/his program and inform the advisor of her/his progress. No allowance will be made for a student's faulty planning of her/his own program.

## Course Breakdown

The 33 credits required for the degree are to be distributed as follows:

1. SPAN 700. Stylistics and Composition (3 credits). All students must take this course as soon as possible.

2. At least 9 credits in Latin American literature, and 9 credits in Peninsular literature.

3. Six credits in seminar courses:  
a) SPAN 783. Research Seminar: Linguistics.

b) SPAN 784. Research Seminar: Literature.

4. At least 6 credits in elective courses (linguistics, literature, and/or culture courses); or SPAN 790. Thesis Seminar, and SPAN 791. Thesis Course.

## HISPANIC LANGUAGES & LITERATURES

### MASTER OF SCIENCE IN EDUCATION PROGRAM

*Graduate Advisors:* Irma Llorens, Jacqueline Davis

The Master of Science in Education Program (Spanish) responds to the needs of teachers and prospective teachers of foreign languages. The degree program combines coursework in (1) culture, literature, and language, (2) foreign language education, and (3) professional education. The courses in culture, literature, and language are given by the department of Hispanic Languages and Literatures. The courses in foreign language education and professional education are offered by the School of Education.

For admission requirements to Secondary Education programs, see their entries.

#### Requirements for Matriculation

In addition to the general admission requirements stated in this *Bulletin*, applicants should have:

A. Strong undergraduate concentration in Spanish, consisting of at least 21 credits above SPAN 204.

B. Either an undergraduate minor in Secondary Education or completion of the following sequence of courses as part of the Secondary Education Initial Certificate:

	<i>credits</i>
SEYS 536. Educational Foundations	3
SEYS 552. Educational Psychology	3
SEYS 564. Seminar in Teaching Foreign Languages	3
SEYS 574. Student Teaching	3
SEYS 584. Standards-Based Curriculum & Assessment in Teaching Foreign Languages	3
SEYS 700. Language, Literacy & Culture in Education	3

Students should meet with the Graduate Advisors in both the Department of Secondary Education and the Department of Hispanic Languages and Literatures as soon as possible to plan their program of study and submit it for approval.

The Master of Science in Secondary Education: Spanish program consists of 33 credits: 15 credits of 700-level education coursework and 18 credits of 700-level coursework in Spanish. A minimum of 3.0 is required to enter and remain in the program. All candidates have a portfolio exit requirement.

#### Course Breakdown

1. Five courses (15 cr.) in Secondary Education:

a) One course from the area of Foundations of Education: SEYS 701-708, 720 (3 cr.). (Prereq.: SEYS 201W or 536.)

b) One course from the area of Psychological Foundations: SEYS 709, 710, 717, 718, 719, 738 or 768 (3 cr.). (Prereq.: SEYS 221 and 350, or 552.)

c) SEYS 743: Curriculum and Instruction in Foreign Language Education (3 cr.). (Prereq.: SEYS 364 or 564.)

d) SEYS 785: Seminar in Research in Foreign Language Education (3 cr.). (Prereq.: SEYS 743.)

e) SEYS 786. Advanced Seminar in Research in Foreign Language Education (3 cr.). (Prereq.: SEYS 785.)

f) As an exit requirement candidates will complete a professional portfolio based on INTASC World Language Standards and Queens College conceptual framework (3 Es) to represent all content in MSEd. The candidate will also defend the portfolio with a panel of faculty members.

2. Six courses (18 cr.) from the Spanish Graduate program. These courses are to be distributed as follows:

a) Two courses (6 cr.) in Language and Linguistics, including SPAN 700.

b) Three courses (9 cr.) in Literature.

c) One course (3 cr.) in Culture and Civilization. This requirement may be met by either SPAN 772 or 774.

### COURSES IN SPANISH

#### SPAN 700. Stylistics and Composition.

2 hr. plus conf.; 3 cr. Prereq.: Admission to the MA program. Stylistic and grammatical analyses of readings of literary and nonliterary texts are combined with in-depth discussions and intensive writing. This course emphasizes the writing process: developing theses, structuring arguments, and generating a clear and cohesive style.

#### SPAN 702. History of the Spanish Language.

2 hr. plus conf.; 3 cr. This course traces the development of the Spanish language from Latin to the present, focusing upon the cultural, literary, and historical factors that have contributed to its evolution from Latin to early Romance, and then to the modern language. It will cover the internal and external history of the language.

#### SPAN 704. Foundations of Hispanic Linguistics.

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. This course provides an introduction to Spanish linguistics and establishes the basis for future application of linguistic principles. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Building on this, the discussion continues with topics in Spanish morphology such as word formation and verbal inflection. This is followed by issues in syntax and semantics that are analyzed both in isolation and in terms of their relationship to each other.

#### SPAN 706. Hispanic Sociolinguistics and Dialectology.

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. This course is intended to familiarize students with the study of Spanish dialects based on historical and geographic criteria, as well as to introduce sociolinguistic concepts and issues. Sociolinguistic topics may include social and stylistic variation, language variation and change, dialects and the "standard norm," linguistic attitudes, language and gender, bilingualism, language contact, language attitudes, discourse analysis, etc.

#### SPAN 720. Medieval Spanish Literature.

2 hr. plus conf.; 3 cr. May be repeated for credit with permission of the graduate advisor if the topic is different. The course will focus on different aspects of Medieval Spanish literature: the development of Castilian love poetry from its origins to the fifteenth century: traditional epic poetry and balladry, the development of narrative prose. Popular, courtly, and clerical forms are considered in each case, with special attention given to the evolution of recurrent themes and rhetorical forms within a European context.

#### SPAN 722. Golden Age Spanish Literature.

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. A survey of different cultural issues and literary genres within the period from 1500 to 1700 with a historicist focus. Specific topics will vary around different genres (the Renaissance, Comedia nueva, poetry, and narrative), and individual authors including Félix Lope de Vega, Miguel de Cervantes and Luis de Góngora.

#### SPAN 724. Cervantes.

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. Study of the works of Miguel de Cervantes, along with related texts and with different perspectives and contexts. It will alternate different combinations of *Don Quixote* and other works by Cervantes. Special attention will always be given to the issue of literary genres, narrative techniques, and the historical-cultural context.

## HISPANIC LANGUAGES & LITERATURES

### **SPAN 726. Spanish Literature of the Eighteenth and Nineteenth Centuries.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. The course considers the development of liberalism and a new national identity in Spanish literature from the Age of Enlightenment through the post-colonial period. It will cover eighteenth-century essayists, the most important figures of Spanish romanticism (M.J. de Larra, J. Espronceda), and major exponents of realist fiction, in particular Benito Pérez Galdós and Leopoldo Alas, "Clarín."

### **SPAN 728. The Generation of 1898 and the Beginning of the Twentieth Century.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. Study of authors spurred into literary activity by the impact of Spain's colonial losses in Cuba, Puerto Rico, and the Philippines. Emphasis on historical contexts, aesthetic movements in Europe, artistic influences from Latin America, and the critical ethos expressed by this "generation": contrast/comparison of *Modernismo y Noventaiochismo*, the introduction of existentialism, the roots of *krausismo*, and the beginning of contemporary theatre.

### **SPAN 730. Literature of the Franco Era.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. The difficult years: A study of the Fascist and Anti-Fascist literature of the Franco era with an emphasis on the writers of *Inner Exile* and the emergence of an extremely important cadre of women writers. An analysis of the development of *compromiso social* in the various genres: *la poesía social*, *la novela social*, and *el teatro social*. Works studied will include Dámaso Alonso, José Hierro, Antonio Buero Vallejo, Alfonso Sastre, Juan Goytisolo, Carmen Laforet, Ana María Matute, Miguel Delibes, Carmen Martín Gaité, etc.

### **SPAN 732. Spanish Literature Since the Transition.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. This course examines the cultural change from dictatorship to democracy in Spain, and how literary practice can defend an ethical conscience based on a critical individualism against the tendency to homogenize, force consensus, and relinquish independence. Works read might include Luis Goytisolo, Antonio Muñoz Molina, Lourdes Ortiz, Esther Tusquets, Manuel Vázquez Montalbán, Lucía Extebarría, Fernando Savater, etc.

### **SPAN 750. Early Colonial Literature in Latin America.**

2 hr. plus conf.; 3 cr. An overview of the Latin American literary production from the discovery (1492) to the end of the seventeenth century. The course will cover the *Crónicas de Indias*, historical texts written by the Spanish Conquistadores (e.g., Hernán Cor-

tés), and the friars (e.g., Fray Bartolomé de las Casas). Then, it will focus on the works of Criollo writers (e.g., El Inca Garcilaso de la Vega), with an emphasis on the main exponents of El Barroco de Indias (e.g., Sor Juana Inés de la Cruz), which recreated Spanish Baroque styles, while introducing new themes that reflected Latin American reality.

### **SPAN 752. Eighteenth- and Nineteenth-Century Latin American Literature.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. A survey of Latin American literature from the eighteenth and nineteenth centuries. Some of the writers to be studied are: Andrés Bello, Domingo Faustino Sarmiento, and Gertrudis Gómez de Avellaneda. The course will cover a variety of topics, including recreating Neoclassicism, Romanticism, and Realism in the New World; emerging voices of the Criollos; and colonialism, nationalisms and independence.

### **SPAN 754. Modernismo in Latin American Literature.**

2 hr. plus conf.; 3 cr. A survey of Latin American Modernista literature (from the 1870s to the end of the 1920s), with an emphasis on poetry (e.g., Rubén Darío and Manuel Gutiérrez Nájera) and essays (e.g., José Martí and José Enrique Rodó). As a reaction to Positivism as well as Romanticism, Modernista writers initiated a movement of radical artistic and intellectual renovation, and aimed at creating a very refined literary discourse that would better express their redefined ideals of beauty. They covered a variety of themes, such as eroticism, exoticism (e.g., Orientalism), spiritualism, and the changing role of the artist in the new industrial society, etc.

### **SPAN 756. From The Avant-Garde to the Postmodern.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. This course spans the first six decades of the twentieth century. It covers the works of major authors in their respective genres: the "isms" (Jorge Luis Borges and Vicente Huidobro), the various phases of Pablo Neruda's trajectory, the re-emergence of feminist poetry, the decline of gauchosque drama (Florencio Sánchez, Samuel Eichelbaum) leading to "reflexive" theatre. Other aspects covered are the novelists' reinterpretation of indigenous Latin American cultures (Alejo Carpentier, Carlos Fuentes), and the surge of the "Boom" (Julio Cortázar, Gabriel García Márquez, etc.).

### **SPAN 758. Latin American Literature into the Twenty-First Century.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. This course explores the works of the latest writers up to the present. It follows the evolution of the concepts and techniques of

the "post-boom," the "post-modern" and the "*novísima literatura*." The course follows the changes in the literary trajectory of long-standing, acclaimed authors, as well as the ruptures that produced new alternatives: the writings of exile, testimonials, ethnic regionalism, journalistic fiction, detectivesque and cinematic narratives.

### **SPAN 760. Literature of the Hispanic Caribbean.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. A survey of the literature of the Hispanic Caribbean from the nineteenth century to the present. The reading list will include texts by renowned writers such as José Martí, Salomé Ureña de Henríquez, Eugenio María de Hostos, Julia de Burgos, Nicolás Guillén, and Juan Bosch. Some of the themes to be explored are colonialism and national identities; racism, poverty, and socio-political repression as causes of exile.

### **SPAN 770. Introduction to Literary and Cultural Theories.**

2 hr. plus conf.; 3 cr. Prereq.: To be taken in the first year of graduate study. The course will provide a brief overview of traditional approaches to key Hispanic texts, introduce students to the main tenets of contemporary theory (cultural studies, post-colonialism, New Historicism, materialism, gender studies, postmodernism, periodization, narratology, psychological approaches, post-structuralism, etc.), and apply those concepts through analysis of critical articles about Hispanic texts.

### **SPAN 772. Peninsular Spanish Culture and Thought.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700. This course will address wide cultural issues ranging from the Medieval religious and ethnic intercultural, the Renaissance effect in different cultural manifestations, the ideology of the conquest and colonization of America, and the changing of the political and cultural landscape in the 20th century.

### **SPAN 774. Latin American Culture and Thought.**

2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. The course will provide an overview of the main topics and trends in the development of Latin American culture, civilization, and thought. It will take into account the fundamental structures of pre-conquest society, the establishment of colonial domination, and the transition to forms of neocolonialism, the formation of hybrid cultures and ethnicities, and the socio-cultural profile of contemporary urban life.



## HISPANIC LANGUAGES & LITERATURES

**SPAN 776. Latino/Latina Writers in the United States.** 2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption. An overview of the culture and literary production of Latinos/as in the United States. The course will focus on works of fiction written by authors from diverse ethnic, racial, and socioeconomic backgrounds, and who have roots in several Latin American countries such as Puerto Rico, the Dominican Republic, and Colombia. Some of the topics to be explored are bilingualism and multiculturalism; immigration and the redefinition of national identity; preserving Hispanic culture vs. assimilating to the “American way of life,” etc.

**SPAN 778. Cinema and Literature in the Hispanic World.** 2 hr. plus conf.; 3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: (1) Movements (neo-realism, new wave, etc.); (2) Genres; (3) Literature into films; (4) The cinema as a sociocultural phenomenon; (5) Cinematic stylists. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

**SPAN 780. Independent Study.** Hr. to be arranged; 3 cr. Prereq.: Second-year standing and permission of the graduate advisor and instructor. Tutorial for work in a special subject not covered by regular course offerings. Open only for candidates for the Master of Arts program in Spanish.

**SPAN 783. Research Seminar: Hispanic Linguistics.** 2 hr. plus conf.; 3 cr. Prereq.: 9 hr. This course introduces standard methodologies for planning, conducting, interpreting, and reporting research in an applied area of Hispanic Linguistics. Course activities will include reading texts and articles, completing assigned exercises, participating in group discussions, criticizing research articles, and conducting formal research projects. Students are required to focus the research project around their areas of interest. Students can only take this seminar twice, provided that the topics are different.

**SPAN 784. Research Seminar: Hispanic Literature.** 2 hr. plus conf.; 3 cr. Prereq.: SPAN 700 or exemption, plus 6 hours of graduate course work (i.e., two linguistics and/or literature courses). Students are advised

to take SPAN 770. Introduction to Literary and Cultural Theories, as part of the 6-credit prerequisite. A series of courses devoted to the study of literature and culture with perspectives that cut across the conventional genre/period/geographic divides. These courses will include, for example, interdisciplinary, comparative, interatlantic approaches to Hispanic literatures, or track a genre across history, or deal with unconventional topics in literature, or be devoted entirely to the study of one author from different perspectives. Students can only take this seminar twice, provided that the topics are different.

**SPAN 791, 792. Thesis.** 3 cr. each sem. Individual study under the supervision of an instructor, of a topic agreed on, normally involving research in literary history or criticism, and resulting in an acceptable thesis. No credit will be given for these courses until the thesis has been approved. No more than three credits in each course may be counted toward the degree.

# History

*Chair:* Frank A. Warren

*Graduate Advisor:* Morris Rossabi

*Dept. Office:* Powdermaker Hall 352, 997-5350

*Website:* www.qc.cuny.edu/Academics/Degrees/DSS/History

The Master's Program in History can meet a variety of intellectual and professional needs: as preparation for doctoral study, as the academic requirement for permanent New York State teacher certification, and as an opportunity for students to upgrade their current job credentials and enrich their intellectual life. The department's graduate faculty have outstanding records of publication in many areas.

## Faculty

Warren, Frank A., Chair, *Professor*, PhD 1961, Brown University: twentieth-century American history

Rossabi, Morris, Graduate Advisor, *Distinguished Professor*, PhD 1970, Columbia University: Chinese history, Central Asian and Mongol history

Allen, Joel, *Associate Professor*, PhD 1999, Yale University: ancient history

Alteras, Isaac, *Professor*, PhD 1971, City University of New York: Jewish history

Antonova, Kate, *Assistant Professor*, PhD 2007, Columbia University: Russian History

Bemporad, Elissa, *Assistant Professor*, PhD 2006, Stanford University: eastern European Jewish history and the Holocaust

Bregoli, Francesca, *Assistant Professor*, PhD 2007, University of Pennsylvania: Sephardic Jewish history

Ceello, Kristin, *Assistant Professor*, PhD 2004, University of Virginia: United States women's history

Chazkel, Amy, *Assistant Professor*, PhD 2002, Yale University: Latin American history

Conolly-Smith, Peter, *Assistant Professor*, PhD 1996, Yale University: United States immigration history

Covington, Sarah, *Assistant Professor*, PhD 2000, City University of New York: British history

Davie, Grace, *Assistant Professor*, PhD 2005, University of Michigan at Ann Arbor: African history

Frangakis-Syrett, Elena, *Professor*, PhD 1985, King's College, University of London: modern Greek history

Franklin, Arnold, *Assistant Professor*, PhD 2001, Princeton University: ancient and medieval Jewish history

Freeman, Joshua B., *Professor*, PhD 1983, Rut-

gers University: American labor history

McManus, Edgar J., *Professor*, PhD 1959, Columbia University: American colonial and constitutional history

Nadasen, Premilla, *Associate Professor*, PhD 1999, Columbia University: African-American history, African history

O'Brien, John M., *Professor*, PhD 1964, University of Southern California: Medieval history, church history, Alexander the Great

Richardson, Kristina, *Assistant Professor*, PhD 2008, University of Michigan: History of Islam

Scott, Donald, *Professor*, PhD 1968, University of Wisconsin: American cultural history

Sen, Satadru, *Assistant Professor*, PhD 1998, University of Washington: South Asian history

Sneeringer, Julia, *Associate Professor*, PhD 1995, University of Pennsylvania: German history

Vellon, Peter, *Assistant Professor*, PhD 2003, City University of New York: Italian-American history

Wintermute, Bob, *Assistant Professor*, PhD 2006, Temple University: Italian-United States military and foreign policy history

## MASTER OF ARTS PROGRAM

Within the master's program, the department follows the contemporary trend in going beyond a national and Western framework of study and employs a variety of approaches—political, economic, social, and intellectual—requiring a considerable methodological range. The department aims to acquaint students with the goals, methods, and results of historical research.

The department directs the attention of students to the possibilities of combining work in history with work in other departments and to the creation of individualized programs of study (to be arranged in consultation with the departmental graduate advisor). Attention is also directed to history courses that may be useful in related fields such as library science, museum management, historical preservation, and the like.

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. The applicant must be approved by the department's Committee on Graduate Studies. Approval is based on the satisfactory completion of sufficient work in history or related fields to pursue graduate work in history.

2. An applicant whose undergraduate preparation is considered inadequate by the department's Committee may be admitted as a

qualifying nonmatriculated student. Satisfactory completion of approved courses will be required before the student can matriculate. Undergraduate courses taken to make up for inadequate preparation cannot be counted toward the MA degree. Graduate courses, provided they are approved by the graduate advisor, may be counted toward the MA degree. In some instances, students whose undergraduate preparation in history is judged inadequate may be required to take additional hours in graduate history to remove those deficiencies.

3. Applicants whose first language is not English and who were educated in a country where English is not the official language must submit proof of having achieved a score of 575 or better on the Test of English as a Foreign Language (TOEFL).

### Departmental Regulations for the Master of Arts Degree

These requirements are in addition to the general requirements for the MA degree.

1. Usually no more than three courses of one semester each may be taken outside the History Department and only with the written consent of the student's graduate advisor.

2. Each student is assigned a graduate advisor with whom he or she plans the course of study.

3. A student must complete 30 hours of graduate history courses, which must include History 791 and 796. History 791 should be taken during the student's first year and must be taken by the end of the student's second year. History 796 should be taken as the final course of the student's 30 credits.

4. A thesis is required. Before formally starting a thesis, the student must submit a written proposal containing the topic, a rationale for studying the topic and a proposed bibliography. The student must pass an oral examination on the thesis proposal given by the thesis advisor and another professor.

### Courses for Master of Science in Education Degree

1. Candidates in this program should confer with a Division of Education advisor as to which history courses best meet the requirements of this program.

2. The History Department offers two courses especially designed to strengthen the history background of MS in Ed students specializing in secondary social studies: HIST 795 and 797 (see course descriptions).

## HISTORY

### COURSES IN HISTORY

*Note:* Prior to selecting courses for registration, students must check the courses listed below with department announcements distributed shortly before registration and with latest course offerings posted in the department.

**HIST 707. War in European History.** 2 hr. plus conf.; 3 cr. Studies in history of European warfare from antiquity to the modern period.

**HIST 707.1. War in American History.** 2 hr. plus conf.; 3 cr. Studies in the history of American warfare from the colonial period to the present. Emphasis will be placed on the growth and functions of American military institutions.

**HIST 710. Studies in Ancient History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in ancient history. Special emphasis is placed on historical method and interpretation.

**HIST 713. The Church in the Middle Ages.** 2 hr. plus conf.; 3 cr. The history of Christianity in Western Europe to the eve of the Protestant Revolution, with attention to the Church's role in intellectual, social, and political life, and to Medieval religious organization, doctrine, and dissent.

**HIST 714. Studies in Medieval History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in medieval history.

**HIST 719. Studies in Modern French History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in recent French history.

**HIST 720. Studies in Tudor History.** 2 hr. plus conf.; 3 cr. A study of political, economic, social, and religious institutions, with emphasis on the Tudor constitution.

**HIST 721. Studies in Stuart History.** 2 hr. plus conf.; 3 cr. A study of political, economic, social, and religious institutions, with emphasis on the Puritan and Glorious Revolutions.

**HIST 723. Great Britain in the Victorian Age.** 2 hr. plus conf.; 3 cr. Studies in the development of British political and social institutions and in the growth of British power during the Victorian period.

**HIST 724. Studies in Modern British History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in British history since the Victorian era.

**HIST 725. The World Wars of the Twentieth Century.** 2 hr. plus conf.; 3 cr. Emphasis is on processes of change affecting the political, economic, and social structure of Europe, science and technology, and Europe's international relationships.

**HIST 727. Europe and the Contemporary World: 1945 to the Present.** 2 hr. plus conf.; 3 cr. Emphasis on West European recovery, the East European revolutions, the Cold War, the end of European colonial empires, and political and social problems raised by contemporary science and technology. Spring

**HIST 732. Russian History to 1917.** 2 hr. plus conf.; 3 cr. A study of the principal political and social developments in Russia from Peter the Great to the October Revolution.

**HIST 733. The Soviet Union.** 2 hr. plus conf.; 3 cr. A study of political and social developments in Russia since the October Revolution.

**HIST 734. Women in Modern European History.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor. This course is intended as an introduction to European women's history from the Industrial Revolution into the post-World War II era. Readings concentrate on Britain, Germany, and France, and survey the general history of women in modern Europe, as well as outline recent methods of inquiry and topics of debate. The course takes a thematic approach within a roughly chronological framework.

**HIST 735. Studies in German and Central European History.** 2 hr. plus conf.; 3 cr. Selected topics in German, Austrian, and East Central European history. May be repeated when offered with a different topic.

**HIST 736. Modern Italy.** 2 hr. plus conf.; 3 cr. The development of modern Italy from the late 18th century to the founding of the postwar Italian Republic. The theme is the search for national identity. An examination of the rise of Italian national consciousness, the movement for unification, and the process of state-building, followed by a study of the Liberal State (1870–1915), including such issues as parliamentary development, the Southern Problem, and the rise of the Left. The course then looks at the rise of Fascism and Mussolini's regime, World War II and the anti-Fascist resistance, and the origins of the Republic.

**HIST 738. Chinese History in the Nineteenth Century.** 2 hr. plus conf.; 3 cr. An examination of the political, social, and economic developments from the eve of the Opium War to the Boxer Uprisings.††

**HIST 739. Chinese History since 1900.** 2 hr. plus conf.; 3 cr. A study of important developments from the Boxer Uprisings to the present.

**HIST 742. History of Japan.** 2 hr. plus conf.; 3 cr. Traces the major changes in Japanese history, with an emphasis on the more recent period.

**HIST 745. Studies in Latin American History.** 2 hr. plus conf.; 3 cr. Readings and discussions of selected topics in the history of Latin America. Content will vary and, with permission of the instructor and graduate advisor, the course may be repeated for credit.

**HIST 747. The Political, Economic, and Social History of Latin America to 1825.** 2 hr. plus conf.; 3 cr. A survey of the institutional, economic, and societal forces shaping Latin America from the discovery and conquest to the era of national emancipation.

**HIST 748. The Political, Economic, and Social History of Latin America Since 1825.** 2 hr. plus conf.; 3 cr. A survey of the institutional, economic, and societal forces shaping the nations of Latin America during the national period.

**HIST 753. Studies in Brazilian History.** 2 hr. plus conf.; 3 cr. Readings and discussions of selected topics in the history of Brazil.

**HIST 756. Studies in Jewish History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in Jewish history. (Reading knowledge of either Hebrew or Yiddish is desirable but not required.)

**HIST 761. American Colonial Society.** 2 hr. plus conf.; 3 cr. Studies of the English colonies in North America from the beginnings of exploration and settlement to the eve of the American Revolution. In the perspective of related European developments, stress is placed on political, social, and economic growth and transformation.

**HIST 762. The Era of the American Revolution.** 2 hr. plus conf.; 3 cr. An analysis of the English and American scene from 1750 to 1789. The focus is upon the events leading to the American Revolution, the War of Independence, the framing of the Constitution, and the foreign and domestic affairs of the Continental Congress.

**HIST 763. The United States in the Early National Period, 1789–1828.** 2 hr. plus conf.; 3 cr. An examination of the Federalist and Jeffersonian administrations of these years. Special attention is given to economic, ideological, sectional, and international problems that found expression in constitutional issues, the rise of parties, and early formulation of national policy.

†—Offered either Fall or Spring; see Class Schedule.  
††—May be offered; see Class Schedule.

## HISTORY

**HIST 766. Studies in Afro-American History.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in the history of black people in America. May be repeated for credit with consent of instructor if topic changes. Spring

**HIST 767. The Civil War and Reconstruction.** 2 hr. plus conf.; 3 cr. An examination of conflicting interpretations of the causes of the war, the course of the war, and the problems of reconstruction.

**HIST 769. Studies in the Progressive Movement.** 2 hr. plus conf.; 3 cr. An investigation of the sources of the reform impulse and its influence on American development from the Spanish-American War to World War I.

**HIST 771. The Depression and the New Deal.** 2 hr. plus conf.; 3 cr. Political, social, and economic changes in the United States from 1929 to the outbreak of World War II.

**HIST 772. Making of the American Empire.** 2 hr. plus conf.; 3 cr. A study of the role of foreign policy in the expansion of the United States from the Revolution to the Spanish War. Fall

**HIST 773. The United States in World Affairs.** 2 hr. plus conf.; 3 cr. The history of American foreign policy since 1895. The emergence of the United States as a world power, and selected problems in American diplomacy arising from war and peace in the twentieth century. Spring

**HIST 774. History of American Business.** 2 hr. plus conf.; 3 cr. The history of business in American life, emphasizing the development of organization systems and management techniques as well as the interrelation of business with other social institutions.

**HIST 775, 776. Constitutional History of the United States.** 2 hr. plus conf.; 3 cr. each semester. The historical background of the Constitution and its evolution through the leading decisions of the Supreme Court. Emphasis will be given to the role of the Court in the development of the American federal system, the protection of rights guaranteed by the Constitution, and the jural theories under which the Court has operated. HIST 775 covers the period to 1865; HIST 776 from the Civil War to the present. HIST 775–Fall; HIST 776–Spring

**HIST 777. The City in American History to 1890.** 2 hr. plus conf.; 3 cr. An examination of the origins, development, and significance of American cities and their role as “crucibles of culture” from the colonial era to the late nineteenth century.

**HIST 777.1. The City in American History since 1890.** 2 hr. plus conf.; 3 cr. Studies in the transformation of the metropolis in twentieth-century America.

**HIST 778. The United States Bill of Rights, 1789 to the Present.** 2 hr. plus conf.; 3 cr. This course traces the historical origins of the United States Constitution. The main focus will be on the United States Supreme Court decisions that extend the provisions of the Bill of Rights, originally applicable only to the federal government, to the states as well.

**HIST 783. New York City in the Colonial and Early National Periods.** 2 hr. plus conf.; 3 cr. A study of the history, role, and influence of New York City during the formative years of American development. Attention is given to the principal archival and manuscript sources.

**HIST 784. Sources of New York City History.** 2 hr. plus conf.; 3 cr. An intensive examination of the chief archival resources basic for the study of the early history of New York City. Research papers and reports are prepared and presented by the student.

**HIST 786. The American Urban Environment, 1830–1930.** 2 hr. plus conf.; 3 cr. A history of the urban physical environment and the efforts to shape it since the early nineteenth century. Emphasis will be placed upon public health, civil engineering, landscape architecture, architecture, and early city planning.

**HIST 790. Studies in the History of Africa.** 2 hr. plus conf.; 3 cr. Readings and discussion of selected topics in the development of Africa from the early Bantu dispersals to the era of independence. With the consent of the instructor, the course may be repeated for credit.

**HIST 791. Introduction to Historical Research.** 2 hr. plus conf.; 3 cr. An introduction to historiography, historical primary and secondary sources, research methods, and the writing of history. Primary sources will include letters, diaries, documents, and contemporary newspapers. This course will analyze secondary texts, correct citations, and bibliography.

**HIST 795. Studies in European History.** 2 hr. plus conf.; 3 cr. Studies of selected key issues and topics in European history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be Europe, the non-Western world, or points of contact and exchange between them. The course is required for graduate students in the MS in Education

program in Secondary Social Studies Education. The course may not be repeated for credit.

**HIST 796. Seminar in History.** 2 hr. plus conf.; 3 cr. Studies of a group of related topics chosen in consultation with the instructor. Scholarly techniques are emphasized, including methods of investigation and the use of original sources. Required of all History MA graduate students.

**HIST 797. Studies in American History: Special Problems.** 2 hr. plus conf.; 3 cr. Studies of selected key issues and topics in American history and the historical debates about those issues. Stress is on methodology, interpretation, and the clash of opinion among historians. Topics vary each semester, and the focus may be the United States, Latin America, or points of contact and exchange between them. The course is required for graduate students in the MS in Education program in Secondary Social Studies Education. The course may not be repeated for credit.

**HIST 798.1–798.3. Individual Readings for Graduate Credit.** Hr. to be arranged; 1–3 cr. With permission of the individual instructor concerned, the student’s advisor, and the departmental graduate advisor, a student may enroll for 1–3 hours of credit in a program of directed readings. This course is designed to supplement existing course offerings and is not proposed as a substitute for the more formal course and seminar work in a field of graduate study. Fall, Spring

**HIST 799. Problems in History.** 2 hr. plus conf.; 3 cr. New courses and graduate seminars in different fields are currently being offered. Consult the department before registration or see announcements on the History Department Bulletin Board.

## COURSES IN RESERVE

**HIST 708. The Ancient Near East**

**HIST 709. The Classical World**

**HIST 711. Social and Economic History of the High Middle Ages**

**HIST 731. Studies in Modern European Intellectual History**

**HIST 740. Chinese Historiography**

**HIST 741. Studies in Modern Chinese History**

**HIST 743. Modern Mexico**

**HIST 754. The Caribbean World in the Twentieth Century**

**HIST 760. Studies in the History of Modern Science**

**HIST 765. Jacksonian Democracy**

## **HISTORY**

**HIST 770. Main Currents in Modern American Thought**

**HIST 781. Studies in American Social, Intellectual, and Cultural History to 1870**

**HIST 782. Studies in American Social, Intellectual, and Cultural History since 1870**

**HIST 791. Introduction to Latin American Research and Historiography**

**HIST 792. Seminar in Latin American History**

# Graduate School of Library & Information Studies

*Chair and Director of the School:*  
Thomas T. Surprenant

*Graduate Advisor:* Roberta Brody

*Dept. Office:* Rosenthal Library 254,  
997-3790; fax 997-3797;  
e-mail: QC.GSLIS@qc.cuny.edu;  
Website: <http://www.qc.cuny.edu/gslis>

## Faculty

Surprenant, Thomas T., Chair and Director,  
*Professor*, PhD 1979, University of Wis-  
consin at Madison: administration; distance  
learning; instructional technology

Brody, Roberta, Graduate Advisor, *Associate  
Professor*, PhD 1996, Rutgers University:  
business information sources; geographic  
information systems; reference services

Cooper, Marianne A., Graduate Advisor, *As-  
sociate Professor*, DLS 1980, Columbia  
University: education for library and infor-  
mation science; management: special librar-  
ies and information centers

Alexander, Ben, *Assistant Professor*, PhD  
2005, City University of New York: archives  
and manuscripts; preservation and conser-  
vation of materials; history of books and  
printing

Chelton, Mary K., *Professor*, PhD 1997, Rut-  
gers University: adult reader advisory ser-  
vices; public libraries; young adult services

Cool, Colleen, *Associate Professor*, PhD 1997,  
Rutgers University: digital libraries; infor-  
mation science; research methods

Cooper, Linda, *Assistant Professor*, PhD 2001,  
Rutgers University: administration of school  
library media centers; programs and services  
of school library media centers; information  
literacy in school library media centers

Kibirige, Harry M., *Professor*, PhD 1979, Uni-  
versity of Pittsburgh: information retrieval;  
information science; systems analysis

Li, Ping, *Assistant Professor*, PhD 2007,  
McGill University: reference and user ser-  
vices; instructional services; health sciences  
librarianship

Ng, Kwong Bor, *Associate Professor*, PhD  
1998, Rutgers University: information re-  
trieval algorithms; knowledge organization  
and representation; text encoding standards  
and metadata schemes

Perry, Claudia, *Associate Professor*, PhD 1996,  
Rutgers University: information science;

new media; scientific and technical infor-  
mation sources

## Adjunct Faculty

Bright, Sandra K., *Adjunct Lecturer*, MLS  
1972, Rutgers University: organization and  
management; school library media centers  
Farrell, James, *Adjunct Associate Professor*,  
MLS 1974, Queens College, CUNY: public  
librarianship

Friedman, Arthur, *Adjunct Professor*, EdD  
2004, Dowling College: organization and  
management; media centers

Holden, Susan, *Adjunct Lecturer*, MLS 1986,  
Long Island University: literature for chil-  
dren and young adults; public libraries

Katcher, Sharonann, *Adjunct Lecturer*, MLS  
1989, Queens College, CUNY: information  
technology

Killoren, Katerine, *Adjunct Assistant Professor*,  
MLS 1990, Queens College, CUNY: infor-  
mation technology

Levy, Anna, *Adjunct Instructor*, MLS 1993,  
Pratt Institute: government information  
sources; social science information sources

Mylroie, Roslyn, *Adjunct Lecturer*, MLS 1992,  
Queens College, CUNY: cataloging and  
classification

## Introduction

Society's ever-growing demand for infor-  
mation of all types and in all forms has changed  
forever the concept of librarianship. Library  
and information studies encompasses the full  
spectrum of knowledge, whether written on  
parchment or stored electronically, and its dis-  
semination to professional and corporate  
audiences, to government personnel, to educa-  
tors and students, as well as to the public at  
large.

The Committee on Accreditation of the  
American Library Association defines library  
and information studies to "be concerned with  
recordable information and knowledge and  
the services and technologies to facilitate their  
management and use. Library and information  
studies encompasses information and knowl-  
edge creation, communication, identification,  
selection, acquisition, organization and de-  
scription, storage and retrieval, preservation,  
analysis, interpretation, evaluation, synthesis,  
dissemination, and management." The Queens  
College Graduate School of Library and Infor-  
mation Studies endorses this definition.

Librarianship as an organized profession has  
a long tradition. The remains of libraries have  
been excavated from the ruins of ancient Egypt  
and Assyria. Academic libraries trace their lin-  
eage to late medieval times. Even public librar-  
ies, which we think of as an outgrowth of the  
mid-nineteenth century, had their prototypes

among the Romans. Special and corporate  
libraries are largely twentieth-century devel-  
opments, as are school library media centers. The  
emergence of national libraries signals a coun-  
try's intellectual "coming of age."

Libraries have served many essential pur-  
poses. Among the earliest is the acquisition  
and organization of records. Since the monas-  
tic period, libraries have furnished resources  
in support of education. Later libraries served  
as publication centers. In time they assumed  
depository status under new copyright proce-  
dures, preserving important national publica-  
tions.

Modern libraries and information centers  
have inherited these tasks while adding new  
functions. Their focus today is on user and  
community needs, including reference, infor-  
mation, instructional, referral, and advisory  
services. Improved access to both intellectual  
resources, through more refined methods of  
indexing, subject analysis, and retrieval, and  
physical resources, through more efficient stor-  
age and distribution, are equally important.

The technological revolution and the pro-  
liferation of information have transformed the  
roles of librarians and information specialists  
by creating new challenges and exciting op-  
portunities. Connecting people, ideas, and  
information through networks and information  
highways positions librarians to be pivotal pro-  
tagonists in shaping the society of the twenty-  
first century.

## History

The Graduate School of Library and Infor-  
mation Studies traces its origin to the opening  
of the Queens College Library Education  
Program in 1955. Conducted under the general  
direction of the college Library, in cooperation  
with what was then the Department of Educa-  
tion, that program offered a one-year curricu-  
lum for the preparation of school librarians.  
Graduates received an MS in Education, as  
well as a certificate in school librarianship. In  
1964 a program in public librarianship was in-  
troduced, the Master of Library Science degree  
was authorized, and both the school and the  
public library programs were assigned to the  
new Department of Library Science, which had  
been organized as an independent academic  
department.

The department continued to expand, and  
by 1968 graduates were beginning to work in  
a variety of information environments. The  
program also began to incorporate aspects of  
information science and media studies. The  
American Library Association first accredited  
the Queens College MLS program in 1970.  
In 1976 a program leading to a Certificate of  
Post-Master's Studies in Librarianship was in-

## GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES

troduced. Designed for graduate librarians, this program is registered by the New York State Department of Education.

The expanding professional interests and objectives of the department led in 1979 to a change of name and status, and the department became the Graduate School of Library and Information Studies (GSLIS).

As the profession continued to move into the electronic age, the School has steadily expanded its curricular offerings to reflect the changing academic, professional, and technological environments. In 2002 and 2003 respectively, two New York State Department of Education-registered certificates were introduced: Children's and Young Adult Services in the Public Library and Archives Records Management and Preservation.

The School is well equipped with modern technological facilities. Computer laboratories, and faculty and administrative offices are part of the campus and the City University of New York (CUNY) infrastructure that provides the latest software and access to the Internet. Thus instructional, learning, and administrative needs of faculty, students, and staff are well met. Additional technological facilities are available on campus.

CUNY, Queens College, and the Graduate School of Library and Information Studies have vigorously pursued the recruitment of a culturally and ethnically diverse student body and faculty. Presently, there are approximately 67 languages spoken on campus, which reflects the multicultural nature of New York City.

### Mission

*"Discimus ut serviamus."* We learn in order that we may serve. The motto of Queens College is equally appropriate for its Graduate School of Library and Information Studies, the only American Library Association accredited program for library and information studies within the City University of New York. The school prepares library/information service professionals to meet the information and literacy needs of the New York metropolitan region and beyond. It provides a quality education in accordance with the prevailing state and national standards for the discipline. The school prepares graduates to serve a broad segment of the metropolitan area's multicultural, multiethnic, and multilingual population in a variety of institutional and informational settings. Through research, publication, and other forms of scholarly activity, the school contributes and transmits new knowledge to society and the profession.

### Goals and Objectives

The School offers students an intellectual and professional environment that emphasizes the knowledge, skills, and attitudes requisite for learning to function as professionals in the various roles offered by the information age. More specifically:

#### 1. The Faculty of the School Will:

Provide opportunities for students to understand the theories and practices of the discipline, enabling them to meet society's changing information needs.

#### The Students Will Be Expected To:

- a. Understand the principles of library/information services, with an emphasis on applying them to changing global political, social, cultural, economic, and technological environments.
- b. Learn the basis and practices underlying the creation, collection, storage, organization, dissemination, analysis, interpretation, and uses of information in all formats.
- c. Understand theoretical and practical aspects of management essential to the effective operation of libraries and information centers.
- d. Recognize the importance of the right of access to information in order to maintain an open society and to accept the professional responsibilities involved in upholding that right.
- e. Consider opportunities to participate in fieldwork experience under the supervision of faculty and the professional staff of cooperating libraries, information centers, and other information-based organizations.
- f. Explore the wide range of career options available to library/information service professionals.

#### 2. The Faculty of the School Will:

Provide opportunities for students to heighten their awareness of the importance of knowing and participating in the communities they serve, developing community-related programs and communicating effectively.

#### Students Will Be Expected To:

- a. Recognize the need to establish working relationships with various community-based groups to help them improve services to their clientele.
- b. Understand the necessity of conducting a community analysis in order to continuously monitor the information needs of their clientele.
- c. Learn the role of formally constituted networks of information-based agencies in meeting the information needs of their clientele.
- d. Know the importance of the communication process and develop the requisite skills

for professional interactions with users, colleagues, administrators, and support personnel in a culturally diverse and dynamic society.

e. Communicate effectively orally and in writing.

#### 3. The Faculty of the School Will:

Provide opportunities for students to attain the competencies needed to participate in the evolving electronic age by providing a technologically rich teaching/learning environment.

#### Students Will Be Expected To:

- a. Assess, select, and use appropriate technologies for the effective delivery of information services.
- b. Be prepared to instruct their clientele in the use of information technologies.

#### 4. The Faculty of the School Will:

Provide opportunities for students to participate in a climate that fosters a reflective, critical, and analytical approach to problem-solving while stressing innovative and ethical responses to society's changing information needs.

#### Students Will Be Expected To:

- a. Develop an open-minded attitude towards the change process and exercise professional judgment as to its feasibility and desirability.
- b. Understand the ethical issues related to the provision of information.
- c. Apply ethical standards in their interactions with clients, colleagues, administrators, and support personnel within the library/information center.
- d. Select appropriate strategies to fulfill the needs of their clientele, and to evaluate the outcomes.

#### 5. The Faculty of the School Will:

Provide opportunities for students to facilitate recognition of the increasingly multicultural, multilingual, multiethnic, interdisciplinary, and global nature of the discipline.

#### Students Will Be Expected To:

- a. Recognize their professional responsibilities toward their diverse clientele.
- b. Be able to respond to the unique information needs of special users (e.g., the economically disadvantaged and physically challenged).
- c. Recognize developments in disciplines related to, and having an influence on, library/information services.

#### 6. The Faculty of the School Will:

Provide opportunities for students to promote and further the goals of the discipline of

## GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES

library/information studies through teaching, faculty research, and publishing, and participation in the activities of professional associations locally, regionally, nationally, and internationally.

### Students Will Be Expected To:

Understand the importance of contributing to the global advancement of the profession through participation in the research process, oral presentations, publications, and professional activities.

### 7. The Faculty of the School Will:

Provide opportunities for students to familiarize themselves with the concepts and skills associated with print, computer, visual and information literacy, and the importance of these in society and library and information environments, as well as the means by which these concepts and associated skills can be used to communicate with library users in a variety of settings.

### Students Will be Expected To:

- a. Be able to teach information literacy concepts and skills at the appropriate level to their clientele.
- b. Understand the importance of literacy in today's society.
- c. Be able to develop and/or locate support materials and resources for teaching information literacy.
- d. Exhibit appropriate literacy skills in their research and coursework.

### Student Services and Awards

An active student organization serves the student body through an online discussion group, by publishing a newsletter, and through various professional and social programs. Student chapters of the American Library Association, the Special Libraries Association, and the Society of American Archivists sponsor programs of professional and social interest, and the Alumni Association supports the school through fund-raising and by informing graduates of new developments and career opportunities.

At its graduation ceremony, outstanding students are honored with the following awards: the Lori Fischer Award for the student with the highest grade-point average; the Linda Richardson Award in recognition of the student emulating the personal and intellectual qualities of Linda Richardson; the David Cohen Multicultural Award honoring the student or alumnus who has exhibited a firm commitment to serving multicultural, multiethnic, and multilingual minorities; and the Betsy Movchine Award for the student who has contributed

most to the betterment of student life in the past year. The Distinguished Alumnus/Alumna Award recognizes a graduate's significant contribution to the discipline and the profession.

### Admissions Policies and Procedures

Students may be admitted to the Graduate School of Library and Information Studies on a matriculated or a non-matriculated basis. The School admits students for both the Fall and Spring terms. Since deadlines for applications for each semester may vary, please visit the School's Web site or telephone the GSLIS office for current information. Applications may be obtained from the Web site, the School, and the Graduate Admissions Office.

### Admissions Requirements for Matriculation

The following are required for admission to the Master of Library Science program:

1. A baccalaureate degree or equivalent from a college of recognized standing. An official transcript of undergraduate and graduate credits from all institutions attended must be sent directly to the Graduate Admissions Office.
2. An undergraduate record indicating good preparation in the humanities, sciences, and social sciences. Good preparation is interpreted to mean a minimum academic index of *B* (3.0) in work relevant to the library science program. Applicants who do not meet the minimum requirements of good preparation as stated above are invited to present other evidence of their potential for successful graduate study.
3. Three letters of recommendation attesting to the applicant's capacity to complete successfully a program of graduate studies.
4. A typed essay of at least 500 words indicating applicant's background and career goals. The essay must provide evidence of clear and grammatical writing.
5. Proof of proficiency in the English language is required of all applicants whose first language is not English, and who were educated in a country where English is not the official language. This requirement is not based upon country of citizenship or permanent residency, but on the two stated conditions. Such applicants must fulfill this requirement by taking the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. A score of at least 550 on the TOEFL is required for admission to the School. Score reports must be received before a student can be admitted. Those whose score falls below 600 will be required to take and pass the graduate College English as a Second Language (CESL) course, which does not count for graduate work.

6. Applicants whose undergraduate cumulative grade-point average is below 3.0, but who otherwise merit consideration for admission, may be required to take the Graduate Record Examination (GRE.)

7. Applicants with undergraduate GPAs below 3.0 who hold advanced degrees are not required to take the GRE.

8. Admission to the school media specialist (library) program (604) requires that the applicant has either a permanent, provisional, or initial professional New York State Teaching Certificate.

9. A meeting with the Director of the School, the Graduate Advisor, or a member of the School's Admissions Committee will be required before a decision on admission is made.

10. Competency in word processing is required. Students may be admitted without this competency, but must acquire it before the end of their first semester. Faculty will accept only word-processed papers.

The Committee on Admissions of the Graduate School of Library and Information Studies reviews the qualifications of all candidates for admission. Openings will be filled on a competitive basis; admission cannot be guaranteed to all who meet the stated requirements. All required documentation must be sent to the Graduate Admissions Office.

### Matriculation

Applicants who meet all requirements may be allowed to fully matriculate. This, however, as noted above, cannot be guaranteed.

Acceptance for Matriculation with Conditions: Under certain circumstances, students with an undergraduate average marginally below *B* may be matriculated under the condition of "Probation." A student admitted on probation must achieve a *B* (3.0) average in the first 12 credits of graduate work. Students admitted on probation who fail to attain fully matriculated status after completing 12 graduate credits will not be permitted to continue.

### Continuous Matriculation

Students are expected to maintain a continuous matriculation. Those who do not wish to register for coursework in a given semester should notify the school in writing as soon as possible.

There is no official "leave of absence" classification for graduate students at Queens College. Students who do not register for a given semester are considered inactive. Such status is not noted on the official transcript and does not extend the time limit for the degree or certificate (four years for completion). Inactive students who wish to return to the School must file a Reentry Application with the Office of Graduate Admissions at least six weeks



## GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES

before the semester of return. A reentry fee is required.

A student who has completed 36 credits toward the master's degree but who has not maintained a *B* average must obtain permission from the Office of Graduate Studies to register for additional courses to raise the grade-point average. Such courses must be taken at Queens College. A student will lose matriculated status when it becomes mathematically impossible to achieve a *B* average in the allotted 36 credits.

A student must be registered for the semester in which the degree is awarded.

### Non-Matriculated Status

With the school's permission, some students may register in the school as non-matriculants with permission of the Graduate School of Library and Information Studies. Students who are fully matriculated in another accredited library school may, with permission from their home institution and from the Director or Graduate Advisor of the GSLIS, register for individual graduate library science courses, when space is available.

Applicants who do not qualify for matriculated status may be admitted as non-matriculants with the approval of the Graduate Advisor. Courses taken as a non-matriculated student may be credited toward the MLS degree if a grade of *B* (3.0) or better is attained. A non-matriculant wishing to matriculate may have a maximum of 12 credits accepted towards the degree by the School.

A student who has been awarded the MLS degree and wants to enroll for additional courses must file an application for admission as a graduate non-matriculant with the Graduate Admissions Office by the appropriate deadline date.

### Registration

Students may register only after their program has been approved by a faculty member. Registration takes place in person at the Graduate School of Library and Information Studies office. Approved matriculated and non-matriculated students will receive instructions from the Graduate Admissions Office and the Graduate School of Library and Information Studies regarding dates and times.

### SUNY-Stony Brook-GSLIS Partnership

The Graduate School of Library and Information Studies has a co-operative agreement with SUNY-Stony Brook that allows students *who are not yet* matriculated at the GSLIS to complete up to four of the core courses at SUNY-Stony Brook. Upon admission and matriculation at the GSLIS, these credits (up to the limit of 12) can be transferred and credited

toward the 36-credit requirement of the MLS degree.

Students who are matriculated at the GSLIS may take these courses at SUNY at Stony Brook as well. However, these students must receive permission from the Graduate Advisor and complete a permit form (available through the Registrar's Office) prior to enrolling in a course(s) at a non-CUNY institution. If this is not done, credits earned for courses completed at SUNY at Stony Brook will *not* be accepted by Queens College and applied to a student's degree program.

### Academic Requirements

The curriculum has been designed as a coordinated, sequential program. Two major components comprise the curriculum: the required basic program—a group of core courses integrating the subject matter common to the field—and the elective program of specialized and advanced courses. Within this structure it is possible to design a generalist program for the student who does not want to specialize, as well as specialized single- or multi-purpose programs as described below. Specialized programs may include courses in other departments at Queens College and at other units of the City University of New York. The curriculum also provides opportunities for internship experiences and independent study.

### Requirements for the Master of Library Science Degree

The program of courses leading to the Master of Library Science degree consists of 36 credits completed with an overall average of at least *B* (3.0 index). All requirements for the degree must be completed within four years after admission to the program or four years after the first course was credited, including credits earned as a non-matriculant or credits transferred. Extensions of time may be granted under compelling circumstances. The MLS degree is offered in two programs: School Media Specialist (Library) (604) and General (602). For regulations on non-matriculated status (950 program), contact the School.

Please note that basic course/certificate requirements and descriptions are subject to change. For up-to-date information contact the School.

### Basic Core Sequence

The basic sequence consists of five courses required of all students. All entering students are expected to complete the following four core courses at the start of their studies:

- LBSCI 700 The Technology of Information
- LBSCI 701 Fundamentals of Library and Information Science

LBSCI 702 Information Sources and Service: General

LBSCI 703 Introduction to Technical Services

In addition to the four courses listed above, all students must complete this fifth required course, which includes a research project, only after completion of at least 21 credits. The student's project report must give evidence of ability to integrate knowledge obtained from the individual courses constituting the MLS program. Satisfactory completion of a research project is mandated by the New York State Department of Education for receipt of the MLS degree.

### Research Project

GLIS 709 Research and Bibliographic Methods

Students who have previously completed a master's thesis may apply to fulfill this requirement by completing GLIS 791: Independent Study. Students who believe they are eligible to take GLIS 791 should consult the Graduate Advisor to obtain approval at the outset of their program.

### Programs for Specialization

Beyond the five required courses in the basic sequence, varied courses reflecting special areas of interest in library and information studies are offered. New courses are continuously added to further enrich the curriculum. Students should consult faculty advisors on the choice and scheduling of such courses.

Except for specialization in the School Media Specialist (Library) Program, the MLS degree program does not require particular specialized offerings. The School Media Specialist (Library) Program (program code 604), leading to New York State certification, has previous professional education requirements as noted above.

For all other students in the MLS program (program code 602), specialized courses are available for professional interests including, but not limited to, types of libraries and information-related agencies, functions within them, types of users and media. Types of libraries may include public, academic, research, and special libraries, as well as information-based agencies such as archives and media centers. Functions may include administration, reference/information services, and web-based and other technical services. The types of user may include children and young adults, and those in the corporate and the not-for-profit environments.

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Queens College permits up to twelve graduate credits to be taken outside the School. Such courses must have the prior approval of the Graduate Advisor as well as of the other department or institution and must be appropriate to the student's program for the MLS degree.

### School Media Specialist (Library) Program Requirements

Students who choose this specialization must have, prior to admission, a permanent, provisional, or initial professional New York State Teaching Certificate.

The program emphasizes the development knowledge and skills needed to teach information literacy to the K–12 school community, to foster collaborative partnerships with the school's faculty and administration, to motivate and guide students in these settings in the use of information and materials, and to evaluate and select materials that promote and support the information needs of this specialized clientele.

Graduates designated as Library Media Specialists are associated with media centers attached to educational institutions. In this context, they serve the needs of students (K–12) and parents for informational, educational, and recreational materials as well as the needs of teachers, administrators, and other personnel seeking information and materials related to their professional responsibilities. By definition, Library Media Specialists must be competent in matching the most appropriate communication media to instructional, developmental, and recreational needs.

Of the 36 credits needed for the MLS degree, 33 are required, thus leaving only three credits (one course) as elective. In addition, New York State requires that students complete workshops including Child Abuse Identification, Violence Prevention, Substance or Alcohol Abuse, and School Safety. At Queens College this is done through the Office of Continuing Education.

Following completion of all courses for graduation, Queens College, through its Office of Certification, will, if the student wishes, forward all required materials to the New York State Department of Education for securing the individual's certification. Applicants for Library Media Specialist teacher certification in NYS must pass the New York State Content Specialty Test #74/Library Media Specialist. New York State will not grant certification without a passing score on this examination.

### Required Courses for School Media Specialist (Library)

In addition to the basic core requirements described above, the following courses are required:

- LBSCI 737 Literature for Children and Adolescents
- LBSCI 761 Organization and Management: Media Centers (25 hours of fieldwork)
- LBSCI 764 Instructional Technologies for Information Literacy (25 hours of fieldwork)
- LBSCI 765 Resources for the School Curriculum (25 hours of fieldwork)
- LBSCI 767 Reading Motivation Techniques for Children and Adolescents (25 hours of fieldwork)
- LBSCI 795 Internship (150 hours of practicum)

### CERTIFICATE PROGRAMS

Two certificate programs of 12 credits each are currently available: Children and Young Adult Services in the Public Library and Archives, and Records Management and Preservation. Both of these are designed for multiple audiences, including paraprofessionals working in these areas, current MLS students who wish to make explicit their specialty, and working library/information service professionals who desire a further credential demarking their expertise. All students in these two certificate programs must meet the college's admissions standards; paraprofessionals may be required to enroll in core courses to provide the appropriate foundation for coursework in the two certificate programs.

The certificates are built around a similar structure. Within each, a core sequence of five courses (15 credits) must have been completed. Library/information service professionals who already hold the MLS degree and may have already taken one or more of these core courses can fulfill their requirements by selecting from a menu of four elective courses.

#### Certificate in Children and Young Adults Services in the Public Library Certificate Program

Core (required) courses:

- LBSCI 737 Literature for Children and Adolescents
- LBSCI 739 Literature for the Young Adult
- LBSCI 773 Public Library Services for Children
- LBSCI 777 Planning and Delivering Young Adult Services in the Public Library

Elective courses:

- LBSCI 738 Mythology and Folklore for Children and Adolescents

- LBSCI 767 Reading Motivation Techniques for Children and Adolescents
- LBSCI 771 Organization and Management: Public Libraries
- LBSCI 775 Librarianship in a Multicultural Society: Materials and Services

#### Certificate in Archives, Records Management, and Preservation

Core (required) courses:

- LBSCI 730 Archival Appraisal, Arrangement, and Access
- LBSCI 732 Archives and Manuscripts and the Shapes of Material History
- LBSCI 733 Preservation of Cultural Heritage Materials
- LBSCI 752 Digital Preservation
- LBSCI 795 Internship

Elective courses:

- LBSCI 729 Introduction to Metadata for the Cataloging and Classification of Internet Resources
- LBSCI 731 From Manuscripts to eBooks: Studies in Print Culture
- LBSCI 736 Records Management
- LBSCI 753 Digital Libraries
- LBSCI 757 Digital Imaging

Students of the Graduate School of Library and Information Studies will obtain the certificate at the same time as the awarding of their degree. Library/information service professionals who complete a four-course sequence will be awarded the certificate by the college.

### CERTIFICATE OF POST-MASTER'S STUDIES IN LIBRARIANSHIP

The program leading to the Certificate in Post-Master's Studies in Librarianship is designed for graduate library/information service professionals who want to improve their competencies in present positions or to prepare for new positions as administrators, subject specialists, information officers, or technical specialists in libraries and related organizations, including media, educational resources, information and referral centers.

The one-to-three-year, 30-credit program will be designed by each student with a faculty member in accordance with the curriculum described in this *Bulletin*. An integral part of the program will be a major research or investigatory project in the student's field of interest. The program is registered by the New York State Education Department.

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### Admission Requirements

- A master's degree in Library/Information Studies from an ALA-accredited program.
- A minimum of two years of professional experience in library/information services or evidence of highly specialized needs that warrant advanced studies.
- An interview with a GSLIS representative.
- A 500-word statement of the candidate's professional objectives, specifying his/her special needs or interests.
- Three letters of reference from library/information service professionals and/or instructors in library/information studies.

### General Requirements

The Certificate in Post-Master's Studies in Library/Information Services will be awarded upon the completion of ten three-credit courses with a grade in each course of *B* or better. Each course must be part of an approved program of studies which includes the preparation of an independent research project or an independent special project. All requirements must be completed within a three-year period.

### Specialization

An individually tailored program will be formulated by each student and his/her faculty advisor, in accordance with the curriculum. Areas of specialization may include:

- Academic and Research Librarianship
- Archives and Records Management
- Electronic Resources and Services
- Health Sciences Librarianship
- Information Systems Design and Management
- Literature for Children and Young Adults
- Multicultural Librarianship
- New Media
- Public Librarianship
- Reference/Information Services
- School Library Media Centers
- Technical Services
- Work with Children and Young Adults

### Scholastic Standards

#### Grades

The following grades are used in the Graduate Division of Queens College: *A+*, *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *C-*, *F*. The following special grades are also used:

*W (Withdrawn Passing)*: This grade is given when a student withdraws formally after the eighth week of the semester with a passing grade in the coursework completed.

*WF (Withdrawn Failing)*: This grade is given when a student withdraws formally after the eighth week of the semester with a failing grade in the coursework completed.

*WU (Withdrawn Unofficially)*: This grade is given when the student ceases to attend classes without formally withdrawing from the course. *WU* is equivalent to a failure.

*P* is a passing grade that is valid only in those few courses designated as permitting this grade.

*Z* is a temporary grade assigned when an instructor does not submit a grade.

*Audit (Aud.)* indicates that a student registered and paid for a course and attended classes, but was not required to do coursework and will receive no credit for the course. Courses that have been audited may *not* later be repeated for credit, nor will credit be granted for an audited course.

### Incomplete Work

The following grades apply to incomplete work:

*Incomplete (Inc.)*: This grade, which must be requested by the student, is given by the instructor to indicate that a student had made a satisfactory record in coursework but, for good and sufficient reason, is unable to complete the course. A graduate student receiving this grade must complete the work of the course by the end of the next two regular semesters in attendance. Requests for extensions of this time limit must be addressed to the Office of Graduate Studies (Powdermaker Hall, Room 100K). If the work of the course is not completed, the grade remains on the transcript without penalty.

*Absent (Abs.)*: This is a temporary grade indicating that the student missed the final examination, which was the only work in the course that was not completed. The *Absent* grade is given only when it is expected that the student will be able to achieve a passing grade in the course by taking a makeup examination. A graduate student receiving this grade is required, with the permission of the departmental chair, to take a makeup final examination by the end of the next two regular semesters in attendance. A fee of \$15 is charged when a special makeup examination is given.

### Withdrawal Procedure

Withdrawals during the first eight weeks are considered program adjustments, and no special approval is required. Students who wish to withdraw from a graduate course after the eighth week of the semester must do so formally by filing a Course Withdrawal form in the Registrar's Office.

Note that a course dropped during the first three weeks of the semester may result in refund of some portion of the tuition fee. The activity fee is not refundable unless the student has formally withdrawn from classes prior to the official first day of classes.

*Note*: Students may not graduate with an unresolved grade of *Abs.* on the record.

### Important Note Regarding Completion of Courses

Full-time graduate students who are eligible to receive New York State Tuition Assistance Program (TAP) awards for the first time in Fall 1981 or thereafter must meet the program and academic progress requirements to be considered in good academic standing. The penalty for loss of good academic standing is suspension of the award. (Refer to the college's *Bulletin*.)

### Required Grade Average, Probation, and Dismissal

All programs must be completed with a minimum average of at least *B* (3.0). A matriculated graduate student whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The student will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this level is not achieved, the student will be dismissed.

A matriculated graduate student who is dismissed must remain out of the college for at least one semester. If such a student wishes to return, the student must file a formal application for reentry and pay a nonrefundable reentry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis.

If a student is required by the college to leave a program a second time, for any reason, the student will not be permitted to re-enter.

Students who have completed the total credits required by their degree or certificate program may not take additional credits at another institution to raise their grade-point average. At the completion of the total credits allotted to a program, if a student does not have a 3.0 average and wishes to register for additional courses at Queens College in order to raise the grade-point average, permission to do so must be obtained from the Office of Graduate Studies. Courses taken at other colleges are not computed in the grade-point average.

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### Transfer Credits

Courses offered for transfer credit must be closely related to the goals of the library science program and to the individual's career objectives. Such courses must be consistent with an approved program of studies for each student. Courses that are not appropriate will not be accepted.

Determination of specific course eligibility for transfer credit rests with the Graduate Advisor in consultation with the appropriate specialization advisor(s). The regulations below are maximal allowances and are not mandatory:

- Request for transfer of credit must be initiated by a student during the first semester's coursework in the library science program. Students are required to complete a Request for Transfer of Credit form, which may be obtained from the Graduate School of Library and Information Studies.
- Courses to be considered for transfer of credit must be taken within the four-year time limit required for the completion of the degree.
- Courses applied toward any degree already granted, graduate or undergraduate, cannot be considered for transfer purposes. Undergraduates at Queens College who have completed library and information studies courses will be given credit for such courses, providing the total number of credits accumulated for the baccalaureate degree exceeds the requirements for graduation.
- Courses taken at institutions other than Queens College must have prior approval in order to be applied as credit toward the MLS degree.
- Only courses with a grade of *B* (3.0) or better may be transferred.
- A maximum of 12 credits may be considered for transfer credit for graduate work satisfactorily completed elsewhere.

### TUITION AND FEES

New York State Residents: \$230 per cr.

Out-of-State Students: \$425 per cr.

All students, full-time and part-time, are required to pay an activity fee of \$66.10 each session of attendance (fee subject to change). In addition, all full-time students are charged a technology fee of \$75.00 each semester (part-time students pay \$37.50). Graduate students who take undergraduate courses and receive undergraduate credit for them are charged undergraduate tuition for those courses plus the graduate activity fee. (Tuition and fees are as of Fall 2004.)

### COMPUTER USE

The Office of Information Technology has developed "Policies Governing Use of Queens College Information Technology." These regulations govern the actions of anyone who has been authorized to use a computer owned by or purchased with grant funds administered by the college. This includes students who have registered for courses requiring the use of a computer; faculty and staff who have been assigned computers or computer accounts for the purposes of research or other scholarly activities; administrative and secretarial staff who are required to use computers; anyone who uses the Queens College network; and all others permitted access to a computer.

#### Regulations Regarding the Use of the GSLIS Computing Facilities

1. Food and beverages are prohibited in the public access computing areas. This means that food and beverages can neither be brought into nor consumed in either of the labs.
2. Only GSLIS students, faculty, and staff are permitted in the laboratories. Children, friends, etc. are not to be admitted to the GSLIS computing labs.
3. The GSLIS labs are intended for quiet study. While it is understood that students will sometimes need to work together, it is requested that all conversations take place quietly so that others working in the labs are not disturbed.
4. Users are prohibited from installing or using unauthorized software (including games, screensavers, plug-ins, and communication software) or changing the default parameters on the installed software base of the labs' computers.
5. Users are prohibited from deleting icons or programs from the labs' computers.
6. Persons who deliberately attempt to make changes to render the labs' computers inoperable will lose their lab privileges.
7. Users are responsible for all usage of their accounts and ensuring the privacy of that account. To avoid liabilities that may ensue, users should not share their password with anyone or grant others access to their account.
8. Students may print single copies of course-related or professional materials. Multiple copies are to be generated using campus or other photocopying facilities. Students should realize that at the present time paper is supplied by the GSLIS. Abuse of the printing privilege may result in a change to this policy.
9. In using the GSLIS computer facilities (including web and email use), scholarly communication, research, and academic work have first priority. In those circumstances where all the workstations in the labs are occupied,

students engaged in non-class-related activities might be asked to surrender their place to students needing to do class-related work.

10. There are no filters in the GSLIS labs, and intellectual freedom is fully supported. However, students are asked to be thoughtful in accessing materials that others might find objectionable and to use computers in the back of the labs in these situations.

11. In accordance with the Queens College acceptable use policy, students who use Queens College computing facilities for hate speech will lose their lab privileges.

12. Individual users should take significant measures (e.g., regularly updated home anti-virus software) to ensure that personal disks do not infect institutional computers.

Although the GSLIS lab assistants take reasonable precautions to safeguard the Queens College (QC) network and maintain regular backup procedures, they cannot be held responsible for unauthorized access by other users, nor can they guarantee protection against media failure, fire, floods, hackers, viruses, etc.

### COURSES

**LBSCI 700. The Technology of Information.** 3 hr.; 3 cr. This course will introduce the student to the conceptual and practical elements of visual and computer literacy for the library and information science profession. Particular attention will be paid to the place and role of libraries and information centers. A laboratory session following each class will give students the opportunity to apply some of the concepts learned in class and to learn and strengthen basic skills.

**LBSCI 701. Fundamentals of Library and Information Science.** 3 hr.; 3 cr. Overview of the curriculum, historical introduction to librarianship and information science as a profession; professional literature; role and structure of libraries and information centers in the conservation and dissemination of knowledge to various clientele; nature of research in library and information science.

**LBSCI 702. Information Sources and Service: General.** 3 hr.; 3 cr. Study and application of general reference, bibliographic and other information sources (print and electronic); techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

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**LBSCI 703. Introduction to Technical Services.** 3 hr.; 3 cr. The focus will be on the principles of providing access to items using the current cataloging code and the provision of subject access to items through subject heading lists and classification systems. Study and practical exercises in all areas of technical services.

**LBSCI 705. Organization and Management.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Fundamentals of administration; functions of management (planning, organizing, staffing, controlling and communicating) in various types of libraries and information centers.

**LBSCI 706 Advanced Technological Concepts.** 3 hrs.; 3 cr. This hybrid online course will introduce the student to advanced levels of the conceptual and practical elements of visual and computer literacy for the library and information science profession. Online laboratory sessions and exercises will give students the opportunity to begin to apply some of the concepts learned in class to reinforce and strengthen basic skills.

**LBSCI 709. Research and Bibliographic Methods.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703, and completion of 24 course credits. Survey of research methods in library and information studies; supervised individual project to fulfill research requirement of the New York State Department of Education. Students enrolling must have completed at least 21 credits.

**LBSCI 711. Collection Development.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Design of collection policy; criteria for selection and maintenance; evaluation techniques; resource sharing; organization and management of collection development, electronic and print.

**LBSCI 713. Information Sources and Service: Science and Technology.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic and other information sources (print and electronic) in science and technology; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

**LBSCI 715. Information Sources and Service: Social Sciences.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic and other information sources (print and electronic) in the social sciences; techniques and procedures for serving the needs of various

clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

**LBSCI 717. Information Sources and Service: Humanities.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Study and application of reference, bibliographic, and other information sources (print and electronic) in the humanities; techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and this service and for developing appropriate collections.

**LBSCI 719. Government Information Sources.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Structure of the U.S. government in relation to its official publications, selection, acquisition, organization, and use of federal documents of the United States, with some attention to American state and municipal documents as well as international and United Nations publications; print and electronic access.

**LBSCI 721. Advanced Technical Services.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. A survey course including several ancillary activities required for maximum access to the materials in a library collection. Principal topics are acquisitions; circulation policies and procedures; preservation and conservation; online public access catalogs; inter-library loan procedures; and the administration of the technical services department.

**LBSCI 723. Problems in the Organization of Material.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Advanced problems in cataloging and subject access applying AACR2, Dewey, and Library of Congress systems; cataloging and subject analysis for new and special types of materials; utilization of centralized and automated processing; comparative study of other cataloging and subject analysis techniques; individualized student projects.

**LBSCI 725. Bibliographic Control of Nonprint Material.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will introduce the principles of bibliographic control as they are applied to nonprint materials in libraries and other information agencies. Topics include the background and development of current practices; bibliographic description of the range of nonprint materials; and subject access.

**LBSCI 727. Serials Librarianship.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will address problems in serials librarianship for all types of libraries, covering purposes, organization, and arrangement; collection development and acquisitions;

bibliographic control and cataloging; reference tools and subject access; administration; budgeting and accounting; and personnel.

**LBSCI 729. Introduction to Metadata for Cataloging and Classification of Internet Resources.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 703; Prereq. or coreq.: LBSCI 701. This is a course about applying various metadata standards to catalog and classify information objects (e.g., World Wide Web pages) in a distributed network environment, e.g., the Internet. It will provide a comprehensive and practical understanding of cataloging Internet resources. The focus will be on current application in libraries and information centers.

**LBSCI 730. Archival Appraisal, Arrangement and Access.** 3 hr.; 3 cr. Prereq.: GLIS 700, GLIS 701, GLIS 702, GLIS 703; or permission of instructor. This course provides an in-depth exploration of the archival principles of appraisal, arrangement and description. The course will consider recent advances in technology that provide opportunities for more dynamic and interactive tools for archival access as well as examine the evolution of archival principles since the late 19th century.

**LBSCI 731. Archives and Manuscripts and the Shapes of Material History.** 3 hr.; 3 cr. Prereq. or coreq. LBSCI 700, 701, 702, 703. Early writing systems; manuscripts and other forerunners of the typographic book; the hand-produced book and related arts; the impact of the steam press; new printing processes growing out of twentieth-century technology.

**LBSCI 732. Archives and Manuscripts.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course provides an introduction to the theory and practice of managing archives and manuscript collections. The course will cover the theoretical basis for preserving and using historical records; the role of the archivist; and the various types of archives and manuscript repositories as well as the techniques of acquisition; arrangement; description; preservation; reference; and the handling of special formats such as photographs, moving images, sound recordings, and electronic records.

**LBSCI 733. Preservation of Cultural Heritage Materials.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course surveys the threats to unique materials in the library/information center's collection and introduces the basic methods employed to ensure the survival of these materials. The focus is on in-house procedures and techniques. Administration of the conservation/preservation program and emerging technologies are included. A materials fee will be charged.

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**LBSCI 734. Art Librarianship.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Survey, evaluation and application of reference and bibliographic resources (print and electronic) in the visual arts; techniques and procedures for serving the needs of various clientele; special issues in art and museum libraries.

**LBSCI 735. History of Children's Literature to the Twentieth Century.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. The development of literature for children in Great Britain and North America, with major emphasis on the period from 1700 to 1900.

**LBSCI 736. Records Management.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will examine the history of record keeping; the records and information needs of businesses, nonprofits and governments; records management theory and practice; and the challenge posed by electronic records.

**LBSCI 737. Literature for Children and Adolescents.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to the forms and types of literature; criteria for excellence; techniques for analysis and evaluation; and identification of appeal and suitability for different types of readers.

**LBSCI 738. Mythology and Folklore for Children and Adolescents.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will introduce students to myths, folklore and fairy tales from a wide range of cultures. The major recorders and collectors of mythology, folklore, and fairy tales and the place of these stories in library/information center programs will be addressed. Finally the professional resources and the criteria for selection of these materials for the K-12 audience will be examined.

**LBSCI 739. Literature for the Young Adult.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Survey of literature written for young people ages 12-17; includes historical development of specific genre, and consideration of the reading interests and needs of the young adult.

**LBSCI 740. The Information Environment in Contemporary Society.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. An introduction to information products and services and how they relate to societal issues. The following will be studied: the interdisciplinary nature of research; industries that generate information products; human communication; information networks; the economics of information; intellectual property issues; and information policy.

**LBSCI 741. Information Systems Analysis and Design.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course is designed to provide students with an understanding of the concepts and methodology of systems analysis both organizational and automated. The course emphasizes problem-solving and decision-making skills and developing criteria for judgment. Current and developing uses of automation in libraries and information centers will be discussed and demonstrated.

**LBSCI 743. Information Access Systems: Indexing, Abstracting, and Other Access Systems.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to the theory, methodology, and implementation of text-based access systems. Identification, selection, and organization of concept-bearing terms to generate patterns for document analysis, storage, and information retrieval. Both manual and electronic information systems will be used to demonstrate patterns of storage and retrieval including graphics, user interfaces, indexes, abstracts, and thesauri.

**LBSCI 745. Online and Optical Information Systems.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will cover the structures, content, acquisitions, and search methods of the following three types of databases: remote online databases obtained through a vendor; locally loaded databases available through campus or organizational computer installations; and locally stored databases on stand-alone or networked optical devices. At least three hours of supervised online searching. A materials fee will be charged.

**LBSCI 746. Design and Construction of Bibliographic Databases.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700. This course examines the basic principles, elements and concepts of design, implementation and utilization of bibliographic databases using a database management systems (DBMS) approach. The course examines various data models and several database models for bibliographic data (i.e. records of information bearing entities with necessary attributes of bibliographic data and subject representation). Administrative tasks in the bibliographic database management environment are also addressed.

**LBSCI 747. Selected Technology Applications in Information Management.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to some of the latest developments in information technology of immediate relevance to information professionals; hands-on laboratory experience of the systems selected. Units and contents may be changed from time to time to reflect new developments in the information arena.

**LBSCI 748. Web Programming.** 3 hrs.; 3 cr. Prereq. or coreq.: LBSCI 700, 751, and permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging and implementation of programmatic utilities in a distributive environment i.e. the Internet. The focus is on problem solving and learning to design web programs that are readable, well documented, efficient and correct. The emphasis of the course is digital library applications.

**LBSCI 749. Libraries and the Internet.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will introduce the student to the Internet on both a conceptual and practical basis. Special attention will be directed to the utilization of the Internet in libraries and information centers and in its overall societal problems and promise. A series of exercises will provide the student with the rudiments of access to and use of the Internet.

**LBSCI 751. The Design and Evaluation of Visual Information.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to the techniques and tools used in the planning, production, and evaluation of multimedia visual displays of information. Special attention will be devoted to Internet Web pages and ways of presenting statistical and qualitative information in multimedia.

**LBSCI 752. Digital Preservation.** 3 hrs.; 3 cr. Prereq.: GLIS 700, GLIS 701, GLIS 702, GLIS 703; or permission of the instructor. Complimenting GLIS 733, Preservation of Cultural Heritage Materials, this course examines the theory, tools/technologies and issues associated with the long-term retention, preservation and accessibility of material digitally born or subsequently digitized/reformatted. Topics covered will include the characteristics of digital media, standards and quality control, digital asset management and best practices. The role of digital preservation in the process of digital curation will be highlighted. Completion of GLIS 729 and/or GLIS 757 prior to enrollment is recommended.

**LBSCI 753. Digital Libraries.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to the emerging concept of the digital library; historical developments; current digital library projects and initiatives; issues involving building, preserving, and maintaining access to digital collections; educational, social, and economic issues. Student-designed prototypes.

**LBSCI 754. Human-Computer Interaction.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 703. This course will introduce students to the fundamental principles of human-computer

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interaction (HCI) with a strong focus on understanding the nature of how people interact with, or avoid, computer technology; the problems they encounter in these interactions, and the design principles that address the tactics used in making computers more usable and effective to a wide variety of people, including children, the elderly, the handicapped and other special populations.

**LBSCI 755. Design and Production of Multimedia.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Multimedia refers to the emerging form of digitized information communication and interaction that employ more than one medium channel (e.g., textual, visual, and audio). It is thriving as a result of the evolving information technologies. Academically, it is such a dynamic and complex system that it embraces many areas of studies. Information Studies is one of its core disciplines. This course will provide an overview of the theories, tools, and techniques in this new field, with a practical focus on design and production in an instructional setting. It introduces skills related to digital manipulation of textual, audio and video materials. This audience is broad based.

**LBSCI 756. Managing New Technologies.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will introduce students to the administration of digital and multimedia resources (software, hardware, peripherals, tools and services) in libraries, with an emphasis on strategic planning and change management. Other issues addressed will include funding, staffing, training issues, evaluation, selection, accessibility and intellectual property issues relating to new technologies. There will be a practical focus on technology grant writing. Current and developing uses of emerging technologies (e.g. Web 2.0, Library 2.0) in libraries and information centers will be discussed and demonstrated.

**LBSCI 757. Introduction to Digital Imaging.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. This course will introduce students to the theoretical and practical aspects of digital imaging, with an emphasis on evolving guidelines and lessons learned from existing digitization projects. Among the topics to be examined are: selection principles, project and workflow planning, digitization of images, file formats, quality control, rights management, metadata, access, funding issues, assessment and evaluation, digital asset management and preservation. Theoretical concepts will be reinforced through hands-on production experience in digitizing and managing images and/or archival materials.

**LBSCI 761. Organization and Management: Media Centers.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Organizational structure, theory, and managerial practice of libraries emphasizing nonbook materials; standards; personnel; budget; selection; information; and technical service.

**LBSCI 763. Nonbook Materials: Sources and Service.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Evaluation, selection, and utilization of nonbook materials and technology to serve the library/information needs of all students, including those with special needs, and faculty regardless of specialization; and to foster information literacy skills, including cooperative programs with teachers, school library media centers, and other types of library and information agencies.

**LBSCI 764. Instructional Technologies for Information Literacy.** 3 hr.; 3 cr. Prereq. or coreq.: GSLIS 700 or 706, 702, 703. Evaluation, selection, and utilization of appropriate instructional technologies to serve the needs of all members of the school community. Emphasis on information literacy and methods and formats supportive of diverse learners.

**LBSCI 765. Resources for the School Curriculum.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Selection, evaluation, and utilization of instructional materials to support the curriculum on all grade levels. Special attention will be given to teacher-librarian collaboration and current educational developments in literacy and innovative programs for students with special needs.

**LBSCI 767. Reading Motivation Techniques for Children and Adolescents.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Development of techniques and skills, to include collaboration with faculty in reading guidance; aspects covered include individual performance and group criticism of book talks, storytelling, and poetry reading. Strategies to work with faculty with responsibilities for literacy and students with special needs are components of the course.

**LBSCI 771. Organization and Management: Public Libraries.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduction to key elements of organization and management, including personnel, services, public relations, budgeting, and building construction/renovation.

**LBSCI 773. Public Library Services for Children.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703, or permission of the instructor. Planning and applications of public library services for children. Topics include

program planning, collection development, community networking, management issues, and training.

**LBSCI 775. Librarianship in a Multicultural Society: Material and Services.** 3 hr.; 3 cr. Prereq. or coreq.: No pre/corequisites. Evaluation, selection, and utilization of book and nonbook materials to serve minority and ethnic clientele; traditional and innovative approaches to programming.

**LBSCI 777. Planning and Delivering Young Adult Services in the Public Library.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. An overview of contemporary public library services for adolescents, with an emphasis on how to conceptualize or customize services that meet the development trends of this age group, while flourishing within organizational, political, and community cultures.

**LBSCI 779. Adult Reader's Advisory Services in the Public Library.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Introduces students to: (1) major categories and subcategories of genre fiction popular among adult readers; (2) theories underpinning reader's advisory services, such as theories of readers and reading, popular culture, cultural stratification, reader response, and audience uses and gratifications; and (3) current library practices that serve the needs of adults interested in these materials.

**LBSCI 780. Organization and Management: Academic and Research Libraries.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Structure of academic and research libraries in relation to their functions and clientele; standards, personnel, finance, buildings, and equipment; services; networking and community relations; automation; reporting; public relations.

**LBSCI 781. Organization and Management: Special Libraries and Information Centers.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703. Organization and management of special libraries and information centers in corporate, governmental, institutional, and academic settings; effect of the environment on each library's functions.

**LBSCI 784. Health Sciences Librarianship.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700, 701, 702, 703, and permission of the school. All phases of medical and allied health sciences librarianship, with emphasis on medical community relationships; current information retrieval systems; the selection and control of serial, monographic, and nonprint materials in biomedicine. Electronic searching and retrieval experience necessary.

## GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES

### **LBSCI 786. Business Information**

**Sources.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Survey, evaluation, and application of information sources in business and finance; techniques and procedures for serving the needs of various clientele; special issues in corporate information centers.

**LBSCI 787. Competitive Intelligence.** 3 hr.; 3 cr. Prereq. or Coreq: LBSCI 700, 701, 702, 703, 786. This course will introduce the student to the theories, concepts, processes and practices of ethical competitive intelligence. It covers the study and use of basic competitive intelligence concepts, practices, techniques, and tools, set within the context of ethical business practice and grounded in critical thinking approaches. Students will study and apply basic theories, strategies and practices within each of the following dimensions of competitive intelligence practice: defining needs and processes, organizational and cultural contexts, collection of intelligence-focused information, competitive analysis, managing collected intelligence, and disseminating intelligence within the organizations. Students will evaluate sources, collection, and analysis techniques as well as the resultant products of these techniques and their deliverables. The role and setting of competitive and strategic intelligence

and competitive analysis within organizations will be studied. Application of concepts, processes, and techniques within related business and information-intensive settings will also be explored.

**LBSCI 788. Law Librarianship.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Survey, evaluation, and application of legal research; special issues in law librarianship.

**LBSCI 790.1. \*VT: Seminar.** 1 hr.; 1 cr. Prereq: LBSCI 700, 701, 702, 703, and permission of the school. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

**LBSCI 790.2. \*VT: Seminar.** 2 hr.; 2 cr. Prereq: LBSCI 700, 701, 702, 703, and permission of the school. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

**LBSCI 790.3. \*VT: Seminar.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the school. Topics vary from semester to semester, according to trends and developments in the profession; announcements to be made in advance.

**LBSCI 791. Independent Study.** Hr. to be arranged; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the school. Pursuit of a particular research or investigatory project under the direction of a member of the school's faculty; admission by special application.

**LBSCI 795. Internship.** Fieldwork, hr. to be arranged; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, and permission of the school. Experience in a library or information agency approved by the school under the direct supervision of an experienced librarian or information specialist and in accordance with a program jointly approved by the school and the supervisor. Students in the school library media specialist (library) program will complete 150 clock hours of experiences to be equally divided between elementary and secondary school library media centers as stipulated by the 2004 NYSED regulations for the certification of SLMC specialists. Students enrolling in this course must have completed at least 21 credit hours.

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\*Indicates a variable title.



# Linguistics & Communication Disorders

*Chair and Director of Graduate Programs in Linguistics:* Robert M. Vago

*Associate Chair and Director of Graduate Program in Speech-Language Pathology:* Arlene W. Kraat

*Clinical Coordinator and Associate Director of the Graduate Program in Speech-Language Pathology:* Patricia McCaul

*Admissions Coordinator of the Graduate Program in Speech-Language Pathology:* Sima Gerber

*Dept. Office:* Kissena Hall 349, 997-2870

*Graduate Program in Speech-Language Pathology Program Office:* Gertz Clinic, 997-2430

The Department of Linguistics and Communication Disorders offers degrees for the Master of Arts in Speech-Language Pathology; the Master of Arts in Applied Linguistics; and the Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL). The department also offers an Advanced Certificate in Teaching English to Speakers of Other Languages: Intensive Teacher Institute (TESOL: ITI) as well as an Advanced Certificate in English Language Teaching. The parameters of these programs are described below.

## FACULTY

Vago, Robert M., Chair and Director of Graduate Programs in Linguistics, *Professor*, PhD 1974, Harvard University: phonology and language attrition

Kraat, Arlene W., Associate Chair and Director of Graduate Program in Speech-Language Pathology, *Associate Professor*, MA 1970, Indiana University: augmentative communication

McCaul, Patricia, Clinical Coordinator and Associate Director of Graduate Program in Speech-Language Pathology, *Lecturer*, MA 1988, Hunter College, CUNY: childhood speech, language, and neuromotor disorders  
Gerber, Sima, Admissions Coordinator, *Associate Professor*, PhD 1987, City University of New York: pragmatics and child language  
Ball, Karen, *Lecturer*, MS 1982, Boston University, MPA 2002, New York University: adult acquired speech-language disorders,

dysphagia

Borgen, Karen, *Instructor*, MA 1999, Queens College, CUNY: communication disorders

Cairns, Charles E., *Professor Emeritus*, PhD 1968, Columbia University: phonology, psycholinguistics, adult literacy

Cairns, Helen S., *Professor Emerita*, PhD 1970, University of Texas at Austin: adult psycholinguistics and language development in the child

de Jong, Cornelia, *Assistant Professor*, PhD 2005, University of Amsterdam: TESOL and applied linguistics

Downing, Kathy, *Instructor*, MA 1991, Queens College, CUNY: child speech-language disorders

Fernández, Eva M., *Associate Professor*, PhD 2000, City University of New York: bilingualism, psycholinguistics, and instructional technology

Fiengo, Robert W., *Professor*, PhD 1974, Massachusetts Institute of Technology: syntax and the acquisition of syntax

Gelfand, Stanley A., *Professor*, PhD 1973, City University of New York: speech perception, acoustic immittance and reverberation

Halpern, Harvey, *Professor*, PhD 1962, New York University: speech and language problems of brain-injured adults

Ijalba, Elizabeth, *Assistant Professor*, PhD 2007, City University of New York: communication disorders and bilingual language learning disorders

Klein, Elaine C., *Associate Professor*, PhD 1990, City University of New York: TESOL and applied linguistics

Martohardjono, Gita, *Associate Professor*, PhD 1993, Cornell University: TESOL and applied linguistics

Menken, Kate, *Assistant Professor*, EdD 2005, Teachers College, Columbia University: educational linguistics, TESOL and applied linguistics

Neumann, Yael, *Assistant Professor*, PhD 2007, City University of New York: adult and child speech-language disorders and aging

Newman, Michael, *Associate Professor*, EdD 1993, Teachers College, Columbia University: TESOL and applied linguistics

O'Brien, Kerry, *Instructor*, MA 2002, Queens College, CUNY: child speech-language disorders

Schneider, Phillip A., *Associate Professor Emeritus*, EdD 1980, Teachers College, Columbia University: stuttering and voice articulation

Seliger, Herbert W., *Professor Emeritus*, EdD 1969, Teachers College, Columbia University: second language acquisition and applied linguistics

Stark, Joel, *Professor Emeritus*, PhD 1956, New York University: child language and learning disabilities

Stevens, Alan M., *Professor Emeritus*, PhD 1964, Yale University: phonology and Indonesian languages

Toueg, Renée, *Lecturer*, MS 1963, Pennsylvania State University: adult and child language disorders

Walters, Francis Scott, *Assistant Professor*, PsyD 2004, University of Illinois at Champaign-Urbana: TESOL and applied linguistics

Wankoff, Lorain Szabo, *Assistant Professor*, PhD 1983, City University of New York: child language disorders, language-based learning disabilities, and literacy challenges

## DOCTOR OF PHILOSOPHY PROGRAMS

*Advisor:* Robert M. Vago

The City University of New York offers programs for the degree of Doctor of Philosophy in Speech and Hearing Sciences and in Linguistics. The doctoral programs are described in the *Bulletin* of the CUNY Graduate School, which can be obtained from the Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016-4309. Further information can also be obtained from the program offices.

## PROGRAM FOR THE ADVANCED CERTIFICATE IN TESOL: ITI

*Advisor:* Robert M. Vago

This program is intended for certified teachers holding a bachelor's or master's degree who have obtained a commitment for an ESL teaching appointment. It leads to NYS certification in TESOL through Queens College. Admitted students will be recommended to the Intensive Teacher Institute of Eastern Suffolk BOCES for tuition assistance.

## Admissions Requirements

1. Applicants must hold a current, valid New York State (NYS) certification, awarded as a result of either undergraduate or graduate study.

2. Applicants must work full time in the K-12 grade continuum in a NYS school district as an English as a Second Language (ESL) teacher or have a written commitment for appointment in an ESL setting pending completion of this certificate.

3. Applicants must have achieved a minimum cumulative grad-point average (GPA) of 3.0 in their highest degree program.

## LINGUISTICS & COMMUNICATION DISORDERS

4. Three letters of recommendation.
5. A personal essay of approximately 500 words.
6. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.

### Maintenance Requirements

1. Minimum overall GPA of B (3.0).
2. All students must file a Program of Study form with the program director.

### Program Requirements

1. Pre- or co-requisites: LCD 701 and 702 or equivalent.
2. Satisfactory completion of the following 15 credits: LCD 706, 712, 740, 741, and 742.
3. Completion of course requirements with a minimum overall GPA of B (3.0).
4. In consultation with the program director, any deficiencies in a broad liberal arts and sciences background (e.g., courses in English/comparative literature/literary criticism, mathematics, biological and physical sciences, information technology, social studies, and at least 12 semester hours or the equivalent of study of a language other than English) must be made up by completing college courses prior to graduating from the program.

## PROGRAM FOR THE ADVANCED CERTIFICATE IN ENGLISH LANGUAGE TEACHING

*Advisor:* Robert M. Vago

This program provides basic preparation for students to teach ESL at venues other than the public school system (e.g., private schools, adult education programs, English Language Institutes, colleges and universities, overseas programs); it does *not* lead to NYS teaching certification. It is a credit bearing program: Students who wish to pursue the MA in Applied Linguistics program will have their credits transferred upon admission.

### Admissions Requirements

1. Completion of a bachelor's degree with a 3.0 GPA minimum (or its foreign university equivalent).
2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either having achieved a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or having passed the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum Speaking score of 25.

3. Three letters of recommendation.
4. A personal essay of approximately 500 words.
5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.

### Maintenance Requirements

1. Minimum overall GPA of B (3.0).
2. All students must file a Program of Study form with the program director.

### Program Requirements

1. Satisfactory completion of the following 21 credits: LCD 701, 702, 703, 720, 740, 741, and 750.
2. Completion of course requirements with a minimum overall GPA of B (3.0).

## PROGRAM FOR THE POST-MASTER'S ADVANCED CERTIFICATE IN TESOL

*Advisor:* Robert M. Vago

This program leads to an initial certificate to teach ESL in the NYS public school system, all grades.

## ADMISSIONS REQUIREMENTS

- Applicants must hold a current, valid NYS initial or professional teaching certificate in any area; must have earned a master's degree; must have achieved a minimum cumulative GPA of 3.0 in their master's degree program.
- An interview may be requested.
- Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having passed the Test of English as a Foreign Language (TOEFL) with the following minimum scores: 600 (paper-based test), 250 (computer-based test), 100 (Internet-based test).
- Fall matriculation only. Admitted students may begin their studies in the Summer.
- Application deadline: April 1.

## COURSEWORK REQUIREMENTS

This is a 21-credit program, consisting of the following 7 courses (6 credits of transfer, approved by the Program Director, is the maximum allowed): LCD 701, 702, 706, 712, 740, 741, 742.

## SAMPLE PROGRAMS OF STUDY

1. Summer LCD 701, 706  
Fall LCD 702, 740  
Spring LCD 712, 741  
Fall LCD 742
2. Summer LCD 701  
Fall LCD 702, 740  
Spring LCD 712, 741  
Summer LCD 706  
Fall LCD 742
3. Fall LCD 701, 702, 740  
Spring LCD 712, 741  
Fall LCD 706, 742
4. Fall LCD 701, 702, 740  
Spring LCD 712, 741  
Summer LCD 706  
Fall LCD 742
5. Fall LCD 701, 702, 706, 740  
Spring LCD 712, 741  
Fall LCD 742

## CERTIFICATION REQUIREMENTS

Candidates accepted into the program must also satisfy the following NYS certification requirements prior to graduation (course deficiencies must be made up in consultation with the Program Director):

- a broad liberal arts background that includes courses in English / comparative literature / literary criticism; American history; mathematics; biological sciences; physical sciences; information technology; social sciences; 12 semester hours or the equivalent of study of a language other than English
- a course in both Child Development/ Psychology and Adolescent Development/ Psychology
- passing the Content Specialty Test in TESOL
- completion of seminars (child abuse; substance abuse; school violence; school safety)

## PROGRAM FOR THE MASTER OF ARTS DEGREE IN SPEECH-LANGUAGE PATHOLOGY

*Program Director:* Arlene W. Kraat

*Clinical Coordinator and Associate Director:* Patricia McCaul

*Admissions Coordinator:* Sima Gerber

The department's program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-

## LINGUISTICS & COMMUNICATION DISORDERS

Language-Hearing Association (ASHA). The program provides the academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association and for professional licensure by the New York State Department of Education. It also provides the necessary academic and pedagogical preparation for certification by New York State as a Teacher of Students with Speech-Language Disabilities—SED Program (IRP) Code: 02710.

### Admissions Requirements

Students are accepted into the program in the Fall semester. The requirements noted here are in addition to the general requirements for admission to graduate programs at Queens College.

1. A GPA of *B* (3.0) or better.
2. Applicants from undergraduate programs other than Queens College must satisfy minimum requirements for admission as well as those required by the American Speech-Language-Hearing Association for admission to graduate study in Speech-Language Pathology. By meeting the equivalent of Queens College's Primary College Competencies and Liberal Arts and Sciences Area Requirements (LASAR), applicants will have had at least 3 semester credit hours in the biological sciences, 3 semester credit hours in the physical sciences, 3 semester credit hours in mathematics, and 6 semester credit hours in the behavioral or social sciences. They also must have the following courses (or their equivalent) in basic science, communication processes, education, and child development:

- 3 semester credit hours in Child Development (Psychology 224)
- 3 semester credit hours in Introduction to Communication Disorders (LCD 106)
- 3 semester credit hours in Audiology (LCD 330)
- 15 semester credit hours in anatomical/physiological bases (LCD 207, Anatomy & Physiology for Speech and Language); physical/psychophysical bases (e.g., LCD 110, Phonetics; LCD 208, Hearing Science; LCD 309, Speech Science); and linguistic bases (LCD 216, Language Acquisition)

3. At least three letters of recommendation from undergraduate instructors, normally two from faculty in communication science and disorders and one from a faculty member in another area. Applicants who have been employed full time following receipt of their undergraduate degree may wish to submit letters from employment supervisors. An interview may be required.

4. Results of the Graduate Record Examination.

5. Applicants who present international credentials or whose native language was not English must receive a minimum score of 650 on the TOEFL.

6. A personal essay.

7. The credentials of each applicant will be examined by the Graduate Admissions Committee, which may accept, accept with conditions, or reject candidates.

8. The number of applicants approved for matriculation is limited by the training facilities available; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

The application deadline is February 1 for the year in which the prospective candidates apply. Because only a limited number of candidates are admitted each year, the process is competitive. Permission of the program director is required for enrollment in any of the courses in the program.

### Graduation Requirements

These requirements are in addition to the general Queens College requirements for the Master of Arts degree.

1. Candidates in Speech-Language Pathology must complete between 48 and 54 credits and be enrolled as full-time students for four consecutive semesters. In addition, students must take a course in Foundations of Education (SEYS 536), or its equivalent. Attendance during the summer semester of the year following their admission to the program may also be required.

2. In addition to coursework, candidates must complete at least 12–14 hours a week of supervised clinical practicum each semester.

3. Candidates must complete a minimum of 400 clock hours of supervised clinical experience. One of those placements must be in an elementary or secondary school setting.

4. Candidates must maintain a GPA of *B* (3.0) or better.

5. Students must consult with the program director for additional requirements (e.g., tests, seminars) to obtain certification from the NYS Department of Education to teach children with speech and language disabilities.

## PROGRAM FOR THE MASTER OF ARTS DEGREE IN APPLIED LINGUISTICS

*Program Director:* Robert M. Vago

The goal of this program is to train graduate students to be effective teachers of adult learners of English as a second or foreign language.

### Admissions Requirements

These requirements are in addition to the general requirements for admission.

1. Completion of a bachelor's degree with a minimum GPA of 3.0.

2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).

3. Three letters of recommendation.

4. A personal essay of approximately 500 words.

5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.

6. The number of applicants approved for matriculation is limited by available resources; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

### Maintenance Requirements

1. Minimum overall GPA of *B* (3.0).

2. All students must file a Program of Study form with the program director.

### Degree Requirements

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Satisfactory completion of the following 36 credits: LCD 701, 702, 703, 705, 706, 707, 720, 740.3, 741.3, 742, 750, and 790.

2. Completion of course requirements with a minimum overall GPA of *B* (3.0).

## PROGRAM FOR THE MASTER OF SCIENCE IN EDUCATION DEGREE: TESOL

*Program Director:* Robert M. Vago

This graduate program prepares students for New York State certification to teach English to speakers of other languages (TESOL) in school settings (all grades). The curriculum is grounded in the study of the structure of human language in general and English in particular, and addresses issues of language acquisition, literacy, educational technology, sociolinguistics, and psycholinguistics. The program emphasizes involvement with both elementary and secondary schools: it provides a student teaching course and field experiences in two methods courses at both levels.

## LINGUISTICS & COMMUNICATION DISORDERS

### Admissions Requirements

These requirements are in addition to the general requirements for admission.

1. Completion of a bachelor's degree with a minimum GPA of 3.0.
2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).
3. Three letters of recommendation.
4. A personal essay of approximately 500 words.
5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.
6. The number of applicants approved for matriculation is limited by available resources; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

### Maintenance Requirements

1. Minimum overall GPA of *B* (3.0).
2. All students must file a Program of Study form with the program director.

### Degree Requirements

These requirements are in addition to the general requirements for the Master of Science in Education degree.

1. For students who possess a NYS teaching certificate, satisfactory completion of the following 39 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.3, 741.3, 742, 790, and 796.
2. For students who do not possess a NYS teaching certificate, satisfactory completion of the following 44 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.4, 741.4, 742, 790, 794, and 795.
3. Completion of course requirements with a minimum overall GPA of *B* (3.0).

### Certification Requirements

1. Students who do not possess a NYS teaching certificate will be required to undertake additional coursework in pedagogy: Foundations of Education (SEYS 536), Child Development (EECE 710, 711, or 712), and Educational Psychology (SEYS 552).
2. Students must complete a general education core in liberal arts and sciences:
  - two courses in English, comparative literature, or literary criticism;
  - two courses in American history;
  - two courses in world history, geography, economics, or political science;

- one course in the biological sciences;
  - one course in the physical sciences;
  - one course in information technology;
  - two courses in mathematics, scientific methodology, or quantitative reasoning;
  - 12 semester hours or equivalent of study of a language other than English. Students may satisfy the general education core in liberal arts and sciences requirement as part of their previous programs of study (undergraduate or graduate). In case of any deficiencies, appropriate coursework may be taken in conjunction with and in addition to the course requirements for the master's degree.
3. Students must consult with the program director for additional requirements (tests, seminars, etc.) for NYS certification.

## COURSES IN COMMUNICATION DISORDERS

**LCD 700. Research Methodology in Communication Sciences and Disorders.** 2 hr. plus conf.; 3 cr. Methods of experimental and statistical control in the design of research for the speech, hearing, and language sciences. Issues addressed include research concerning developmental processes; speech and language acquisition and disabilities; diagnostic and intervention strategies in clinical and school environments, instructional and assistive technology; validation of instructional strategies; and program evaluation.

**LCD 717. The Acquisition of Language.** 2 hr. plus conf.; 3 cr. Development of language in the normal child; theoretical and empirical issues. The course involves the study of the processes and variations of speech, language, communication and preliteracy skills in typically developing mono- and bilingual children. Objectives include an exploration of the impact of cultural, ethnic, gender, socioeconomic, and individual variations on the child's acquisition of language; an understanding of the processes involved in language learning, language use, and the foundations of literacy from prelinguistic stages to complex language development.

**LCD 721. Language and Learning Disorders of Children I.** 2 hr. plus conf.; 3 cr. Application of studies in normal language acquisition to the study of pre-school language and learning disorders; emphasis on the assessment of, and intervention with pre-school children with language and learning disorders. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication, social-emotional and cognitive development related to specific language impairment, pervasive developmental delay,

autism, mental retardation, and developmental apraxia; challenges in learning and in the classroom for children with developmental language disorders.

**LCD 722. Speech Disorders: Stuttering.** 2 hr. plus conf.; 3 cr. Theoretical and empirical approaches to the symptoms, etiology, and management of fluency disorders from childhood to adolescence to adulthood. Topics include working with children as members of families and school environments; special considerations for pre-school and school-aged children; and interactions with children, parents, and teachers.

**LCD 723. Alternative and Augmentative Communication Systems and Use for the Persons with Severe Communication Impairments.** 2 hr. plus conf.; 3 cr. Nature of alternative and augmentative communication (AAC) technologies, sign systems, and strategies used with children and adults across a range of impairments; individualized assessment and assignment of assistive technologies; teaching language and communication skills to persons using AAC in home, school, and workplace settings; and the use of technology to communicate.

**LCD 724. Neuromotor Communication Disorders.** 2 hr. plus conf.; 3 cr. Emphasis on problems of children with various neuromuscular disorders. Topics include speech, oral motor, and respiratory/phonatory issues in normal and abnormal neuromotor development from 1–12 months; development of feeding skills, oral motor assessment of infants and young children, multidisciplinary assessment and treatment.

**LCD 725. Diagnostic Methods in Speech-Language Pathology.** 2 hr. plus conf.; 3 cr. Theoretical principles underlying the assessment of communication disorders; includes procedures for formal test selection and use, interviewing, and report writing. Units include assessment of language interactions in home, clinic, and school settings.

**LCD 726. Language Disorders: Adolescents and Adults I.** 2 hr. plus conf.; 3 cr. Symptoms, etiology, and management of adolescents and adults with language difficulties related to acquired aphasia.

**LCD 727. Speech Disorders: Voice.** 2 hr. plus conf.; 3 cr. Vocal pathologies in children and adults: etiology, symptoms, and treatment approaches. Topics include laryngeal histopathology, neurological vocal disorders; laryngectomy; and the impact and management of a variety of pediatric vocal disorders including working with children as members of family and school environments.

## LINGUISTICS & COMMUNICATION DISORDERS

**LCD 728. Speech-Language Pathology Services in the Schools.** 2 hr. plus conf.; 3 cr. A study of the research findings and professional practices basic to decision-making. Units include models of service delivery; individualized educational programming; rights and responsibilities of teachers and other staff; instructional design and planning including case selection; collaborative assessment and teaching; computerized teaching programs, national and state legislation and regulations; multicultural differences and bilingual considerations.

**LCD 729. Clinical and Classroom Practicum in Speech-Language Pathology.** 1, 2, or 3 cr. The course requires 12–14 hours per week of supervised clinical and classroom practicum. It includes staffings; instructional planning; case conferences; analysis of clinical and classroom management and instruction; the critical appraisal of behavioral teaching objectives; outcomes assessment; and professional practice issues. The course is taken during each semester of matriculation. It is repeatable for one, two, or three credits. The course is graded on a Pass/Fail basis only.

**LCD 730. Speech Disorders: Articulation and Phonology.** 2 hr. plus conf.; 3 cr. Review of current literature on phonological disorders with a view toward assessment and management in the clinic and the classroom. Topics include theories of phonological development; various forms of phonological and articulatory assessment; development of phonological awareness and impact on speech, spelling, and reading; impact of culture and heritage on phonological patterns; and remedial techniques.

**LCD 731. Language Disorders: Adolescents and Adults II.** 2 hr. plus conf.; 3 cr. This course examines the language of dementia, traumatic brain injury, and right hemisphere brain damage, along with motor speech disorders. Each disorder, especially as it relates to the adult and adolescent population, is discussed according to its symptoms, etiology, diagnosis, and treatment.

**LCD 732. Language and Learning Disorders of Children II.** 2 hr. plus conf.; 3 cr. Application of research in normal oral and written language acquisition to the study of language and learning disorders in school-aged children and adolescents; emphasis on the assessment of, and intervention with school-age children with language and learning disorders in the clinic and the classroom. Units include the history of special education; perceptual disorders, linguistic diversity; narrative and discourse development; reading acquisition;

medication, drug abuse, and language issues related to dyslexia, attention deficit disorder, oppositional behavior, and central auditory processing disorder.

**LCD 733. Dysphagia.** 2 hr. plus conf.; 3 cr. The anatomy and physiology of normal and disordered glutton. Emphasis is on medical issues related to the etiology, symptomatology, diagnosis, and treatment of swallowing disorders. Topics include various technological methods of assessment including modified barium swallow and fiberoptic endoscopic evaluation of swallowing; interdisciplinary concerns; and impact of ethical and cognitive issues.

**LCD 734. Communication and Auditory Impairment.** 2 hr. plus conf.; 3 cr. Communication problems of the hearing impaired; clinical strategies for intervention; production and comprehension of speech and language as well as psychological considerations. Topics include language, cognitive, educational, and psychosocial issues; hearing aids; classroom acoustics and group amplification systems; assistive technology; cochlear implants and tactile aids.

**LCD 759. Studies in Communication Disorders.** 3 hr.; 3 cr. May be repeated for credit if topic changes.

**LCD 797. Special Problems.** Prereq.: Approval of program director and department chair.

LCD 797.1. 1 hr.; 1 cr.

LCD 797.2. 2 hr.; 2 cr.

LCD 797.3. 3 hr.; 3 cr.

## COMMUNICATION DISORDERS COURSES IN RESERVE

**LCD 704. The Psychology of Speech**

**LCD 708. Speech Science**

**LCD 710. Physiological Acoustics**

**LCD 714. Sociology of Speech: Sociolinguistics**

**LCD 715. Semantics**

**LCD 743. Advanced Audiology I**

**LCD 744. Hearing Aids**

**LCD 745. Audiological Assessment of the Young Child**

**LCD 746. Advanced Audiology II**

**LCD 747. Psychological Acoustics**

**LCD 748. Auditory Disorders in Children**

**LCD 749.1, 749.2, 749.3. Clinical Practicum in Audiology**

## COURSES IN LINGUISTICS

**LCD 701. Introduction to Linguistics.** 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.

**LCD 702. Teaching English Sentence Structure I.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.

**LCD 703. Teaching English Sentence Structure II.** 3 hr.; 3 cr. Prereq.: LCD 702. Introduction to the grammar of English and applications to teaching ESL, Part II. Continuation of LCD 702.

**LCD 705. Language and Cross-Cultural Communication.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. The acquisition and use of non-native languages from a cross-cultural perspective. Introduction to research on how non-native speakers learn the sociolinguistic and pragmatic rules of the target language and how inappropriate use of such rules often results in miscommunication between native and non-native speakers. Developing effective pedagogical techniques in teaching communicative competence to ESL learners.

**LCD 706. Bilingualism.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.

**LCD 707. Evaluation and Measurement in TESOL.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 703 and 741. Discussion of contemporary issues and problems in ESL testing. Construction and evaluation of tests and assessments in all areas of language skills. Analysis of published standardized ESL tests, such as LAB and TOEFL.

**LCD 712. Multiple Literacies in TESOL.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today's technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development.

**LCD 720. Teaching English Sound Structure.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the sound structure of English and applications to teaching ESL.

## LINGUISTICS & COMMUNICATION DISORDERS

**LCD 740. Second Language Acquisition and Teaching.** Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

**LCD 740.3.** 3 hr. plus 25 hr. fieldwork observation; 3 cr. (For students who possess a New York State teaching certificate.)

**LCD 740.4.** 3 hr. plus 50 hr. fieldwork observation; 4 cr. (For students who do not possess a New York State teaching certificate.)

**LCD 741. Methods and Materials in TESOL: Listening, Speaking, Reading, Writing.** Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g., audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

**LCD 741.3.** 3 hr. plus 25 hr. fieldwork tutorial; 3 cr. (For students who possess a New York State teaching certificate.) For students in the TESOL: ITI advanced certificate program, there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.

**LCD 741.4.** 3 hr. plus 50 hr. fieldwork tutorial; 4 cr. (For students who do not possess a New York State teaching certificate.)

**LCD 742. Methods and Materials of TESOL: The Content Areas.** 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Reading, model lessons, and authentic materials are used to examine the theoretical issues involved and to apply them to teaching practices for ESL learners at the elementary and secondary levels. For students in the TESOL:ITI advanced certificate program there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741.

**LCD 750. Practicum in Adult TESOL.** 3 hr. plus 20 hr./wk of teaching experience; 3 cr. Prereq.: LCD 741. Supervised teaching experience plus a weekly two-hour seminar focused on classroom-related issues in second language acquisition and instruction. This course does *not* fulfill the State Education requirements for certification in elementary or secondary schools.

**LCD 790. Seminar in Research in TESOL.** 3 hr.; 3 cr. Prereq.: LCD 707 and 742. Analysis of selected research studies related to TESOL.

**LCD 794. Student Teaching Internship in TESOL I.** 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq. or coreq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the college. (For students who do not possess a New York State teaching certificate.)

**LCD 795. Student Teaching Internship in TESOL II.** 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq.: LCD 794. Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 794, plus a weekly seminar at the college. (For students who do not possess a New York State teaching certificate.)

**LCD 796. Student Teaching Internship in TESOL for Certified Teachers.** 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the college. (For students who possess a New York State teaching certificate.)

## LINGUISTICS COURSES IN RESERVE

**LCD 709. Teaching Writing and Reading to the Adult ESL or Basic Education Student**

**LCD 781. Survey of Adult Literacy Practices and Theory**

**LCD 782. Language, Literacy, and Society**

**LCD 784. Practicum in Adult Literacy and Reading**

**LCD 791. Seminar in Research in Applied Linguistics**

# Master of Arts in Liberal Studies

*Director:* James N. Jordan

*MALS Advisory Committee:* Alberto Cordero-Lecca, John M. O'Brien

*Dept. Office:* Powdermaker Hall 350E, 997-5280

The Master of Arts in Liberal Studies program makes possible a structured study of issues and problems outside the usual graduate school disciplines. Its interdisciplinary approach encourages students to see a specific problem, theme, or topic from a broad perspective by focusing on it through more than one methodology. The base of the 30-credit program is three team-taught core seminars that provide an intense examination of the sources and development of Western values.

While completing the core seminars (which comprise 9 credits), students, in consultation with a faculty advisor, select 18 credits of elective courses from existing college graduate offerings. This allows for a focused yet interdisciplinary approach at the master's level of study.

## Faculty

The core faculty is drawn primarily but not exclusively from the departments of History and Philosophy. Recent participants include:

Jordan, James N., Director, *Professor of Philosophy*, PhD 1966, University of Texas at Austin: Kant studies, ethics

Cordero-Lecca, Alberto, *Professor of Philosophy*, PhD, University of Maryland: philosophy of natural science; history of science

Hicks, Steven V., *Professor of Philosophy*, PhD 1990, Columbia University: Kant and Post-Kantian continental philosophy

Pine, Martin L., *Professor Emeritus of History*, PhD 1965, Columbia University: ancient, Medieval, and Renaissance history

## Admissions

Students must satisfy the general requirements for admission to the Graduate Division. The Graduate Record Exam is not required. The MALS Advisory Committee recommends candidates to the Dean.

## Requirements for MALS Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Each student must complete the three core seminars.
2. The course of study must be approved by a faculty advisor.
3. Of the six elective courses, no more than three can be in the same department.
4. Thesis or project required (3 credits).

## MALS Core Seminars

### LBLST 700. Western Values I.

2 hr. plus conf.; 3 cr. An intensive examination of the philosophical, religious, and political ideas of the ancient and Medieval world in their historical context.

### LBLST 701. Western Values II.

2 hr. plus conf.; 3 cr. A continuation of LBLST 700 from the Renaissance to the middle of the twentieth century.

### LBLST 702. Western Values III.

2 hr. plus conf.; 3 cr. Topics in twentieth-century philosophy, politics, and science.

# Mathematics

*Chair:* Wallace Goldberg

*Graduate Advisor:* Nick Metas

*Dept. Office:* Kiely Hall 237, 997-5800

*Website:* [www.qc.cuny.edu/Academics/Degrees/DMNS/Math](http://www.qc.cuny.edu/Academics/Degrees/DMNS/Math)

Students in the master's program can choose a program of study to prepare them for PhD programs in mathematics, for teaching at a pre-university level, for a career in probability or statistics, or for actuarial work. For those students who are interested in computer science as well as mathematics, a program can be arranged so that students do approximately one-half of their work in mathematics and one-half in computer science, each area complementing the other.

## Faculty

Goldberg, Wallace, Chair, *Professor*, PhD 1974, Polytechnic Institute of New York: applied mathematics, differential equations  
Metas, Nick, Graduate Advisor, *Assistant Professor*, PhD 1966, Massachusetts Institute of Technology: functional analysis, injective Banach spaces  
Braun, Martin, *Professor*, PhD 1968, New York University: qualitative theory of differential equations, mathematical models  
Dodziuk, Jozef, *Professor*, PhD 1973, Columbia University: geometric analysis  
Emerson, William R., *Professor*, PhD 1967, University of California at Berkeley: number theory, combinatorics, and topological group theory  
Hanusa, Christopher, *Assistant Professor*, PhD 2005, University of Washington: combinatorics & graph theory  
Jiang, Yunping, *Professor*, PhD 1990, City University of New York: dynamical systems  
Kahane, Joseph, *Professor*, PhD 1963, Columbia University: combinatorics, applied mathematics  
Kramer, Kenneth B., *Professor*, PhD 1973, Harvard University: algebraic number theory  
Lee, Dan, *Assistant Professor*, PhD 2005, Stanford University: differential geometry  
Maller, Michael J., *Professor*, PhD 1978, University of Warwick: dynamical systems and analysis  
Miller, Russell G., *Associate Professor*, PhD 2000, University of Chicago: logic, computability theory  
Mitra, Sudeb, *Associate Professor*, PhD 1999, Cornell University: complex analysis, geometric function theory, Riemann surfaces,

Teichmüller spaces  
Ovchinnikov, Alexey, *Assistant Professor*, PhD 2007, North Carolina State University: differential algebra  
Ralescu, Stefan S., *Professor*, PhD 1981, Indiana University at Bloomington: statistics, non-parametric inference, probability theory  
Rothenberg, Ronald I., *Associate Professor*, PhD 1964, University of California at Davis: operations research, probability and statistics, applied mathematics  
Sabitova, Maria, *Assistant Professor*, PhD 2005, University of Pennsylvania: algebraic number theory  
Saric, Dragomir, *Assistant Professor*, PhD 2001, The City University of New York: Teichmüller theory,  
Sisser, Fern S., *Associate Professor*, PhD 1977, Columbia University: optimization  
Sultan, Alan, *Professor*, PhD 1974, Polytechnic Institute of New York: topological measure theory  
Terilla, John, *Assistant Professor*, PhD 2001, University of North Carolina at Chapel Hill: deformation theory, mathematical physics  
Weiss, Norman J., *Professor*, PhD 1966, Princeton University: harmonic analysis on Euclidean spaces and Lie groups  
Wilson, Scott, *Assistant Professor*, PhD 2005, Stony Brook University, algebraic topology,  
Zakeri, Saeed, *Assistant Professor*, PhD 1999, State University of New York at Stony Brook: dynamical systems

## Requirements for Matriculation in the Master of Arts Programs

These requirements are in addition to the general requirements for admission.

1. To be admitted to the program, a candidate must have at least 25 credits in advanced courses in mathematics and related fields (such as computer science and physics). At least 12 credits must be in mathematics, including advanced calculus and linear algebra, with an average of at least  $B$  in the mathematics courses. Applicants not meeting these requirements must secure special permission of the department, and may be required to take courses to remove the deficiencies without receiving graduate credit.
2. At least two of the written recommendations must be from the applicant's undergraduate instructors and must deal with the ability of the applicant to pursue graduate work in mathematics.
3. The applicant must have the approval of the department's Committee of the Graduate Program.
4. The applicant's plan of study must be approved by the department.

## Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

The Department of Mathematics offers to the student the opportunity to obtain the Master of Arts degree either in Pure Mathematics or with a concentration in Applied Mathematics.

### Master of Arts in Pure Mathematics

1. A candidate for this degree is required to complete MATH 621, 628, 701, 702, and 703. A total of 30 credits required for the degree must be in mathematics, except that, with the approval of the Mathematics Department, a limited number of appropriate courses in physics or computer science may be substituted for mathematics courses. It is required that the program be completed with an average of  $B$  or better.

2. Each candidate for the degree must pass an oral examination.

### Master of Arts with a Concentration in Applied Mathematics

1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH 621, 624, 625, 628, and 633; or by demonstrating competence in specific areas to the satisfaction of the department; or by taking an alternative program of courses selected with the advisement and approval of the Graduate Advisor. A list of current courses and suggested programs of study will be made available. Students may obtain permission to design programs tailored to their individual needs. It is required that the master's program be completed with an average of  $B$  or better.

2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

3. Students will be encouraged to obtain practical experience in applied mathematics by working for private businesses or governmental agencies participating in the Queens College Cooperative Education program.



## MATHEMATICS

### PROGRAM FOR THE MASTER OF SCIENCE IN EDUCATION DEGREE

#### Requirements for Matriculation

These requirements are in addition to the general requirements for admission. To be admitted to the program a candidate must have:

1. A cumulative index and Mathematics index of at least *B*, as well as a *B* index in education are required for matriculated status. Students who do not meet the above requirements may be permitted to enter as probationary matriculants. Probationary status will be removed when the first 12 credits of approved coursework have been completed with a minimum average of *B*.

2. At least 21 credits in college-level mathematics courses. These courses must include intermediate calculus and linear algebra, with an average of at least *B*. Note that before taking the mathematics courses that go toward the master's degree, students must have a total of 36 credits in college-level mathematics.

3. Two letters of recommendation.

#### Requirements for the Degree

1. Candidates in this program have two advisors, one in the Department of Secondary Education & Youth Services and one in the Department of Mathematics. The Education Advisor should be consulted first to plan out the required coursework.

2. Students must take 15 credits in mathematics and 15 credits in Secondary Education. Note that the coursework in mathematics usually includes study in the History of Mathematics, Probability and Statistics, and Geometry. Students must consult their advisor to plan an appropriate course of study.

3. Students are required to pass an oral examination in mathematics. This exam is given by two of the student's professors and is based on the content of the two courses. The student may decide on the professors and submits a request to the Mathematics Advisor who then schedules the oral examination.

## COURSES IN MATHEMATICS

**MATH 503. Mathematics from an Algorithmic Standpoint.** 3 hr.; 3 cr. Prereq.: One year of calculus. An algorithmic approach to a variety of problems in high school and college mathematics. Topics may include problems from number theory, geometry, calculus, combinatorics, probability, and games and puzzles. Students will learn to program in the powerful Mathematica language and use this capability to conduct research in the above areas. Prior experience in programming is not necessary. (Students may not receive credit for this course and MATH 213W.) This course may

not be credited toward the degree of Master of Arts in Mathematics, except with the special permission of the department chair.

**MATH 505. Mathematical Problem-Solving.** 3 hr.; 3 cr. Prereq. or coreq.: One year of college mathematics. This course presents techniques and develops skills for analyzing and solving problems mathematically and for proving mathematical theorems. Students will learn to organize, extend, and apply the mathematics they know and, as necessary, will be exposed to new ideas in areas such as geometry, number theory, algebra, combinatorics, and graph theory. This course may not be credited toward the Master of Arts degree in Mathematics, without the special permission of the department chair.

**MATH 509. Set Theory and Logic.** 3 hr.; 3 cr. Prereq.: One year of calculus or permission of the instructor. May not be credited toward the Master of Arts degree in Mathematics. Propositional logic and truth tables. Basic intuitive ideas of set theory: cardinals, order types, and ordinals. Fall

**MATH 518. College Geometry.** 3 hr.; 3 cr. Prereq.: One course in linear algebra. Advanced topics in plane geometry, transformation geometry. Not open to candidates for the Master of Arts in Mathematics. Fall

**MATH 524. History of Mathematics.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 201 (Intermediate Calculus). Not open to candidates for the Master of Arts degree in Mathematics. Fall

**MATH 525. History of Modern Mathematics.** 3 hr.; 3 cr. Prereq.: MATH 524 or permission of the instructor. May not be credited toward the Master of Arts degree in Mathematics. Selected topics from the history of nineteenth- and twentieth-century mathematics, e.g., topology, measure theory, paradoxes and mathematical logic, modern algebra, non-Euclidean geometries, foundations of analysis.††

**MATH 550. Studies in Mathematics.** Prereq.: Permission of the Department. Topics will be announced in advance. May be repeated once for credit if topic is not the same. Not open to candidates for the Master of Arts degree in Mathematics.††

MATH 550.1. 1 hr.; 1 cr.

MATH 550.2. 2 hr.; 2 cr.

MATH 550.3. 3 hr.; 3 cr.

**MATH 555. Mathematics of Games and Puzzles.** 3 hr.; 3 cr. Prereq.: Two years of calculus or permission of the instructor. May not be credited toward the Master of Arts degree in Mathematics. Elements of game theory. Analysis of puzzles such as weighing prob-

lems, mazes, Instant Insanity, magic squares, paradoxes, etc.††

**MATH 601. Discrete Mathematics for Computer Science.** 4 hr.; 3 cr. An introduction to discrete mathematics for those incoming Computer Science master's degree students who do not have an undergraduate background in discrete mathematics. Topics include elementary set theory, elements of abstract algebra, propositional calculus, and Boolean algebra, proofs, mathematical induction, combinatorics, graphs, and discrete probability theory. (Students may not receive credit for both MATH 601 and either MATH 220 or CSCI 221, or an equivalent course in discrete mathematics. MATH 601 cannot be counted toward an undergraduate major in mathematics or a master's degree in mathematics.)††

**MATH 609. Introduction to Set Theory.** 3 hr.; 3 cr. Prereq.: MATH 201 (Intermediate Calculus) or permission of the instructor. Axiomatic development of set theory; relations, functions, ordinal and cardinal numbers, axiom of choice. Zorn's lemma, continuum hypothesis. Spring

**MATH 611. Introduction to Mathematical Probability.** 3 hr.; 3 cr. Prereq.: A one-year course in differential and integral calculus (including improper integrals). A first course in probability at an advanced level. Topics to be covered include axioms of probability, combinatorial analysis, conditional probability, random variables, binomial, Poisson, normal, and other distributions, mathematical expectation, and an introduction to statistical methods. Not open to students who have received credit for MATH 241 or 621. May not be counted toward the Master of Arts degree in Mathematics. Spring

**MATH 612. Projective Geometry.** 3 hr.; 3 cr. Prereq.: A course in linear algebra. Study of the projective plane.††

**MATH 613. Algebraic Structures.** 3 hr.; 3 cr. Prereq.: A course in linear algebra. Not open to students who have received undergraduate credit for MATH 333 at Queens College. Groups, rings, polynomials, fields, Galois theory. Spring

**MATH 614. Functions of Real Variables.** 3 hr.; 3 cr. Prereq.: Course in Elementary Real Analysis or Point Set Topology (equivalent of MATH 310 or 320), or permission of the instructor. Provides a foundation for further study in mathematical analysis. Topics include: basic topology in metric spaces, continuity, uniform convergence and equicontinuity, introduction to Lebesgue theory of integration. Fall

## MATHEMATICS

**MATH 616. Ordinary Differential Equations.** 3 hr.; 3 cr. Prereq.: MATH 614 or permission of the chair. Existence and uniqueness of solutions, linear systems, Liapunov stability theory, eigenvalue and boundary value problems.††

**MATH 617. Number Systems.** 3 hr.; 3 cr. Prereq.: Three semesters of undergraduate analytic geometry and calculus including infinite series. Not open to students who have received undergraduate credit for MATH 317 at Queens College. Axiomatic development of the integers, rational numbers, real numbers, and complex numbers. Fall

**MATH 618. Foundations of Geometry.** 3 hr.; 3 cr. Prereq.: One year of calculus. Historical perspective. Axiomatics: models, consistency, and independence. Rigorous development of both Euclidean geometry and the non-Euclidean geometry of Bolyai and Lobachevski. Spring

**MATH 619. Theory of Numbers.** 3 hr.; 3 cr. Prereq.: MATH 231 or 237. Prime numbers, the unique factorization property of integers, linear and non-linear Diophantine equations, congruences, modular arithmetic, quadratic reciprocity, continued fractions, contemporary applications in computing and cryptography.

**MATH 621. Probability.** 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and an introductory course in probability, or permission of the Chair. Binomial, Poisson, normal, and other distributions. Random variables. Laws of large numbers. Generating functions. Markov chains. Central limit theorem. Fall

**MATH 623. Operations Research (Probability Methods).** 3 hr.; 3 cr. Prereq.: Course in probability theory (such as MATH 241). An introduction to probabilistic methods of operations research. Topics include the general problem of decision making under uncertainty, project scheduling, probabilistic dynamic programming, inventory models, queuing theory, simulation models, and Monte Carlo methods. The stress is on applications. Spring

**MATH 624. Numerical Analysis I.** 3 hr.; 3 cr. Prereq.: A course in linear algebra (MATH 231 or 237) and either MATH 171 or knowledge of a programming language; coreq.: MATH 201 (Calculus). Numerical solution of nonlinear equations by iteration. Interpolation and polynomial approximation. Numerical differentiation and integration. Fall

**MATH 625. Numerical Analysis II.** 3 hr.; 3 cr. Prereq.: MATH 624 or its equivalent,

including knowledge of a programming language. Numerical solution of systems of linear equations. Iterative techniques in linear algebra. Numerical solution of systems of nonlinear equations. Orthogonal polynomials. Least square approximation. Gaussian quadrature. Numerical solution of differential equations. Spring

**MATH 626. Mathematics and Logic.** 3 hr.; 3 cr. Prereq.: Intermediate calculus or permission of the department. Propositional calculus, quantification theory, recursive functions, Gödel's incompleteness theorem. Spring

**MATH 628. Functions of a Complex Variable.** 3 hr.; 3 cr. Prereq.: One year of advanced calculus (MATH 202) or permission of the instructor. Topics covered include analytic functions, Cauchy's Integral Theorem, Taylor's theorem and Laurent series, the calculus of residues, Riemann surfaces, singularities, meromorphic functions. Spring

**MATH 630. Differential Topology.** 3 hr.; 3 cr. Prereq.: Advanced calculus. Differentiable manifolds and properties invariant under differentiable homeomorphisms; differential structures; maps; immersions, imbeddings, diffeomorphisms; implicit function theorem; partitions of unity; manifolds with boundary; smoothing of manifolds.††

**MATH 631. Differential Geometry.** 3 hr.; 3 cr. Prereq.: Advanced calculus. Theory of curves and surfaces and an introduction to Riemannian geometry.††

**MATH 632. Differential Forms.** 3 hr.; 3 cr. Prereq.: Advanced calculus. A study in a coordinate-free fashion of exterior differential forms: the types of integrands which appear in the advanced calculus.††

**MATH 633. Statistical Inference.** 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and either an undergraduate probability course which includes mathematical derivations or MATH 611 or 621. Basic concepts and procedures of statistical inference. Spring

**MATH 634. Theory of Graphs.** 3 hr.; 3 cr. Prereq.: One semester of advanced calculus. An introduction to the theory of directed and undirected graphs. The Four-Color Theorem. Applications to other fields. Fall

**MATH 635. Stochastic Processes.** 3 hr.; 3 cr. Prereq.: MATH 611 or 621. A study of families of random variables.††

**MATH 636. Combinatorial Theory.** 3 hr.; 3 cr. Prereq.: A course in linear algebra. This course will be concerned with techniques of enumeration. Spring

**MATH 650. Studies in Mathematics.** Prereq.: permission of the department. The topic will be announced in advance. This course may be repeated for credit provided the topic is not the same.††

MATH 650.1. 1 hr.; 1 cr.

MATH 650.2. 2 hr.; 2 cr.

MATH 650.3. 3 hr.; 3 cr.

**MATH 701. Theory of the Integral.** 3 hr.; 4½ cr. Prereq.: MATH 614. The Lebesgue integral in one dimension and in  $n$  dimensions, the abstract case. Spring

**MATH 702. Modern Abstract Algebra I.** 3 hr.; 4½ cr. Prereq.: MATH 613. A course in the fundamental concepts, techniques, and results of modern abstract algebra. Concepts and topics studied are semi-groups, groups, rings, fields, modules, vector spaces, algebras, linear algebras, matrices, field extensions, and ideals. Spring

**MATH 703. Point Set Topology.** 3 hr.; 4½ cr. Prereq.: MATH 614 or 628 or an undergraduate course in topology equivalent to MATH 320. Topological spaces, mappings, connectedness, compactness, separation axioms, product spaces, function spaces. Fall

**MATH 704. Functional Analysis.** 3 hr.; 4½ cr. Prereq.: A course in linear algebra and MATH 614. Abstract linear spaces, normed linear spaces, continuous linear transformations, dual spaces. Hahn-Banach theorem, closed graph theorem, uniform boundedness principle, Hilbert spaces, the weak-star-topology, Alaoglu's theorem, topological linear spaces.††

**MATH 705. Theory of Functions of a Complex Variable.** 3 hr.; 4½ cr. Prereq.: MATH 701.††

**MATH 706. Advanced Ordinary Differential Equations.** 3 hr.; 4½ cr. Prereq.: MATH 616.††

**MATH 707. Partial Differential Equations.** 3 hr.; 4½ cr. Prereq.: MATH 706.††

**MATH 708. Combinatorial Topology.** 3 hr.; 4½ cr. Prereq.: MATH 703.††

**MATH 709. Set Theory.** 3 hr.; 4½ cr.††

**MATH 710. Mathematics and Logic: Advanced Course.** 3 hr.; 4½ cr. Prereq.: MATH 626.††

**MATH 711. The Mathematical Structure of Modern Statistics.** 3 hr.; 4½ cr. Prereq.: A course in either probability or statistics.††

**MATH 712. Higher Geometry.** 3 hr.; 4½ cr.††

## MATHEMATICS

### **MATH 713. Modern Abstract Algebra II.**

3 hr.; 4<sup>1</sup>/<sub>2</sub> cr. Prereq.: MATH 702.††

### **MATH 717. Theory of Approximation I.**

3 hr.; 4<sup>1</sup>/<sub>2</sub> cr. Prereq.: MATH 614 or permission of the department.††

### **MATH 718. Theory of Approximation II.**

3 hr.; 4<sup>1</sup>/<sub>2</sub> cr. Prereq.: MATH 717.††

**MATH 790. Independent Research.** May be repeated for credit if the topic is changed.

MATH 790.1. 1 hr.; 1 cr.

MATH 790.2. 2 hr.; 2 cr.

MATH 790.3. 3 hr.; 3 cr.

MATH 790.4. 4 hr.; 4 cr.

MATH 790.45. 3 hr.; 4<sup>1</sup>/<sub>2</sub> cr.

MATH 790.5. 5 hr.; 5 cr.

**MATH 791. Tutorial.** May be repeated for credit if the topic is changed.

MATH 791.1. 1 hr.; 1 cr.

MATH 791.2. 2 hr.; 2 cr.

MATH 791.3. 3 hr.; 3 cr.

MATH 791.4. 4 hr.; 4 cr.

MATH 791.45. 3 hr.; 4<sup>1</sup>/<sub>2</sub> cr.

MATH 791.5. 5 hr.; 5 cr.

**MATH 792. Seminar.** May be repeated for credit if the topic is changed.

MATH 792.1. 1 hr.; 1 cr.

MATH 792.2. 2 hr.; 2 cr.

MATH 792.3. 3 hr.; 3 cr.

MATH 792.4. 4 hr.; 4 cr.

MATH 792.45. 3 hr.; 4<sup>1</sup>/<sub>2</sub> cr.

MATH 792.5. 5 hr.; 5 cr.

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†-Offered either Fall or Spring; see Class Schedule.

††-May be offered; see Class Schedule.

# Media Studies

*Chair:* Richard M. Maxwell

*Master's Program Coordinator:* Jonathan Buchsbaum

*Dept. Office:* G Building 100, 997-2950

The Media Studies program offers students a rigorous academic course of study which seeks to develop their research, analytic, and policy-making skills. Students not only familiarize themselves with the theories and criticism of the field, but also develop the procedures and skills necessary to conduct original research. The curriculum is suited to those students whose primary interest is in theory and research and who wish to pursue doctoral studies elsewhere, but is also of great benefit to those who wish to enter into and reach higher levels in media-related industries.

The program is designed for the media generalist. All courses within the program examine the intellectual, social, and cultural issues raised by a rapidly changing media environment throughout the world. While local circumstances vary from country to country, many of these issues apply to media practices internationally. Courses address key questions in contemporary media debates with careful attention to the historical background of these debates. Specifically, the curriculum focuses upon the theory and criticism of contemporary media in three principal areas: (1) theories of media; (2) criticism of media and popular culture; (3) international media systems.

The program regularly updates the curriculum to take account of the rapid changes referred to above, in particular the globalization of media and the implications of new technological developments.

Those students lacking academic background in Media and/or Communications may be asked to take selected undergraduate courses to provide the appropriate background. These courses may be taken concurrently with graduate courses.

*Please note: Applications are not currently being accepted for this program.*

## Faculty

Maxwell, Richard M., *Chair, Professor*, PhD 1990, University of Wisconsin at Madison: international media and marketing

Buchsbaum, Jonathan, *Master's Program Coordinator, Professor*, PhD 1983, New York University: film theory, film history, film and politics

Beloff, Zoe, *Associate Professor*, MFA 1983, Columbia University: film production

Einstein, Mara, *Associate Professor*, PhD 2000, New York University; MBA 1988 Northwestern University: advertising, media management, media institutions

Fuqua, Joy, *Assistant Professor*, PhD 1997, University of Pittsburgh: media criticism, media institutions, media and health communication

Hendershot, Heather J., *Associate Professor*, PhD 1995, University of Rochester: film and television analysis and criticism; children's television; feminism and media

Herzog, Amy, *Assistant Professor*, PhD 2004, University of Rochester: the role of sound and music in film and electronic media, the music industry, popular culture

Kapse, Anupama, *Assistant Professor*, PhD 2009, University of California, Berkeley: South Asian cinema

Liebman, Stuart, *Professor*, PhD 1980, New York University: film theory and criticism, media theory

Macmillan, Susan M., *Lecturer*, MA 1981, University of North Carolina: television production, media performance

McCleave, Leslie, *Assistant Professor*, MFA 1993, New York University: filmmaking and scriptwriting

Mukherjee, Roopali, *Associate Professor*, PhD 1994, Ohio State University: political communication, race and media, media activism, media institutions

Scott, Ellen, *Assistant Professor*, PhD 2007, University of Michigan: media history, African American cultural history, film, media and sound theory

## MASTER'S DEGREE IN MEDIA STUDIES

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. A 3.0 grade-point average on a 4.0 scale in undergraduate degree work.

2. At least three letters of recommendation from undergraduate instructors, normally two from instructors in communication and one from an instructor in another area. Applicants who have been employed full time following the receipt of their undergraduate degree may wish to submit letters from employment supervisors. In some instances an interview may be required.

3. A minimum score of 1000 on the Graduate Record Examination. International students are exempt from this requirement but must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

4. The credentials of each applicant will be examined by the departmental Graduate Stud-

ies Committee, which will accept, accept with conditions, accept on probation, or reject the candidate.

### Requirements for the Media Studies Program

These requirements are in addition to the general college requirements for the Master of Arts degree.

1. When a candidate is admitted, a departmental advisor will be appointed who will assist the candidate in developing a plan of study.

2. All candidates in Media Studies are required to pass three core courses with an overall grade-point average of *B* (3.0) or better. The courses are: MEDST 701, History of Forms of Media; MEDST 703, Graduate Study in Media; MEDST 706, Survey of Media Criticism.

3. In order to graduate, students must pass a comprehensive examination after completion of 30 credits with a grade-point average of *B* (3.0) or better.

4. Thesis Option. Subject to approval by the Graduate Media Studies Committee, students may prepare a thesis based upon independent research and must pass a final oral examination on its content and method, in the presence of their graduate committee. The thesis and thesis course, MEDST 799.2, will satisfy 6 credits toward the degree.

## COURSES IN MEDIA STUDIES

### MEDST 701 History of Forms of Media.

3 hr; 3 cr. Introduction to and survey of the history of media forms, from orality through print to electronic media, with analysis of the grammar, syntax, and social implications unique to each medium.

### MEDST 703. Graduate Study in Media. 3

hr.; 3 cr. Introduction and survey of basic theories, research, production techniques, and critical procedures necessary to the development of a media orientation at the graduate level.

### MEDST 706. Survey of Media Criticism.

3 hr.; 3 cr. Broad survey of critical approaches to media, including semiotics, genre analysis, Frankfurt school, Freudian theory, political economy, feminism, rhetorical, and cultural studies, introducing basic critical vocabulary and addressing competing arguments.

### MEDST 707. Methodology in Media

**Research.** 3 hr.; 3 cr. An introduction to basic scientific research methods used within the field of communications and the philosophical arguments behind the various approaches. Students learn to read and access statistical information as presented in communications research studies.

## MEDIA STUDIES

**MEDST 752. Media Theory.** 3 hr.; 3 cr. Analysis of theoretical models; examination of relationships among interpersonal, organizational, mass, and societal communication systems. ††

**MEDST 754. Survey of Media Research.** 3 hr.; 3 cr. An examination and evaluation of media research. Emphasis on behavioral and experimental research. ††

**MEDST 757. Media and Politics.** 3 hr.; 3 cr. The study of the interaction of media upon politics with special attention to topics such as rhetorical strategies used in presidential campaigns and elections, social movements, and Marxist theories of media.

**MEDST 758. Form and Genre.** 4 hr.; 3 cr. Analysis of selected topics in media trends, forms, and styles. Social and political impact of film and ethnic and cultural minorities in film.

**MEDST 759. Studies in Communication.** 3 hr.; 3 cr. May be repeated for credit if topic changes.

**MEDST 760. Rhetorical Theory and Media.** 3 hr.; 3 cr. Study of rhetorical theories of communication from Aristotle to the present applied to a contemporary media context. ††

**MEDST 761. Comparative Media Analysis.** 3 hr.; 3 cr. Comparisons of selected national media systems across a variety of political and economic formations. The focus will include both print and broadcast media. Topics will include the nature of media organization, control, and financing; program content and scheduling; national policy debates; and others as pertinent.

**MEDST 764. International Media Systems.** 3 hr.; 3 cr. International, transnational, cross-cultural, and comparative analyses of media systems. ††

**MEDST 788. Cooperative Education Placement.** Experiential learning through job placements developed by the Queens College Cooperative Education Program. Opportunities to test, apply, demonstrate, and expand on academic learning in an organizational setting. Prerequisites: at least three Media Studies courses. Students will develop a detailed learning and project contract to be approved by an on-site supervisor, a departmental faculty advisor, and the Media Studies Coordinator. At the completion of the project, the student shall submit a written report of the experience to the faculty advisor for evaluation and a grade. Students receiving life-experience credit may not receive Cooperative Education credit. †

MEDST 788.1. 1 hr.; 1 cr.

MEDST 788.2. 2 hr.; 2 cr.

MEDST 788.3. 3 hr.; 3 cr.

**MEDST 797. Special Problems.** Prereq.: Approval of program coordinator and department chair. Media Studies graduate students may receive up to three credits of life-experience credit under the conditions specified by the department; consult the coordinator of the Media Studies Program for details.

MEDST 797.1. 1 hr.; 1 cr.

MEDST 797.2. 2 hr.; 2 cr.

MEDST 797.3. 3 hr.; 3 cr.

**MEDST 799.1. Article.** Hr. to be arranged; 3 cr. Prereq.: Approval of program coordinator and department chair.

**MEDST 799.2. Thesis.** Hr. to be arranged; 6 cr. Prereq.: Approval of program coordinator and department chair.

# The Aaron Copland School of Music

*Director and Chair:* Edward Smaldone

*Music Office:* Music Building 203,  
997-3800; Fax 997-3849

The Aaron Copland School of Music offers conservatory-level training in performance and university curricula in musical composition and scholarship leading to the Master of Arts degree. In conjunction with the Division of Education, the School of Music offers a music education program leading to the Master of Science degree in Music Education. The School of Music also offers Certificate Programs in performance.

In the MA degree program, the performance sequence includes private instruction in the major instrument or voice, ensembles, historical performance practice studies, and other courses geared to the needs of performers. A student may major in a standard orchestral, keyboard, early or jazz instrument, in classical guitar, voice, and choral or orchestral conducting. The composition, theory, and music history sequences are designed, respectively, for the student planning a career as a composer, for the student interested eventually in college-level teaching who needs solid grounding for doctoral studies, and for the student planning to enter music publishing, criticism, editing, or other music-related fields.

The MS in Education (Music) degree program includes methods, conducting, and rehearsal techniques, as well as research courses in music education. It is designed to provide professional training for those who are teaching or expect to teach general or vocal, choral, and/or instrumental music in elementary and secondary schools. Electives are planned for the needs of the school music teacher, or are drawn from other graduate music offerings.

The School of Music Building includes the LeFrak Concert Hall with tracker organ, a smaller recital hall, choral and orchestral rehearsal spaces, classrooms surrounding a central skylit atrium, practice rooms and teaching studios, an expanded music library to house the extensive music collections, an expanded electronic music studio, music education workshop facilities, recording studio, faculty offices, and student and faculty lounges. The building is acoustically isolated, and is one of the most advanced music facilities in the area.

## MASTER OF ARTS PROGRAM

*Advisor:* William N. Rothstein

### Faculty for Classical Performance

*Advisor:* Marcy Rosen, assisted by other members of the performance faculty, indicated below by an asterisk (\*)

*Violin:* Daniel Phillips\*, Arik Braude, Stephanie Chase, Renee Jolles, Grigory Kalinovsky, Burton Kaplan, Chin Kim, Amy Yarrow

*Viola:* Edward Klorman, Daniel Panner

*Cello:* Marcy Rosen\*, Iris Jortner, Alexander Kouguell

*Double Bass:* Yoshio Aomori, Marju Danilow, Daniel Krekeler, Jeremy McCoy

*Flute:* Judith Mendenhall, Tara Helen O'Connor, Susan Rotholz, René Siebert, Keith Underwood

*Oboe:* Humbert Lucarelli

*Clarinet:* Charles Neidich\*

*Bassoon:* Marc Goldberg

*French Horn:* David Jolley\*

*Trumpet:* Josef Burgstaller, Mary Hastings, David Krauss, Vincent Penzarella

*Trombone:* Haim Avtzar

*Tuba:* Morris Kainuma

*Saxophone:* Paul Cohen

*Percussion:* Michael Lipsey\*, David Cossin, Matthew Ward

*Voice:* Sherry Overholt, Andres Andrade, Naria Argyros, Rose Marie Crouse, Bruce Norris, Mark Oswald, David Ronis

*Piano:* Morey Ritt\*, John Bloomfield, Zelma Bodzin, Baldo Diaz-Acosta, Edna Golansky, Nina Lelchuk, Michael Oelbaum, Donald Pirone, Gerald Robbins, Nina Svetlanova

*Organ:* Jan-Piet Knijff, Stephen Hamilton

*Harp:* Susan Jolles  
*Harp* (Emeritus)

*Classical Guitar:* William Anderson, William Zito

*Lute:* Patrick O'Brien

*Orchestral Conducting:* Maurice Peress\*

*Chamber Music and Ensembles:* David Jolley\*, Alexander Kouguell, Charles Neidich\*, Daniel Phillips\*, Morey Ritt\*, Marcy Rosen\*

*Orchestra:* Maurice Peress\*

*Chamber Orchestra:* Charles Neidich\*

*Nota Bene Twentieth-Century Music*

*Ensemble:* Michael Lipsey\*

*Guitar Ensemble:* William Anderson

*Choir:* James John\*

*Vocal Ensemble:* James John\*

*Choral Society:* James John\*

*Opera Workshop:* Bruce Norris, David Ronis

*Collegium Musicum:* Susan Hellauer

## Faculty for Jazz Performance

*Advisor:* Michael P. Mossman\*

*Trumpet and Jazz Composition:* Michael P. Mossman\*

*Saxophones and Flute:* Antonio Hart\*

*Piano:* David Berkman\*, Jeb Patton

*Jazz Violin:* Mark Feldman, John Blake

*Bass:* Lonnie Plaxico, Joris Teepe, Pablo Aslan, Ron Carter, Johannes Weidenmuller

*Percussion:* Vince Cherico, Gene Jackson, Christos Rafalides, William Hart

*Voice:* J.D. Walter, Melba Joce Bradford, Charenee Wade

*Trombone:* Luis Bonilla

*Guitar:* Paul Bollenback, Tom Guarna

*Jazz History:* Howard Brofsky

*Jazz Composition:* Darcy James Argue

## Faculty for Composition, Theory, and Music History

*Advisor:* William N. Rothstein

Anson-Cartwright, Mark, *Assistant Professor*, PhD 1998, City University of New York: theorist, Schenkerian analysis

Burnett, Henry, *Professor*, PhD 1978, City University of New York: musicologist, ethnomusicologist; seventeenth through eighteenth centuries; style criticism; Japanese music

Gagné, David W., *Associate Professor*, PhD 1988, City University of New York: theorist, Schenkerian analysis

Howe, Hubert S., Jr., *Professor*, PhD 1972, Princeton University: composer; computer synthesis of electronic music

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist; French music, 1870–1940

Rothstein, William N., *Professor*, PhD 1981, Yale University: theorist, Schenkerian analysis, analysis of rhythm

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Assistant Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Stone, Anne J., *Associate Professor*, PhD 1994, Harvard University: Medieval and Renaissance music

Wilbourne, Emily, *Assistant Professor*, PhD 2008, NYU: Musicology, early 17th Century Italian theatrical music, gender and sexuality.

## THE AARON COPLAND SCHOOL OF MUSIC

### Requirements for Admission into Classical Programs

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent).

2. A major audition for performance applicants. Auditions are held at the college each semester and are competitive.

3. Other applicants should submit copies of recent work to Professor William Rothstein, Graduate Advisor, Music Building, as stipulated below:

*Composition*: two or three recent works

*Theory*: one or two examples of tonal composition and a recent paper

*History*: one or more recent papers

4. International students are required to take the TOEFL examination, with a minimum score of 550 on the paper-based examination or the equivalent score on the computer-based examination.

5. Applicants in theory and music history are required to take the Graduate Record Examination (GRE).

### Requirements for the Degree

These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

1. A student normally majors in one area: *Performance* (classical or jazz), *Composition* (classical or jazz), *Theory*, or *Music History* (or in a combined Theory/History program).

2. *Performance majors* complete 36 credits, perform a public recital, and write program notes on their recital repertoire. *Composition majors* complete 30 credits of coursework and write a large composition. *Theory and Music History majors* complete 30 credits plus a thesis, or complete 36 credits of coursework. The written works (composition, thesis, or essays) are completed under the supervision of an advisor approved by the graduate advisor.

Master's degree programs are planned for three semesters of full-time work, but many students take two years to complete all their requirements. Performance majors enroll as full-time students; others may register on a full- or part-time basis. Except for performance ensembles, graduate courses are usually offered in late afternoon or early evening for the convenience of students.

3. In classical programs, the following examinations are required during the course of study. Students will take each examination each semester until a passing grade is achieved in each area.

(a) Students take the Theory Qualifying Exam in *music theory and musicianship* before

registering for their first semester. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study. Those who fail any other of the exam's four parts must re-take those parts.

(b) Students are tested in the *history of music* before registering for their first semester. Those who need further work in this area will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music history, music theory, and composition, and of classical performance majors who are either singers or pianists specializing in vocal accompanying. Classical performance majors may substitute an examination in foreign musical terms for the language examination.

4. Orchestral instrument majors play in Orchestra during each semester of residence. Voice majors participate in Opera Workshop or Vocal Ensemble each semester.

### COURSES OF STUDY

Course requirements for individual concentrations within the performance major are listed separately below:

#### Course of Study for the Instrumental Performance Major (string, wind, brass, percussion, and piano):

Instrumental performance majors are required to take MUSIC 774, 775, 776, 777 (any two semesters); MUSIC 707, 708, 709, 779; three semesters of one of the following: MUSIC 747, 748, 749, 750, or 752; and three electives. In addition, orchestral instrumentalists are required to take MUSIC 792 during each semester of their enrollment. The entire course of study shall be under the supervision of the advisor for performance. The required schedule of courses is:

*Fall (Semester I)*

MUSIC 707. Individual Musical Performance I (lessons)

MUSIC 747, 748, 749, 750, or 752 (repertory class)

MUSIC 774. Chamber Music I

MUSIC 792. Orchestra

One or two electives

*Spring (Semester II)*

MUSIC 708. Individual Musical Performance II (lessons)

MUSIC 747, 748, 749, 750, or 752 (repertory

class)

MUSIC 775. Chamber Music II\*\*

MUSIC 777. Seminar in Performance Practice

MUSIC 779. Musical Analysis for Performers

MUSIC 792. Orchestra

One or two electives

*Fall (Semester III)*

MUSIC 709. Individual Musical Performance III (lessons)

MUSIC 747, 748, 749, 750, or 752 (repertory class)

MUSIC 776. Chamber Music III\*\*

MUSIC 777. Seminar in Performance Practice

MUSIC 792. Orchestra

One or two electives

#### Course of Study for the Conducting Major:

Conducting majors are required to take MUSIC 778 for three semesters; MUSIC 777 (any two semesters); MUSIC 707, 708, 709, 779, 792; and three electives. An additional fourth semester is devoted to preparing and conducting a full orchestral concert recital. The entire course of study shall be under the supervision of the advisor for performance. The required schedule of courses is:

*Fall (Semester I)*

MUSIC 707. Individual Musical Performance I (lessons)

MUSIC 778. Performance Workshop for Conductors

MUSIC 792. Orchestra

One or two electives

*Spring (Semester II)*

MUSIC 708. Individual Musical Performance II (lessons)

MUSIC 777. Seminar in Performance Practice

MUSIC 778. Performance Workshop for Conductors

MUSIC 779. Musical Analysis for Performers

MUSIC 792. Orchestra

One or two electives

*Fall (Semester III)*

MUSIC 709. Individual Musical Performance III (lessons)

MUSIC 777. Seminar in Performance Practice

MUSIC 778. Performance Workshop for Conductors

MUSIC 792. Orchestra

One or two electives

*Spring (Semester IV)*

Full orchestral concert recital

#### Course of Study for the Vocal Performance Major:

Vocal majors are required to take MUSIC 707, 708, 709, 777 for two semesters; either

## THE AARON COPLAND SCHOOL OF MUSIC

MUSIC 794.1 *and/or* MUSIC 796 *and/or* 774,775,776 for three semesters; and MUSIC 751 for three semesters. A recital is required in the last semester.

### *Fall (Semester I)*

MUSIC 707. Individual Musical Performance I (lessons)  
MUSIC 751. Vocal Repertory  
MUSIC 774. Chamber Music I *and/or*  
MUSIC 794.1. Vocal Ensemble *and/or*  
MUSIC 796. Opera Studio  
One or two electives

### *Spring (Semester II)*

MUSIC 708. Individual Musical Performance II (lessons)  
MUSIC 751. Vocal Repertory  
MUSIC 777. Seminar in Performance Practice  
MUSIC 775. Chamber Music II *and/or*  
MUSIC 794.1. Vocal Ensemble *and/or*  
MUSIC 796. Opera Studio  
MUSIC 779. Musical Analysis for Performers  
One or two electives

### *Fall (Semester III)*

MUSIC 709. Individual Musical Performance III (lessons)  
MUSIC 751. Vocal Repertory  
MUSIC 777. Seminar in Performance Practice  
MUSIC 776. Chamber Music III *and/or*  
MUSIC 794.1. Vocal Ensemble *and/or*  
MUSIC 796. Opera Studio  
One or two electives

### **Course of Study for Composition Majors**

Composition majors are required to take MUSIC 729, 730, 731 or 732, 742, 784, and 785. Remaining credits will be chosen from electives in consultation with the advisor. The preferred schedule of courses is:

### *Fall (Semester I)*

MUSIC 729. Techniques of Composition  
MUSIC 742. Proseminar in Analysis and Style Criticism  
MUSIC 784. The Twentieth Century I  
One elective

### *Spring (Semester II)*

MUSIC 730. Techniques of Composition  
MUSIC 785. The Twentieth Century II  
One or two electives

### *Fall (Semester III)*

MUSIC 731 or 732. Composition Seminar  
One or two electives

### **Courses of Study for Theory and History Majors**

Since the fields of music theory and music history are both branches of musicology, their curricula have much in common. They diverge in the contents of their two required seminars, as well as in some specific course requirements (MUSIC 745.1. Schenkerian Analysis I and MUSIC 746. Introduction to Post-Tonal Theory, for theory majors; MUSIC 706. Renaissance Notation, for history majors). While most students declare either theory or history as their major area and take both seminars in that one area, it is possible to declare a musicology major and take one seminar in theory and one in history.

Theory majors are required to take MUSIC 700, 742, 745.1, and 746, plus two theory seminars; seminars are normally chosen from courses numbered MUSIC 762 or 763. Remaining credits will be chosen from electives in consultation with the advisor. The preferred schedule of courses is:

### *Fall (Semester I)*

MUSIC 700. Bibliography and Research Techniques  
MUSIC 742. Proseminar in Analysis and Style Criticism  
One or two electives

### *Spring (Semester II)*

MUSIC 745.1. Schenkerian Analysis I (when applicable)  
MUSIC 746. Introduction to Post-Tonal Theory  
MUSIC 762. Seminar in Music Theory

### *Fall (Semester III)*

MUSIC 763. Seminar in Music Theory  
One or two electives

History majors are required to take MUSIC 700, 706, and 742, plus two seminars in music history or ethnomusicology; seminars are normally chosen from courses numbered MUSIC 710, 711, 760, or 761. Remaining credits will be chosen from electives in consultation with the advisor. The preferred schedule of courses is:

### *Fall (Semester I)*

MUSIC 700. Bibliography and Research Techniques  
MUSIC 742. Proseminar in Analysis and Style Criticism  
One or two electives

### *Spring (Semester II)*

MUSIC 706. Renaissance Notation  
MUSIC 710. Ethnomusicology *or* MUSIC 760. Seminar in Music History  
One or two electives

### *Fall (Semester III)*

MUSIC 711. Ethnomusicology *or* MUSIC 761. Seminar in Music History  
One or two electives

### **Requirements for Admission into the Jazz Studies Program**

1. Completed graduate application
2. Live or taped audition including at least three contrasting pieces featuring the applicant as an improvising jazz soloist. Taped auditions are accepted at the discretion of the Jazz Program.
3. A Bachelor's degree or its equivalent (not necessarily in jazz performance)
4. Jazz composition applicants must submit scores and recordings of their work. These works must include compositions and arrangements for large (10 or more piece) ensembles.

### **Course of Study for Jazz Performance Majors**

Jazz performance majors are required to take MUSIC 794.7 (Jazz Ensemble) for three semesters, MUSIC 755 (Jazz Composition and Arranging), MUSIC 756 (Jazz History), plus nine graduate elective credits. In addition, the Jazz faculty administers a comprehensive exit examination, including piano proficiency, aural skills, sight reading, and repertoire. Materials for this examination are distributed to all incoming students. This exit examination must be passed before a graduate recital is scheduled. The preferred schedule of courses is:

### *Fall (Semester I)*

MUSIC 717 (Private Lessons)  
MUSIC 754 (Jazz Improvisation)  
MUSIC 794.7 (Jazz Ensemble)  
One or two electives

### *Spring (Semester II)*

MUSIC 718 (Private Lessons)  
MUSIC 755 (Jazz Composition and Arranging)  
MUSIC 794.7 (Jazz Ensemble)  
One or two electives

### *Fall (Semester III)*

MUSIC 719 (Private Lessons)  
MUSIC 756 (Jazz History)  
MUSIC 794.7 (Jazz Ensemble)  
One or two electives

Electives offered include MUSIC 757, Advanced Jazz Composition, MUSIC 786, Combo Workshop; MUSIC 788, Jazz Piano Workshop; MUSIC 721, Music Business; and MUSIC 790.1, 790.2, 790.3, Special Problems. Jazz students are also encouraged to take advantage of courses in the classical division.



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### Jazz Composition Major

The course of study for the Jazz composition major has recently undergone significant changes. Proposed new courses include lessons in composition, and courses in improvisation, jazz harmony, transcription, jazz counterpoint, jazz history and jazz analysis. Interested students are advised to make an appointment with Prof. Michael Mossman, 718-997-3800.

### CERTIFICATE PROGRAMS IN MUSIC PERFORMANCE

#### Requirements for Admission

These requirements are in addition to the general requirements for admission, listed elsewhere in this Bulletin.

1. For the Advanced Certificate: An undergraduate degree with a major in music (or its equivalent).

For the Professional Certificate: An MA degree in music performance (or its equivalent).

For the Artwist Diploma Certificate: An MA degree in music performance and an additional 19 credits in a post MA program in music performance.

For the Advanced Certificate in Chamber Music: an MA degree in music performance (or its equivalent). Admission is restricted to pre-formed chamber ensembles.

2. A major audition is required of all applicants. Auditions are held at the college each semester and are competitive.

3. International students are required to take the TOEFL examination, with a minimum score of 500 on the paper-based examination or the equivalent score on the computer-based examination.

Required courses for all Certificates: 19 credits: required courses: MUSIC 707, 708; 747,748,749,750,751, or 752 for two semesters; MUSIC 774, 775; 792 or 796 or other performance course as assigned by the graduate advisor. All students are required to register for 9 credits per semester.

Additional requirement: Students in each Certificate track perform a recital during each semester of enrollment.

Chamber Music Certificate only: Two Recitals (fall AND spring), with off-campus repeats of each program.

### COURSES IN MUSIC

**MUSIC 700. Bibliography and Research Techniques.** 3 hr.; 3 cr. Fall

**MUSIC 705. Medieval Notation.** 3 hr.; 3 cr.††

**MUSIC 706. Renaissance Notation.** 3 hr.; 3 cr.††

**MUSIC 707. Individual Musical Performance I.** 1 hr.; 3 cr. Prereq.: *for instrumentalists and singers*; coreq.: MUSIC 799 (.1, .2, .3, .4, .5, .6). Advanced level of performance on the student's instrument or voice and permission of the School. *For conductors*: Advanced level of performance as a conductor and permission of the School. Private study in an instrument, or voice or conducting. Fall, Spring

**MUSIC 708. Individual Musical Performance II.** 1 hr.; 3 cr. Prereq.: MUSIC 778.1; coreq.: MUSIC 799 (.1, .2, .3, .4, .5, .6). Continuation of private study in an instrument, or voice, or conducting. Fall, Spring

**MUSIC 709. Individual Musical Performance III.** 1 hr.; 3 cr. Prereq.: Music 778.2; coreq.: MUSIC 799 (.1, .2, .3, .4, .5, .6). Continuation of private study in an instrument, or voice, or conducting. Fall, Spring

**MUSIC 710, 711. Ethnomusicology Seminar.** 3 hr. plus conf.; 3 cr. Prereq.: For MUSIC 710, 700 and 742; for MUSIC 711, MUSIC 710. Ethnomusicological research of a special culture area or particular group.††

**MUSIC 712. Ethnomusicology.** 3 hr.; 3 cr. An introduction to the current theories and methodology of ethnomusicology. The study will include approaches to library research, fieldwork, notation, analysis, instrument classification, and contextual description of music as an integral part of culture. Recorded sound examples from the principal cultures of the world outside the area of Western classical music will be studied.††

**MUSIC 713. Topical Course in Ethnomusicology.** 3 hr.; 3 cr. Survey of a particular aspect of ethnomusicology or of the music of a particular area or group. Offerings have included Asian Music, Music of Japan, and Japanese Chamber Music. May be repeated for credit if the topic changes.††

**MUSIC 714, 715, 716. Jazz Lessons in Composition.** 1 hr., 4 cr. each. Prereq.: Admission to the jazz performance in composition major. Weekly lessons in jazz composition.

**MUS 717, 718, 719. Jazz Private Instruction.** 1 hr.; 4 cr. Prereq.: Permission of Director of Jazz Studies. Weekly private lesson in major applied instrument.

**MUSIC 720. Advanced Orchestration.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. Late nineteenth- and twentieth-century orchestral techniques are studied through the works of Brahms and Wagner, Mahler and Strauss to Britten, Stravinsky, Boulez, and Lutoslawski. Students examine notation innovations, orchestrate twentieth-century piano music, and occasionally hear their exercises read by the School of Music orchestra.

**MUSIC 721. Music Business.** 3 hr. 3 cr. No prerequisites. This course is designed to teach music students the economic basis of the music business; i.e. financial planning, contracts, dealing with managers and agents, etc. Students will be guided in assessing their own attitudes toward money and business and in creating compelling personal goals and planning the attainment of these goals. ††

**MUSIC 725. Composers' Workshop.** 1 hr.; 1 cr. A practicum for composers including performance and discussion of student works and discussion of other new music. Required of composition majors during each semester of residence for a maximum of three credits. Open to other graduate students with permission of the instructor. Graded on Pass/Fail basis only.

**MUSIC 726.1. Electronic Music Studio I.** 3 hr.; 3 cr. Introduction to electronic music studio synthesis through lectures and studio work. Emphasizes the operation of analog, digital, and sampling synthesizers and recording techniques.

**MUSIC 726.2. Electronic Music Studio II.** 3 hr.; 3 cr. Prereq.: MUSIC 726.1 and permission of the instructor. A continuation of Electronic Music Studio I, emphasizing the Musical Instrument Digital Interface and the use of personal computers for sequencing and music publishing.

**MUSIC 727. Electronic Music Composition.** 3 lec. hr. plus lab.; 3 cr. Prereq.: MUSIC 726 or 733.1, or permission of the instructor. Composition of electronic music using analog or digital methods.††

**MUSIC 728. Musical Systems and Speculative Theory.** 3 hr.; 3 cr. Analysis of the syntactical systems of two musical languages which have produced important work: tonality and the 12-tone system; construction by analogy of new musical systems which might be used as the foundations for new music. Use of electronic media and the computer.††

†-Offered either Fall or Spring; see Class Schedule.  
††-May be offered; see Class Schedule.

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**MUSIC 729, 730. Techniques of Composition.** 3 hr.; 3 cr. each course. Prereq.: Undergraduate study in composition. A study of the different compositional concepts, styles, and techniques embodied in historical models. Students are required to submit original work directly related to the materials considered. May be repeated for credit with permission of the department.

**MUSIC 731, 732. Composition Seminar.** 3 hr. plus conf.; 3 cr. Prereq.: MUSIC 730. May be repeated for credit with permission of the department. MUSIC 731–Fall; MUSIC 732–Spring

**MUSIC 733.1. Computer Music I.** 3 hr.; 3 cr. Prereq.: MUSIC 726.1 or 726.2, or permission of the instructor. Introduction to computer music synthesis emphasizing the basic concepts of synthesis, score preparation, and the study of computer music.

**MUSIC 733.2. Computer Music II.** 3 hr.; 3 cr. Prereq.: MUSIC 733.1 or permission of the instructor. A continuation of Computer Music I. Survey of computer music synthesis methods and computer composition.

**MUSIC 734. Computer Techniques for Music Research.** 3 hr.; 3 cr. Applications of digital computers in the fields of music theory and music history. No technical background in the use of the computer is required.

**MUSIC 738. Musical Iconography.** 3 hr.; 3 cr. Critical and historical interpretation of the representation of musical subjects from the arts of Ancient Egypt to the nineteenth century. ††

**MUSIC 742. Proseminar in Analysis and Style Criticism.** 3 hr.; 3 cr. Prereq.: A passing grade on the harmonization portion of the Theory Qualifying Examination, or a grade of B– or higher in MUSIC 759. Analysis of style and structure of works of various periods. Fall

**MUSIC 745.1. Schenkerian Analysis I.** 3 hr.; 3 cr. Prereq.: Passing of Theory Qualifying Exam. An introduction to the theories of Heinrich Schenker, their relevance and practical application to musical analysis. (Required for all theory majors.)

**MUSIC 746. Introduction to Post-Tonal Theory.** 3 hr.; 3 cr. An introduction to current analytical approaches to 20th-century music. Required of theory majors.

**MUSIC 747.** 2 hr.; 1 cr. String Repertory. Prereq.: permission of the instructor. A study of orchestral, chamber, and solo repertoire for string instruments. May be repeated for credit.

**MUSIC 748.** 2 hr.; 1 cr. Woodwind Repertory. Prereq.: permission of the instructor. A study

of orchestral, chamber, and solo repertoire for woodwind instruments. May be repeated for credit.

**MUSIC 749.** 2 hr.; 1 cr. Brass Repertory. Prereq.: permission of the instructor. A study of orchestral, chamber, and solo repertoire for brass instruments. May be repeated for credit.

**MUSIC 750.** 2 hr.; 1 cr. Piano Repertory. Prereq.: permission of the instructor. A study of chamber and solo repertoire for piano. May be repeated for credit.

**MUSIC 751.** 2 hr.; 1 cr. Vocal Repertory. Prereq.: permission of the instructor. A study of aspects of vocal repertory including art song, aria, and other vocal forms. May be repeated for credit.

**MUSIC 752. Percussion Repertory.** 2 hrs.; 1 cr. Prereq.: permission of the instructor. This course is designed to increase the student's ability in three major areas of performance: orchestral repertoire, solo repertoire and world percussion music. Students are expected to prepare excerpts, listen to recordings, study scores and attend concerts. Grades are based on weekly performances in class. The workload will change depending on the repertoire performed in the Queens College Orchestra.

**MUSIC 753. Style Criticism: Topical Lecture Courses in Analysis and Criticism.** 3 hr.; 3 cr. Prereq.: Matriculation for the Master of Arts degree in Music, or permission of the school. Analysis and criticism of selected works. May be repeated for credit if the topic changes. ††

**MUSIC 754. Advanced Jazz Improvisation and Theory.** 3 hr.; 3 cr. Prereq.: permission of the instructor. Advanced study of the theory, practice, and styles of improvisation designed to refine the technique and skills of the performer in preparation for a professional career.

**MUSIC 755. Jazz Composition/Arranging.** 3 hr.; 3 cr. Prereq.: permission of the instructor. The development of skills and techniques in the use of various jazz idioms and their application to individual creative expression. May be repeated for credit with permission of the department.

**MUSIC 756. Problems in Jazz History and Analysis.** 3 hr.; 3 cr. Prereq.: permission of the instructor. The first part of the semester will introduce students to the methods and problems of research in jazz history; the second half will focus on a specific era or on the work of a single jazz improviser or composer.

**MUSIC 757. Advanced Jazz Composition.** 3 hr.; 3 cr. Advanced students write for the jazz ensemble and have their works rehearsed and

performed. Arranging for mixed woodwinds, strings, horn and tuba. Afro-Cuban and Brazilian styles explored.

**MUSIC 759. Studies in Tonal Harmony and Counterpoint.** 3 hr.; 2 cr. An intensive study of tonal harmony and counterpoint, including chord prolongation and long-range structure. Practical applications. Open to interested students, but required of those who fail the Theory Qualifying Examination.

**MUSIC 760, 761. Seminar in Music History.** 3 hr.; 3 cr. Prereq.: MUSIC 700 and 742 or permission of the instructor. Consideration of special historical problems in which techniques of research and independent evaluation are stressed. Recent offerings have included Josquin, The Early Symphony, Mozart Operas, Beethoven (the Origins of his Style), and Verdi. May be repeated for credit with permission of the School. MUSIC 760–Fall; MUSIC 761–Spring

**MUSIC 762, 763. Seminar in Music Theory.** 3 hr.; 3 cr. Prereq.: MUSIC 700 and 742 or permission of the instructor. Consideration of special issues in theory or analysis, with emphasis on independent research and critical thinking. May be repeated with permission of the School. 762–Fall; 763–Spring

**MUSIC 764. Topical Course in Applied Music Theory.** 3 hr.; 3 cr. Prereq.: permission of the instructor. Recent topics have included advanced orchestration, tonal composition and fugue, and advanced keyboard skills. May be repeated for credit if the topic changes.

**MUSIC 765. Theory: Topical Lecture Courses.** 3 hr.; 3 cr. Study of special topics in music theory such as chromaticism, form, structural analysis, comparative musical systems, etc. May be repeated for credit if the topic changes.

**MUSIC 766. Topics in Chamber Music Research.** 2 hr.; 2 cr. Prereq.: Acceptance into the MA in Music Performance, or one of the Music Certificate Programs.

**MUSIC 767.2, 767.3. Topical Course in Performance.** MUSIC 767.2, 2 hr.; 2 cr.; 767.3, 3 hr.; 3 cr. Prereq.: permission of the instructor. This course will be offered on an occasional basis. Topics will vary, but may include conducting for composers, Baroque continuo realization, etc. May be repeated for credit if the topic changes. ††

**MUSIC 768. Western Music History Survey.** 3 hr.; 2 cr. A survey of Western music covering the major periods through the 20th century. Assigned readings and listening, plus one individualized research project. Final exam

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on: (1) historical information, and (2) style recognition.

**Music 769 Piano Pedagogy.** 2 hrs.; 2 cr. prereq.: permission of the Instructor. Piano Pedagogy addresses the applicative needs of aspiring piano teachers. It is a hands-on workshop designed to teach students how to recognize different learning styles, introduce and discuss various and contrasting method books and materials for the beginner to early intermediate levels, and to choose materials according to the needs of their students. It also provides students with the opportunity to teach in class and learn from the feedback of the class and instructor. Piano Pedagogy also focuses on the practical aspects of maintaining and sustaining an independent teaching studio.

*Non-Piano Majors:* Advanced Piano Pedagogy is also open to pianists who are Graduate Education Majors, and to students who may need help with piano skills. Beginner pianists will be assigned to work with a graduate performance major. Pedagogy 769 is not a prerequisite; permission of the instructor required.

**Music 770. Advanced Piano Pedagogy.** 2 hrs.; 2 cr. Prereq.: permission of the Instructor. Advanced course in Piano Pedagogy offers more intensive training in order to teach and play the intermediate through advanced levels of repertory which follow the beginner method books and preliminary materials presented in Pedagogy 774.1 Students will explore more advanced and diverse styles of music, piano technique, practice skills and performance. Class teaching.

*Non-Piano Majors:* Advanced Piano Pedagogy is also open to pianists who are Graduate Education Majors, and to students who may need help with piano skills. Beginner pianists will be assigned to work with a graduate performance major. Pedagogy 774.1 is not a prerequisite; permission of the instructor required.

### **MUSIC 772. The Art of Keyboard**

**Accompaniment.** 2 hr.; 2 cr. Prereq.: permission of the instructor. A course for advanced keyboard players in the accompanist's role in the performance of the vocal and instrumental repertory. Coaching in selected literature.

**MUSIC 773. Topics in the History of Music.** 3 hr.; 3 cr. Prereq.: Matriculation for either the MA in Music or the MS in Education (Music) degree, or permission of the School. Lecture courses in the history of music. Recent topics have included Bach, Chopin, Debussy, and Ravel, Dvorák to Ellington, and twentieth-century opera. May be repeated for credit if the topic changes.

**MUSIC 774. Chamber Music I.** 1 hr.; 1 cr. The study of music literature through participation in a performance group. Fall, Spring

**MUSIC 775. Chamber Music II.** 1 hr.; 1 cr. Fall, Spring

**MUSIC 776. Chamber Music III.** 1 hr.; 1 cr. Fall, Spring

**MUSIC 777. Seminars in Performance Practice.** 3 hr.; 3 cr. Study of the performance practices of a particular historical period. Musical analysis and examination of contemporaneous writings will serve as the basis for live performance in class. The course normally rotates over a three-semester series as follows:

**MUSIC 777.1. Renaissance Performance Practice.**††

**MUSIC 777.2. Baroque**

**MUSIC 777.3. Classical and Romantic**

**MUSIC 777.4. Twentieth Century**

**MUSIC 778. Performance Workshop for Conductors.** 2 hr.; 2 cr. Prereq.: permission of the instructor. This course consists of assistantships to the directors of the Orchestra, Opera Workshop, and Choir and leads to public performances with one or more of these large performing groups. May be repeated for credit. (Required for all conducting majors.)

**MUSIC 778.4. Performance of Non-Western Instruments of Music.** 1 hr.; 2 cr. Prereq.: Limited to students of ethnomusicology, or permission of the school. Instruction in playing non-Western instruments. Fall, Spring

**MUSIC 779. Musical Analysis for Performers.** 3 hr.; 3 cr. Prereq.: A passing grade on the harmonization portion of the Theory Qualifying Examination, or a grade of B– or higher in MUSIC 759. Required of all students with a major in performance. Analysis of structure, texture, and form in tonal music as it relates to performance.†

**MUSIC 784. The Twentieth Century I.** 3 hr.; 3 cr. A detailed study of the changing styles and concepts of twentieth-century music up to World War II. Fall

**MUSIC 785. The Twentieth Century II.** 3 hr.; 3 cr. A detailed study of music from World War II to the present. Spring

**MUSIC 786 Combo Workshop.** 3 hr.; 3 cr. Prereq: permission of the instructor. Jazz Studies majors prepare and perform their own small-group arrangements.

**MUSIC 788 Jazz Piano Workshop.** 2 hr. 2 cr. Prereq.: permission of the instructor. Keyboard skills and jazz harmony. Chords and

chord orchestration, primary cadences, chord scales and other melodic/harmonic resources.

**MUSIC 790, 791. Special Topics.** Prereq.: permission of the school. Intensive study and a definite project in a field chosen by the student under the direction of a member of the School. May be repeated for credit if the topic changes. MUSIC 790.1., 791.1. 1 hr.; 1 cr. MUSIC 790.2., 791.2. 2 hr.; 2 cr. MUSIC 790.3., 791.3. 3 hr.; 3 cr.

**MUSIC 792. Orchestra.** 5 hr.; 1 cr. Prereq.: permission of the instructor. May be repeated for credit.

**MUSIC 793. Symphonic Wind Ensemble.** 4 hr.; 1 cr. Prereq.: permission of the instructor. A specialized performance organization for wind and percussion players which is designed for the study and performance of the symphonic band/wind ensemble repertoire from a variety of periods. May be elected by MA or MS students subject to the requirements of the various programs. May be repeated for credit.

**MUSIC 794.1. Vocal Ensemble.** 3 hr.; 1 cr. Prereq.: permission of the instructor. A small, select chamber choir which performs music from the Middle Ages to the present. May be repeated for credit.

**MUSIC 794.2. Collegium Musicum (Renaissance and Baroque Instrumental Ensemble).** 3 hr.; 1 cr. Prereq.: permission of the instructor. May be repeated for credit. Group performs on modern copies of period instruments.

**MUSIC 794.3. Baroque Ensemble.** 3 hr.; 1 cr. Prereq.: permission of the instructor. A small, select ensemble which performs Baroque chamber music. May be repeated for credit.

**MUSIC 794.4. Nota Bene (Contemporary Instrumental Ensemble).** 2 hr.; 1 cr. Prereq.: permission of the instructor. May be repeated for credit.

**MUSIC 794.5. Brass Ensemble.** 2 hr.; 1 cr. Prereq.: permission of the instructor. A small, select group for the performance of literature for brass instruments. May be repeated for credit. Fulfills the chamber music requirement for brass players.

**MUSIC 794.6. Percussion Ensemble.** 2 hr.; 1 cr. Prereq.: permission of the instructor. A small, select ensemble for the performance of literature for percussion. Fulfills the chamber music requirement for percussionists. May be repeated for credit.

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**MUSIC 794.7. Jazz Ensemble.** 1 hr.; 1 cr. Prereq.: permission of the instructor. The study and performance of selected repertoire, published and unpublished, including student work. May be repeated for credit.

**MUSIC 794.8. Concert Choir.** 4 hr.; 1 cr. Prereq.: Admission is by audition. A mixed chorus devoted to the study and performance of music from the Renaissance to the present. Fall, Spring.

**MUSIC 795. Chamber Orchestra.** MUSIC 795.0, 2 hr.; 0 cr., MUSIC 795.1, 2 hr.; 1 cr. Prereq. or coreq.: Admission is by audition and permission of the instructor. The Chamber Orchestra is designed to teach students in the skills of playing in an ensemble (balance, intonation, listening to each other, etc.). Students also learn to play in different style periods as applied to modern orchestral instruments. The course involves the in-depth study of a few works, mostly from the classical and modern periods with two scheduled performances a semester.

**MUSIC 796. Opera Studio.** Prereq.: permission of the instructor. Individual coaching and group rehearsals culminating in recitals and staged performance. May be repeated for credit.

MUSIC 796.1. 1 hr.; 1 cr.

MUSIC 796.2. 2 hr.; 2 cr.

MUSIC 796.3. 3 hr.; 3 cr.

**MUSIC 798. Advanced Solfège and Score Reading.** Prereq.: permission of the instructor. An elective for students needing high-level proficiency in score reading and related skills.

MUSIC 798.1. 2 hr.; 2 cr. Fall

MUSIC 798.2. 2 hr.; 2 cr. Spring

**Survey of Repertory for Major Instruments and Voice.**

## MASTER OF SCIENCE IN EDUCATION PROGRAM (MUSIC)

*Advisor:* Richard C. Sang, Music Bldg., Room 256; 997-3850

### Faculty

Sang, Richard C., *Advisor, Associate Professor*, PhD 1982, University of Michigan: music educator and conductor; instrumental pedagogy; music education research

Eisman, Lawrence W., *Professor Emeritus*, Ed.D. 1968, New York University: music educator and conductor; music in the secondary school, choral and instrumental conducting

Smith, Janice P., *Assistant Professor*, PhD 2004, Northwestern University: elementary general music, treble choirs, music technology, teacher preparation

### Admissions

The Aaron Copland School of Music, in cooperation with the Division of Education at Queens College, offers the Master of Science in Education degree with a concentration in Music Education. The New York State Education Department-approved programs are designed to (1) increase the knowledge and skills of Initially certified teachers leading toward Professional certification, and (2) to prepare candidates with degrees in music, but no teacher preparation, for the Initial Certificate. Most courses are late afternoon and evening.

There are two graduate programs in Music Education. The first is the standard Master of Science Degree which leads toward Professional Certification for students already holding Initial Certification. The second program is an Advanced Certificate Program leading to Initial Certification. Admission is open to applicants with a bachelor's degree in music or music education. A minimum *B* (3.0 of 4.0) cumulative undergraduate average, or a master's degree in another area of music, is required for admission. Students must maintain a *B* average throughout either program for completion/graduation. Students must meet with the Graduate Advisor for registration prior to each semester enrolled.

### Program Requirements – Advanced Certificate

The Advanced Certificate Program is a non-degree program comprised of pedagogical courses mandated by the New York State Education Department for Initial Certification. Students will be guided through the pedagogical coursework and student teaching. The completion of this program takes two years and is typically 29–32 credits (depending on vocal or instrumental emphasis), but may be lower depending on the courses the individual student may have had at the undergraduate level (or another graduate program).

The coursework consists of requirements from the following list of courses:

MUSIC 690. Foundations of Music Education, 3 cr.

*or*

SEYS 536. Educational Foundations, 3 cr.

SEYS 552. Educational Psychology, 3 cr.

EECE 711. Ecological Perspectives on Development: The Childhood Years, 3 cr.

*and either*

EECE 525. Language and Literacy Learning in the Elementary Years, 3 cr.

*or*

SEYS 700. Language, Literacy, and Culture in Education, 3 cr.

MUSIC 641. Teaching of Instrumental Music, 3 cr.

*or*

MUSIC 642. Teaching of Choral Music, 3 cr.

MUSIC 644. Student Teaching in Music, 6 cr.

MUSIC 645. Seminar in the Teaching of Music: Elementary, 3 cr.

MUSIC 646. Seminar in the Teaching of Music: Secondary, 3 cr.

MUSIC 669. Conducting II, 2 cr.

*and a choice of either*

MUSIC 666. Vocal Pedagogy, 2 cr.

*or at least 3 credits from among the following:*

MUSIC 661. Group Instruction in Upper Strings, 1 cr.

MUSIC 662. Group Instruction in Lower Strings, 1 cr.

MUSIC 663. Group Instruction in Woodwinds, 1 cr.

MUSIC 667. Group Instruction in Brass, 1 cr.

MUSIC 668. Group Instruction in Percussion, 1 cr.

Students in the Initial Certificate option may apply for Initial Certification after completing the following courses:

## COURSES – ADVANCED CERTIFICATE

**MUSIC 641. Teaching of Instrumental Music.** 3 hr.; 3 cr. Prereq.: MUSIC 661, 662, 663, 667, and 668, or undergraduate equivalents. An advanced course in current instrumental music pedagogy working from the philosophical to the practical, and touching base with rehearsal techniques, materials and literature, the National and State Standards, assessment, multicultural musics, technology in the music classroom, and working with the special learner.

**MUSIC 642. Teaching of Choral Music.** 3 hr.; 3 cr. Prereq.: MUSIC 666 or undergraduate equivalent. An advanced course in current choral music pedagogy working from the philosophical to the practical, and touching base with rehearsal techniques, materials and literature, the National and State Standards, assessment, multicultural musics, technology in the music classroom, and working with the special learner.

**MUSIC 644. Student Teaching in Music.** 16 hr.; 6 cr. Prereq.: MUSIC 646 with at least a *B*, MUSIC 669, MUSIC 666 (for vocal majors), and at least three of the following (for instrumental majors): MUSIC 661, 662, 663, 667, 668. Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (Pre-K–6) level, and 20 six-hour days (120 hours) at the secondary (7–12)

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level. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

**MUSIC 645. Seminar in Teaching Music: Elementary.** 3 hr.; 3 cr. Co-req.: EECE 711. Students will focus on curriculum, instruction and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Biweekly observations are also required. Students must pass this course with a B or higher to continue on to MUSIC 646.

**MUSIC 646. Seminar in Teaching Music: Secondary.** 3 hr.; 3 cr. Prereq.: MUSIC 645 with a minimum grade of B; coreq.: SEYS 552. Students will focus on curriculum, instruction and assessment for teaching secondary general music including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Weekly observations are also required. Students must pass this course with a B or higher to be allowed to student teach.

**MUSIC 659. General Music in the Elementary Schools.** 3 hr.; 3 cr. Prereq.: MUSIC 644, Student Teaching in Music. An advanced course in current elementary classroom pedagogy working from the philosophical to the practical, and touching base with the National and State Standards, assessment, multicultural musics, technology in the music classroom, and working with the special learner.

**MUSIC 660. General Music in the Secondary Schools.** 3 hr.; 3 cr. Prereq.: MUSIC 644, Student Teaching in Music. An advanced course in current elementary classroom music pedagogy working from the philosophical

to the practical, and touching base with the National and State Standards, assessment, multicultural musics, technology in the music classroom, and working with the special learner.

**MUSIC 661. Group Instruction in Upper Strings.** 3 hr.; 1 cr. Prereq.: permission of the department. Meets with MUSIC 161 with additional coursework for graduate students. For instrumental majors and Initial Certificate Track students only. Development of skill in performing and pedagogical techniques for (but not limited to) violin.

**MUSIC 662. Group Instruction in Lower Strings.** 3 hr.; 1 cr. Prereq.: permission of the department. Meets with MUSIC 162 with additional coursework for graduate students. For instrumental majors and Initial Certificate Track students only. Development of skill in performing and pedagogical techniques for (but not limited to) cello.

**MUSIC 663. Group Instruction in Woodwinds.** 3 hr.; 1 cr. Prereq.: permission of the department. Meets with MUSIC 163 with additional coursework for graduate students. For instrumental majors and Initial Certificate Track students only. Development of skill in performing and pedagogical techniques for (but not limited to) flute, oboe, and clarinet.

**MUSIC 666. Vocal Pedagogy.** 3 hr.; 2 cr. Prereq.: permission of the department. Meets with MUSIC 266 with additional coursework for graduate students. For Vocal/General majors and Initial Certificate Track students only. The physiology of the vocal mechanism and techniques for teaching voice production. The development of individual skill in singing is stressed. Spring

**MUSIC 667. Group Instruction in Brass.** 3 hr.; 1 cr. Prereq.: permission of the department. Meets with MUSIC 167 with additional coursework for graduate students. For instrumental majors and Initial Certificate Track students only. Development of skill in performing and pedagogical techniques for (but not limited to) trumpet and trombone.

**MUSIC 668. Group Instruction in Percussion.** 3 hr.; 1 cr. Prereq.: permission of the department. Meets with MUSIC 168 with additional coursework for graduate students. For instrumental majors and Initial Certificate Track students only. Development of skill in performing and pedagogical techniques.

**MUSIC 669. Conducting II.** 3 hr.; 2 cr. Prereq.: permission of the department. Meets with MUSIC 370 with additional coursework for graduate students. For Initial Certificate Track students only. Includes consideration of reper-

toire, problems of interpretation, organization of choral and instrumental groups.

**MUSIC 670. Advanced Conducting.** 3 hr.; 3 cr. Prereq.: MUSIC 669 or undergraduate course in conducting (MUSIC 270 or equivalent). Focus is on advanced conducting problems, techniques, and literature (both choral and instrumental).

**MUSIC 688. Seminar in Research in Music Education.** 3 hr.; 3 cr. Prereq.: Matriculation for the Master of Science in Education degree with a major in music; within 12 months of completing graduate study. The course focuses on preparing the student to be able to read the research literature in music education with emphasis on historical, descriptive, and experimental research, and an introduction to statistics used in behavioral research.

**MUSIC 690. Foundations of Music Education.** 3 hr.; 3 cr. Prereq.: permission of the graduate advisor. (This course may be used in lieu of the SEYS or EECE 700-level Elective course requirement in Historical, Philosophical, or Social Foundations.) Focus is on the historical, philosophical, social, and psychological foundations of music education and the practical applications of these foundations in teaching.

**MUSIC 691. Psychology of Music.** 3 hr.; 3 cr. Prereq.: permission of the graduate advisor. Focus is on the psychological, social-psychological, and sociological foundations of music education and the practical applications of these areas to teaching and performing music. The course may be elected by MS or MA students in Music.

### Program Requirements—Professional Certification Track

The *Professional Certification Track* stresses the foundations and psychology of music and education, the teaching of elementary and/or secondary classroom music, vocal and/or instrumental music pedagogy, conducting, and research—all in relation to the National Standards for Music and the Arts. Students' programs are rounded out with music and/or education electives based on individual interests and abilities. The graduation requirement is 33–35 credits including a thesis or summative project. Some credits earned in other graduate programs may be accepted for transfer.

This is a highly flexible program based on the interests and needs of the individual student. Students choose from among a group of courses in the categories of Historical, Philosophical, Social, and Psychological Foundations of Education: SEYS 701, 702, 703, 704,

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705, 706, 707, 708, 720, 709, 710, 717, 718, 719, 738, 762, EECE 700, 703, 704, 705, 710, 711, 712, 713, 714. Further, the student will be allowed 9 credits of electives. These will be allowed from any area of music, music education, or education at the graduate level (600 or higher course number).

### COURSES – PROFESSIONAL TRACK

**MUSIC 659. General Music in the Elementary Schools.** (See graduate initial program.)

**MUSIC 660. General Music in the Secondary Schools.** (See graduate initial program.)

**MUSIC 688. Seminar in Research in Music Education.** (See graduate initial program.)

**MUSIC 670. Advanced Conducting.** (See graduate initial program.)

**MUSIC 641. Teaching of Instrumental Music.** (See graduate initial program.)

**MUSIC 642. Teaching of Choral Music.** (See graduate initial program.)

**MUSIC 690. Foundations of Music Education.** (See graduate initial program.)

#### Special Program Requirement —Both Tracks:

Students in both the Initial and Professional tracks are required to take one music history/literature course. For students entering either program track or after Fall 2004, a music history qualifying examination will be administered during their first semester. Passing the exam will allow the student to take a music history course of his or her choosing. Failing the exam will mean that the student must take MUSIC 768, Western Music History Survey (3 hr.; 2 cr.) as a prerequisite to taking a required history course (thus the two-credit variation in the graduation requirements noted above).

# Philosophy

*Chair:* Steven V. Hicks

*Graduate Advisor:* Alberto Cordero-Lecca

*Dept. Office:* Powdermaker Hall 350,  
997-5270

## Four-Year BA/MA Program

The Philosophy Department offers to strongly qualified undergraduate students the opportunity to receive both master's and bachelor's degrees within four years: that is, within the 120 credits normally required for the bachelor's degree alone. Application to this program should be made in the upper sophomore or lower junior semester; admission is granted only in the junior year.

Seminars and research tutorials are given on both the leading contemporary movements of philosophy and the chief historical periods and figures. Students with diverse philosophical interests are accommodated by a faculty representing a broad spectrum of specializations. The acceleration and intensiveness of the BA/MA program make for an exceptionally solid grounding in philosophy that will be of value in all fields in which the tradition of liberal arts is prized. Full details and application forms are available from the Chair or Graduate Advisor.

## Faculty

Hicks, Steven V., Chair, *Professor*, PhD 1990, Columbia University: Kant and Post-Kantian continental philosophy  
Burstein, Harvey, *Lecturer*, MFA, 1962 University of Iowa: English creative writing  
Cordero-Lecca, Alberto, Graduate Advisor, *Professor*, PhD 1992, University of Maryland; MPhil 1978, University of Cambridge; MSci 1976, University of Oxford: philosophy of natural science, history of science  
Donato, Antonio, *Assistant Professor*, PhD 2004, University of Padua, Italy, PhD 2007, Oxford University: Medieval Latin, Renaissance philosophy  
Gildin, Hilail, *Professor*, PhD 1962, University of Chicago: political philosophy, ancient philosophy  
Grover, Stephen, *Associate Professor*, DPhil 1987, University of Oxford: epistemology, philosophy of religion  
Jordan, James N., *Professor*, PhD 1966, University of Texas at Austin: Kant studies, ethics  
Kisilevsky, Sari, *Assistant Professor*, University of Toronto, LLB 2000, University of Toronto: ethics, business ethics, philosophy of law

Lange, John F., *Professor*, PhD 1963, Princeton University: contemporary analytic philosophy, ethics  
Leites, Edmund, *Professor*, PhD 1972, Harvard University: cross-cultural studies, Chinese philosophy, history of modern philosophy  
O'Connor, Patricia J., *Associate Professor*, PhD 1990, University of Exeter: philosophy of religion, ethics  
Orenstein, Alex, *Professor*, PhD 1972, New York University: logic, philosophy of language  
Rosenberg, Alan, *Professor*, MA 1980, Queens College, CUNY: philosophy of the social sciences, philosophy and the Holocaust

## PROGRAM FOR THE MASTER OF ARTS DEGREE

### Requirements for the MA Degree (Offered in Conjunction with the Four-Year BA/MA Program)

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Required Courses: Twenty-four credits in philosophy; six of these shall be in the history of philosophy, unless the student presents six undergraduate credits in the history of philosophy or passes an exemption examination. Approval of the program of study must be obtained from a Graduate Advisor.

2. The student's program must include courses chosen from at least three of the five groups of graduate philosophy courses: history of philosophy; logic and philosophy of science; metaphysics, epistemology, and contemporary schools of philosophy; theory of values; and philosophies of special disciplines.

3. Six credits may be taken in approved graduate courses offered outside the program of philosophy. Approval of such coursework must be secured in advance from the Graduate Committee in Philosophy.

4. The student must give evidence of proficiency in one of the following languages: French, German, Latin, or Greek. Another language may be substituted for one of these only with the approval of the Graduate Committee.

5. A thesis satisfactory to the department, written under supervision.

6. A Comprehensive Examination in Philosophy.

## COURSES IN PHILOSOPHY

*Note:* Detailed descriptions of current course offerings are available from the secretary of the Department of Philosophy, in Powdermaker 350.

## History of Philosophy

**PHIL 710. Ancient Philosophy: Plato.** 2 hr. plus conf.; 3 cr.††

**PHIL 711. Ancient Philosophy: Aristotle.** 2 hr. plus conf.; 3 cr.††

**PHIL 712. Studies in Medieval Philosophy: Early Medieval Philosophy.** 2 hr. plus conf.; 3 cr.††

**PHIL 713. Studies in Medieval Philosophy: Late Medieval Philosophy.** 2 hr. plus conf.; 3 cr.††

**PHIL 714. Studies in Early Modern Philosophy: Rationalism.** 2 hr. plus conf.; 3 cr.††

**PHIL 715. Studies in Early Modern Philosophy: Empiricism.** 2 hr. plus conf.; 3 cr.††

**PHIL 716. Studies in Late Modern Philosophy: Kant.** 2 hr. plus conf.; 3 cr.††

**PHIL 717. Studies in Late Modern Philosophy: Middle and Late Nineteenth Century.** 2 hr. plus conf.; 3 cr.††

## Logic and Philosophy of Science

**PHIL 620. Advanced Logic.** 2 hr. plus conf.; 3 cr. Prereq.: An introductory course in symbolic logic or its equivalent.††

**PHIL 621. Logic and Language.** 2 hr. plus conf.; 3 cr.††

**PHIL 721. Philosophy of Mathematics.** 2 hr. plus conf.; 3 cr. Prereq.: A knowledge of symbolic logic.††

**PHIL 722. Methodology of Empirical Sciences.** 2 hr. plus conf.; 3 cr. Prereq.: A course in logic or philosophy of science.††

**PHIL 723. Probability and Induction.** 2 hr. plus conf.; 3 cr. Prereq.: An introductory course in logic or its equivalent.††

## Metaphysics and Epistemology

**PHIL 730. Metaphysics.** 2 hr. plus conf.; 3 cr.††

**PHIL 731. Philosophy of Mind.** 2 hr. plus conf.; 3 cr.††

**PHIL 732. Epistemology.** 2 hr. plus conf.; 3 cr.††

## Contemporary Problems and Schools of Philosophy

**PHIL 740. Phenomenology.** 2 hr. plus conf.; 3 cr.††

†-Offered either Fall or Spring; see Class Schedule.  
††-May be offered; see Class Schedule.

## PHILOSOPHY

**PHIL 741. Existentialism.** 2 hr. plus conf.; 3 cr.††

**PHIL 742. Pragmatism.** 2 hr. plus conf.; 3 cr.††

**PHIL 743. Philosophical Analysis.** 2 hr. plus conf.; 3 cr.††

### **Ethics, Aesthetics, Social Philosophy, and Philosophy of Religion**

**PHIL 651. Philosophy of Law.** 2 hr. plus conf.; 3 cr.††

**PHIL 652. Philosophy of History.** 2 hr. plus conf.; 3 cr.††

**PHIL 653. Philosophy of the State.** 2 hr. plus conf.; 3 cr.††

**PHIL 654. Philosophy of Religion.** 2 hr. plus conf.; 3 cr.††

**PHIL 750. Ethical Systems.** 2 hr. plus conf.; 3 cr. Prereq.: A course in ethics or theory of value.††

**PHIL 751. Ethical Analyses.** 2 hr. plus conf.; 3 cr. Prereq.: A course in ethics or theory of value.††

**PHIL 752. Aesthetics.** 2 hr. plus conf.; 3 cr.††

**PHIL 760. Business Ethics.** 2 hr. plus conf.; 3 cr.

### **Special Studies, Seminars, and Tutorials**

**PHIL 778. Special Studies in Philosophy.** 2 hr. plus conf.; 3 cr. May be repeated for credit provided topic is different.††

**PHIL 779. Seminar in Philosophy.** 2 hr. plus conf.; 3 cr. May be repeated for credit provided topic is different.††

**PHIL 780. Tutorial: Special Problems.** The completion of a project under the direction of a member of the department.

PHIL 780.1. 1 hr.; 1 cr.

PHIL 780.2. 2 hr.; 2 cr.

PHIL 780.3. 3 hr.; 3 cr.

**PHIL 791. Thesis Research.** Hr. to be arranged; 3 cr. Preparation of an acceptable master's degree thesis under faculty supervision. (Required of all candidates for the MA in Philosophy. Candidates will register for the course once; credit will not be granted until the thesis is accepted.)††



# Physics

*Chair:* Alexander Lisiansky

*Graduate Advisors:* For PhD candidates: Igor Kuskovsky; for master's degree candidates: Lev I. Deych

*Dept. Office:* Science Building B334, 997-3350

*Website:* www.qc.cuny.edu/Academics/Degrees/DNMS/Physics

The Physics Department offers a full spectrum of courses in theoretical and experimental physics, as well as research programs leading to the MA degree and the City University of New York PhD degree. Students may participate in research via PHYS 799.

A partial list of research activities includes development of high coercivity magnetic materials having wide application in microelectronics; experimental studies of light propagation and localization in photonic band gap and disordered materials; design, manufacturing, and characterization of periodic and quasiperiodic multilayered photonic structures, microdisk-based optical resonators, and semiconductor multiple-quantum-well structures with applications in sensing, optical logic elements, and new types of lasers, experimental magneto-optical studies of quantum dots and quantum wires; development of sophisticated diagnostic techniques for studying surfaces, polymer thin films and interfaces; development of photonic nanostructures for biosensing and solar cell applications; theoretical studies of optical properties of resonant photonic crystals, coupled networks of optical microresonators, random lasers, application of methods of condensed matter physics to biophysical problems, theoretical studies of nanoelectromechanical systems.

The department currently has research funding from NSF, DOE, DOD, and other agencies.

## Faculty

Lisiansky, Alexander A., Chair, *Professor*, PhD 1977, Donetsk State University, Ukraine: condensed matter theory, phase transitions, and critical phenomena

Deych, Lev I., Graduate Advisor, *Associate Professor*, PhD 1991, Kirensky Institute of Physics, Russia: condensed matter theory, optics

Kuskovsky, Igor L., Graduate Advisor, *Associate Professor*, PhD 1998, Applied Physics, Columbia University: experimental solid state physics, optoelectronic materials

Cadieu, Fred J., *Professor*, PhD 1970, University of Chicago: experimental solid state

physics, rare earth transition metal magnetic systems

Genack, Azriel Z., *Distinguished Professor*, PhD 1973, Columbia University: experimental solid state physics, light scattering and nonlinear optics

Klarfeld, Joseph, *Associate Professor*, PhD 1969, Yeshiva University: general relativity, classical and quantum field theory

Menon, Vinod M., *Associate Professor*, PhD 2001, University of Massachusetts: experimental solid state physics, photonics

Murokh, Lev, *Assistant Professor*, PhD 1996, Lobachevsky State University, Russia: quantum theory of nanostructures

Saini, Sajan, *Assistant Professor*, PhD 2004, Massachusetts Institute of Technology: nano- and microphotonic devices

Schwarz, Steven A., Interim Associate Provost, *Professor*, PhD 1980, Stanford University: secondary ion mass spectrometry, polymer physics.

## PROGRAM FOR THE MASTER OF ARTS DEGREE

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Candidate must have a minimum of 16 credits in physics beyond the introductory college course and six credits in mathematics beyond elementary calculus.

2. Letters of recommendation must be written by individuals who are qualified to attest to the applicant's character and capacity to do graduate work in physics.

### Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the MA degree.

1. All candidates must complete the following courses or their equivalents as determined by the Graduate Physics Committee:

	<i>credits</i>
PHYS 625. Introduction to Quantum Mechanics	4
PHYS 641. Statistical Physics	4
PHYS 635. Condensed Matter Physics	4
PHYS 637. Modern Optics	4

2. In addition, candidates must take at least three courses at the 700 level or above.

3. A minimum grade of *B* is required in any course taken to fulfill the requirements for the MA degree.

The Master of Arts is the first 30 credits of doctoral work in physics. The CUNY doctoral program is described in the *Bulletin* of the Graduate Center.

## COURSES IN PHYSICS

### PHYS 501. Modern Aspects of Physics.

4 hr.; 4 cr. A course for teachers providing discussion of selected topics in mechanics, electronics, atomic and nuclear physics. Not open to candidates for the MA degree in Physics.

### PHYS 503. Selected Topics in General Physics.

4 hr.; 4 cr. Prereq.: Matriculation for the MS in Education and an undergraduate major in biology, chemistry, or geology. Selected topics in the current high school physics curriculum are studied, with special emphasis on understanding of concepts, including recent developments and research; on lecture demonstrations; and on laboratory experiments.

### PHYS 601. Introduction to Mathematical Physics.

3 hr.; 3 cr. Prereq.: A course in mechanics and an approved mathematics background. Selected topics in mechanics, thermodynamics, electrostatics, magnetostatics, the electromagnetic field, and the restricted theory of relativity. The mathematical methods developed include such topics as linear and partial differential equations, the calculus of variations, normal and curvilinear coordinates, expansion of a function as a series of orthogonal functions, vector, tensor, and matrix analysis.

### PHYS 611. Analytical Mechanics.

3 hr.; 3 cr. Prereq.: An undergraduate course in mechanics and an approved mathematics background. Analytical mechanics of particles and rigid bodies. Free and forced oscillations; coupled systems; vibrating strings and membranes; the top. Use of numerical integration and power series, vector and tensor analysis, Lagrange's and Hamilton's equation. Fourier series and Bessel functions.

### PHYS 612. Fluid Dynamics.

3 hr.; 3 cr. Prereq.: PHYS 233, 234, or Mathematics 223 or 224, and PHYS 122 or 146. A macroscopic description of the physical properties of fluids. Topics include fluid equations for inviscid compressible and incompressible flow, wave propagation, shock waves and related discontinuities, stability and turbulence, and other topics.

### PHYS 615. Electromagnetic Theory.

3 hr.; 3 cr. Prereq.: An undergraduate course in electromagnetism and an approved mathematics background. Electrostatic and magnetostatic boundary value problems: systematic derivation of differential form of Maxwell's equations in vector notation. Plane electromagnetic waves. Wave guides and cavity resonators. Spherical electromagnetic waves. Huyghens' principle.

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**PHYS 621. Electronics.** 3 hr.; 3 cr. Prereq.: Undergraduate course in electromagnetism and modern physics. Physical principles underlying operation of solid state, vacuum, and gaseous electronic devices; theory of rectifier, amplifier, and oscillator circuits; introduction to digital circuitry.

**PHYS 622. Physics of Lasers.** 3 hr.; 3 cr. Prereq.: PHYS 355 or 312. Principles of operation of solid, liquid, and gas lasers and application of lasers to research.

**PHYS 625. Introduction to Quantum Mechanics.** 4 hr.; 4 cr. Prereq.: permission of the department, PHYS 260, or an equivalent course in modern physics, and an approved mathematics background. Planck, Einstein, Compton, and the light quantum. The Bohr atom, Bohr-Sommerfeld quantum conditions, and interpretations by de Broglie waves. Solutions of problems, including the free particle, particle in box, the harmonic oscillator, and the hydrogen atom. Waves and the uncertainty principle. The Schrödinger equation and the solution of the above problems. Transmission through a potential barrier. Spin, identity of particles, exclusion principle, statistics, exchange phenomena.

**PHYS 635. Condensed Matter Physics.** 4 hr.; 4 cr. Prereq.: PHYS 260, or an equivalent course in modern physics; coreq.: PHYS 625. An introduction to molecular and solid state phenomena. Molecular structure and spectra of diatomic molecules, quantum theory of chemical bonding and dipole moments, crystal structure, lattice dynamics, free electron theory of metals, band model of metals, insulators, and semiconductors, amorphous solids, polymers, liquid crystals, and phase transition phenomena.

**PHYS 636. Nuclear and Elementary Particle Physics.** 4 hr.; 4 cr. Prereq.: PHYS 260, or an equivalent course in modern physics; coreq.: PHYS 625. The experimental facts and elements of the quantum theories pertaining to: natural and artificial radioactivity; interaction of charged particles and gamma rays with matter; nuclear structure; emission of alpha, beta, and gamma rays; nuclear reactions and models; the weak and strong nuclear forces; muons; pions; strange particles, quarks.

**PHYS 637. Modern Optics.** 4 hr.; 4 cr. Prereq.: PHYS 260, or an equivalent course in modern physics; coreq.: PHYS 625. Electromagnetic wave propagation in vacuum and in linear media including Fresnel's equations for reflection and transmission at interfaces, absorption and dispersion, guided waves in waveguides, transmission lines and optical fibers, geometric optics and imaging, matrix

methods for complex optical systems, interference, diffraction, coherence, principles of laser operation, Gaussian beams, nonlinear optics, quantum theory of emission and absorption of radiation.

**PHYS 641. Statistical Physics.** 4 hr.; 4 cr. Prereq.: Undergraduate courses in advanced mechanics and advanced thermodynamics. Maxwellian distribution of velocities, molecular motion, and temperature; elementary theory of the transport of momentum (viscosity), energy (heat), and matter (diffusion). Entropy and probability; Maxwell-Boltzmann statistics, equipartition of energy and classical theory of heat capacity of gases and solids. Bose-Einstein and Fermi-Dirac statistics; quantum theory of paramagnetism.

**PHYS 657. Introduction to Astrophysics.** 3 hr.; 3 cr. Prereq.: Undergraduate courses in mechanics, electromagnetism, and modern physics. An introductory study of the spatial positions, movements, and constitutions of the stars, star clusters, and nebulae.

**PHYS 661, 662. Computer Simulation of Physical Models.** 3 hr.; 3 cr. each sem. Prereq.: A course in differential equations or intermediate methods of mathematical physics. A seminar course in which computer programming will be used to obtain solutions to a wide variety of interdisciplinary problems such as the queuing problem in traffic flow, population dynamics, cell proliferation and death. Fourier optics, radiation shielding and safeguards, atomic motion in crystals and liquids.

**PHYS 671, 672. Modern Physics Laboratory.** Hr. to be arranged; 1 cr. Experiments selected from among the areas of atomic, nuclear, solid state, molecular, and wave-optics physics. Depending on the experiment, objectives will vary: to learn basic techniques, to measure fundamental constants by repeating classic experiments; to do preliminary reading and planning of procedures which are then to be used in making the measurements.

**PHYS 701, 702. Mathematical Methods in Physics.** 3 hr. plus conf.; 4 cr. each sem. Prereq.: For PHYS 701, PHYS 601; PHYS 702, PHYS 701. Topics in complex variables; perturbation and variational methods of solution of differential equations; Green's functions; eigenfunction expansions; integral transforms; integral equations; difference equations, linear algebra; Hilbert space; tensor analysis; group theory; higher algebra; numerical methods for solving equations.

**PHYS 711. Analytical Dynamics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 601 or coreq.: PHYS 701. The Lagrangian formulation in-

cluding Hamilton's principle; Lagrange equations; central force motion; Kepler problems, scattering; rigid body motion; transformation matrices, Eulerian angles, inertia tensor. The Hamiltonian formulation including canonical equations; canonical transformations; Hamilton-Jacobi theory. Small oscillations. Continuous systems and fields. Relativistic dynamics. Fall

**PHYS 715, 716. Electromagnetic Theory.** 3 hr. plus conf.; 4 cr. each sem. Prereq.: For PHYS 715, PHYS 601 or coreq.: PHYS 701; PHYS 716, PHYS 715. Electrostatics, magnetostatics, and boundary value problems; Maxwell's equations; multipole radiation; radiation from accelerated charges; scattering theory; special theory of relativity.

**PHYS 725, 726. Quantum Mechanics.** 3 hr. plus conf.; 4 cr. each sem. Prereq.: For PHYS 725, PHYS 625, 601 or 701, and 711; PHYS 726, PHYS 725. Historical foundations. The Schrödinger formulation. Wave packets and uncertainty principle. Harmonic oscillator and potential barrier problems. W.K.B. approximation. Operators and eigenfunction. Central forces and orbital angular momentum. Scattering: Born approximation, partial waves. Linear vector spaces. The Heisenberg formulation. Spin and total angular momentum. Perturbation theory: bound state, time-dependent. Systems of identical particles. Introduction to relativistic quantum mechanics.

**PHYS 730. Atomic Physics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 716 and 725. Spin systems, angular momentum, spectra. Atomic beam resonance, nuclear magnetic resonance (NMR), electronic paramagnetic resonance (EPR), optical pumping, scattering, lasers.

**PHYS 731. X-ray Diffraction.** 2 hr. plus conf.; 3 cr. Prereq.: PHYS 636 and an approved mathematics background. The theory of X-ray diffraction and its application to the study of the structure of matter. Topics to be considered will include the physics of X-rays, the geometry of crystals and of X-ray reflections, the theory of X-ray diffraction, techniques for the production and interpretation of X-ray diffraction data, and crystal structure determination.

**PHYS 734. Introduction to Relativity.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 711. A short exposition on the foundation of the special and general theories of relativity. Topics include foundation of special relativity; relativistic particle dynamics in flat space time; differential geometry; the physical and mathematical foundations of Einstein's theory of gravitation; the Cauchy problem of field equations; the spherically symmetric field and

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its topology; the classical experimental tests; variational principle and conservation laws; equation of motion; gravitational waves; cosmology and gravitational collapse.

**PHYS 735. Nuclear Physics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 725. Properties of stable nuclei; isotopes; mass formula; interactions with matter; methods of detection; nuclear moments. Alpha decay; gamma emission; level structure; nuclear models. Low-energy nucleon-nucleon scattering, the deuteron, photodisintegration, tensor and exchange forces, isotopic spin.

**PHYS 736. Particle Physics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 735. Pi mesons, pion nucleon scattering, resonance. Hadron level systematics and decays, effective Hamiltonians, electromagnetic interactions and form factors, higher symmetries. Scattering at very high energies. Weak interactions, beta decay, discrete symmetries, T.C.P. Weak interactions of pions and Kaons. Coherent regeneration, conserved vector current. Leptonic decays of baryons, nonleptonic decays.

**PHYS 741. Statistical Mechanics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 641, 725. Probability theory, ensembles, approach to equilibrium, quantum and classical ideal and non-ideal gases, cooperative phenomena, density matrices, averages and fluctuations, and other selected topics, such as time-temperature, Green's functions, non-zero temperature variational and perturbation methods. Spring

**PHYS 745. Solid State Physics.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 725. Principles of crystallography; crystal structure; lattice vibrations, band theory, and defects; study of ionic crystals, dielectrics, magnetism, and free electron theory of metals and semiconductors.

**PHYS 748, 749. Theory of Relativity and Gravitation.** 3 hr. plus conf.; 4 cr. each sem. Prereq.: PHYS 711 and 716. An exposition of the fundamentals of the special and general theories of relativity and their applications to cosmology. Topics include foundations of special relativity; formulation of physical theories in flat space-time; relativistic particle and continuum mechanics, electrodynamics and classical field theory, an introduction to differential geometry and topology; foundations of Einstein's theory of gravity; exact and approximate solutions; observational tests; variational principle; conservation laws; initial-value data and stability; ponderomotive equations; gravitational radiation; introduction to relativistic stars, cosmological models, gravitational collapse, and black holes; other theories of gravity.

**PHYS 750, 751. Plasma Physics.** 3 hr. plus conf.; 4 cr. each sem. Prereq.: PHYS 641 or 741; 711, 715, 716. The first semester will cover such topics as the motion of charged particles in electromagnetic fields via the guiding center approximation; a discussion of adiabatic invariance and particle motion in fields with spatial symmetry; the Liouville equation and the BBGKY hierarchy in the plasma limit; the Balescu-Lenard equation; the derivation of the Vlasov equation; the plasma moment equations; and plasma transport phenomena. The second semester will deal with waves in cold, uniform plasmas; the application of the Vlasov equation to waves in warm plasmas; Landau damping; instabilities; waves in spatially non-uniform plasmas; and the description of turbulent plasmas and associated transport processes (anomalous diffusion, collisionless dissipation, etc.). The topics of both semesters will be discussed in relation to the problems of achieving controlled thermonuclear fusions and the understanding of geophysical and astrophysical plasma phenomena.

**PHYS 760. Cosmology.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 641, 711, and 715.

**PHYS 771, 772, 773. Graduate Physics Laboratory.** 3 hr.; 2 cr. each course. Prereq.: Permission of the Graduate Physics Committee. Advanced experimental work in one or more fields of physics, including the planning of experiments, the design and construction of apparatus, and the evaluation of experimental results in the fields of optics, X-rays, electronics, and atomic and nuclear physics. A student may obtain from 2 to 6 credits starting with PHYS 771. Two courses of the group may be taken concurrently.

**PHYS 781. Theory of Quantum Liquids.** 3 hr. plus conf.; 4 cr. Prereq.: PHYS 716 and 741. The theory of liquids covering such topics as neutral Fermi liquids; response and correlation in neutral systems; charged Fermi liquids; response and correlation in homogeneous electron systems, microscopic theory of electron liquid; second quantization, Green's functions.

**PHYS 782. Cryophysics.** 2 hr. plus conf.; 3 cr. Prereq.: PHYS 741. A course designed to present and to interpret the quantum effects occurring near the absolute zero of temperature. Topics to be considered include principles and methods of attaining and measuring very low temperatures, thermal and magnetic properties of matter at these temperatures, nuclear paramagnetism, superconductivity, and the phenomena and theories of liquid Helium Four and Three.

**PHYS 788. Cooperative Education Placement.** Prereq.: Approval by the Physics Department's master's advisor of a detailed project description. Experiential learning through a job placement developed by the Queens College Cooperative Education Program.

PHYS 788.1. 1 hr.; 1 cr.

PHYS 788.2. 2 hr.; 2 cr.

PHYS 788.3. 3 hr.; 3 cr.

PHYS 788.4. 4 hr.; 4 cr.

PHYS 788.5. 5 hr.; 5 cr.

**PHYS 791. Colloquium.** 1 hr.; 1 cr. Prereq.: permission of the department. Attendance at all of the physics colloquia for one semester is required. A report, discussing the topics selected by the supervisor, must be submitted. This course may be taken in 2 different semesters for credit.

**PHYS 798. Thesis.** 3 hr.; 3 cr. Prereq.: 20 credits at the master's level. Preparation and oral defense of a thesis under the guidance of a faculty mentor.

**PHYS 799. Graduate Research.** Prereq.: Permission of the Graduate Physics Committee. A course requiring investigation in depth of a field approved by the Graduate Physics Committee. Units of this course may be repeated to a maximum of 12 credits.

PHYS 799.1. 1 hr.; 1 cr.

PHYS 799.2. 2 hr.; 2 cr.

PHYS 799.3. 3 hr.; 3 cr.

PHYS 799.4. 4 hr.; 4 cr.

PHYS 799.5. 5 hr.; 5 cr.

PHYS 799.6. 6 hr.; 6 cr.

## COURSE IN ASTRONOMY

**ASTR 501. Modern Aspects of Astronomy.** 4 hr.; 4 cr. Prereq.: permission of the department. A course for teachers providing an introduction to general astronomy with emphasis on the structure and evolution of the universe. Not open to candidates for the MA in Physics.

# Political Science

*Chair:* Patricia Rachal

*Graduate Advisor:* Irving Leonard Markovitz

*Dept. Office:* Powdermaker Hall 200, 997-5470

This program offers a balanced course of study within the discipline of political science, built around lectures, colloquia, seminars, and supervised independent study. Its strongest asset is its distinguished faculty, with proximity to the libraries and research facilities of metropolitan New York as an added advantage. For the convenience of the working student, all classes are held after 4:30 pm, with the majority between 6:20 and 8:00 pm. Most classes average no more than 20 to 25 students, with many seminars and colloquia much smaller, thus allowing close contact between students and professors.

**Please Note: Applications are not currently being accepted for this program.**

## Faculty

Rachal, Patricia, Chair, *Associate Professor*, PhD 1979, Harvard University: American government, public policy and administration

Markovitz, Irving Leonard, Graduate Advisor, *Professor*, PhD 1967, University of California at Berkeley: comparative government, developing areas, African politics

Altenstetter, Christa, *Professor*, PhD 1967, University of Heidelberg: public policy, comparative politics, health policies

Bowman, John R., *Associate Professor*, PhD 1984, University of Chicago: American politics, political economy, computer application to political science

Cole, Alyson M., *Associate Professor*, PhD 1998, University of California at Berkeley: political theory

Flamhaft, Ziva, *Lecturer*, PhD 1992, City University of New York: comparative politics, Middle East politics

George, Julie, *Assistant Professor*, PhD 2005, University of Texas, Austin: comparative politics, international politics

Gerassi, John, *Professor*, PhD 1977, London School of Economics: international relations, political theory

Hacker, Andrew, *Professor Emeritus*, PhD 1955, Princeton University: American politics, American economic system and social structure, political theory

Hevesi, Alan G., *Associate Professor Emeritus*, PhD 1971, Columbia University: American government, urban politics

Kimerling, Judith, *Associate Professor*, JD 1982, Yale University Law School: environmental law and politics

Krasner, Michael A., *Associate Professor*, PhD 1977, Columbia University: American politics, urban politics

Lieberman, Peter, *Associate Professor*, PhD 1992, Massachusetts Institute of Technology: international relations

Lipsitz, Keena, *Assistant Professor*, PhD 2004, University of California, Berkeley: American politics, American campaigns and parties

Pierre-Louis, François, *Associate Professor*, PhD 2001, City University of New York: comparative politics

Psomiades, Harry J., *Professor Emeritus*, PhD 1962, Columbia University: comparative politics, international politics, Middle East studies

Reichl, Alexander, *Associate Professor*, PhD 1995, New York University: American government

Resnik, Solomon E., *Associate Professor Emeritus*, PhD 1970, New School for Social Research: American government, political parties, presidency

Rollins, Joe N., *Associate Professor*, PhD 1998, University of California at Santa Barbara: American government

Schneider, Ronald M., *Professor Emeritus*, PhD 1958, Princeton University: comparative politics, political development and modernization, Latin America

Sun, Yan, *Associate Professor*, PhD 1992, Johns Hopkins University: comparative politics, international politics, East Asia

Zwiebach, Burton, *Professor Emeritus*, PhD 1964, Columbia University: political theory, legal philosophy

## MASTER OF ARTS PROGRAM IN POLITICAL SCIENCE AND GOVERNMENT

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

Students must present a minimum of 24 credits of undergraduate work in acceptable courses in political science, government, history, economics, or related fields. Normally, these should include courses in U. S. government, political theory, and comparative government and international relations. Students must also present evidence of ability to profit from graduate study in political science.

## Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

All students must fulfill the following requirements:

1. 30 credits of graduate study with an average of 3.0 or better. The department recommends that 21 credit hours be taken in Political Science.

2. Students must have an area of specialization consisting of a minimum of three courses (9 credits). The program of studies must be approved by the department.

3. PSCI 713, Seminar in Theory and Method of Political Science.

4. A reading knowledge of a foreign language relevant to the student's specialization, approved by the department and demonstrated to its satisfaction; or a demonstrated proficiency in statistics.

5. PSCI 791, Thesis Research. To be taken after the student has completed at least 24 credits with an average of 3.0 or better, and has satisfied the language or statistics requirement.

6. Completion of a thesis to the satisfaction of a thesis advisor and second reader who will award the grade.

## COURSES IN POLITICAL SCIENCE

No more than 6 credits of 600-level courses may be accepted for the Master of Arts degree. Seminars are restricted to matriculants in the MA program. Candidates for other master's degrees may be admitted to 700-level courses with permission of the Graduate Advisor in political science.

### PSCI 610. Western Political Thought.

3 hr.; 3 cr. The basic ideas and systems of Western political thought from Plato through Marx. ††

### PSCI 630. Contemporary Comparative Government.

3 hr.; 3 cr. Governmental structures, ideological foundations, and the functioning of political institutions in selected European states. Prof. Schneider. ††

### PSCI 640. Public Administration.

3 hr.; 3 cr. Problems of organization and process: the administrator as manager; decision-making and information flow; administrative powers; procedural safeguards, authority, status, and leadership; internal politics and bureaucracy. ††

### PSCI 651. Government of the City of New York.

3 hr.; 3 cr. The government of the City of New York and its role in the metropolitan area; its relationship to the state and the federal government. Impact of economic and social forces on the political process. Prof. Krasner. ††

## PHYSICS

**PSCI 660. International Politics.** 3 hr.; 3 cr. Basic factors in international politics and the struggle for power and order in world politics. Prof. Ofuately-Kodjoe.††

**PSCI 701. Ancient and Medieval Political Thought.** 3 hr.; 3 cr. An examination, both analytical and historical, of the principal political thinkers from Plato to Machiavelli. ††

**PSCI 702. Modern Political Thought.** 3 hr.; 3 cr. An examination, both analytical and historical, of the principal political thinkers from the sixteenth through nineteenth centuries. ††

**PSCI 710. Twentieth-Century Political Thought.** 3 hr.; 3 cr. An examination of theories of the state in modern society; leading political ideas of the twentieth century; contrasts between democratic and nondemocratic concepts.††

**PSCI 713. Seminar in Theory and Method of Political Science.** 3 hr.; 3 cr. An eclectic approach to the problems of theory and method in the study of government and politics; alternative patterns of analysis of political behavior. Required of all students. Prof. Bowman.††

**PSCI 714. Theory of "Democratic Socialism" and Communism.** 3 hr.; 3 cr. The influence of nineteenth-century antecedents on Marx and of Marx himself through Plekanov, Lenin, Trotsky, and Stalin to the present.††

**PSCI 715. Organization Theory.** 3 hr.; 3 cr. Theories of organization; special problems regarding public organizations; concepts of authority, hierarchy, status, and leadership.††

**PSCI 720. United States Constitutional Law I.** 3 hr.; 3 cr. The relation of the judicial process and constitutional law to the political process in the United States: judicial review, federalism, separation and delegation of powers.††

**PSCI 721. United States Constitutional Law II.** 3 hr.; 3 cr. Civil liberties, civil rights, due process, equal protection of the laws. Prof. Nesbitt.††

**PSCI 730. The United States Party System.** 3 hr.; 3 cr. The nature and functions of United States political parties and interest groups, their growth, the electoral process, organization and leadership, decision-making.††

**PSCI 731. Policy Formulation in the United States Government.** 3 hr.; 3 cr. Changing nature of federalism and of the separation of powers as related to major problems facing the United States today. Prof. Altentetter.††

**PSCI 732. The Presidency in the United States.** 3 hr.; 3 cr. An analysis of the office and its incumbent; the institution of the presidency. ††

**PSCI 733. The Legislative Process in the United States.** 3 hr.; 3 cr. The functions of Congress and the state legislatures: bases of representation; internal politics; procedures; interest groups; controls.††

**PSCI 735. Politics and Public Opinion Formation.** 3 hr.; 3 cr. The role of public opinion in differing political systems: the formation of opinion; political socialization; interest groups; leaders and political behavior. A study of mass media of communications.††

**PSCI 736. Public Policy Analysis.** 3 hr.; 3 cr. This course will review the important theories of the policy process with special attention to their application in an urban setting.

**PSCI 741. Administrative Law and Regulation.** 3 hr.; 3 cr. Study of the requirements of procedural due process.††

**PSCI 744. Government and Defense.** 3 hr.; 3 cr. Selected problems of national security in the space age: civil-military relations; individual liberties; the mobilization base; budgetary problems.††

**PSCI 747. Metropolitan Areas and Community Power Analysis.** 3 hr.; 3 cr. The urban power structure and metropolitan complex: adjustment of governmental services to the metropolitan social and economic community. Prof. Krasner.††

**PSCI 748. Planning for Metropolitan Areas.** 3 hr.; 3 cr. The planning process in metropolitan governments. Emphasis on regional problems as well as on special planning problems of the New York metropolitan area.††

**PSCI 760. United States Foreign Policy.** 3 hr.; 3 cr. Analysis of domestic factors affecting the determination and conduct of U. S. foreign policy. Prof. Psomiades, Prof. Krasner.††

**PSCI 762. International Organization.** 3 hr.; 3 cr. Analysis of the major global and regional international organizations; emphasis placed on the United Nations systems.††

**PSCI 763. International Law.** 3 hr.; 3 cr. The nature, sources, and development of international law; the role and function of law in international society.††

**PSCI 764. Post-Soviet Foreign Policy.** 3 hr.; 3 cr. Topics include continuity and change, ideology and national interest, power considerations, the present situation and future prospects.††

**PSCI 765. The International Politics of Africa.** 3 hr.; 3 cr. An examination of Africa's politics against the background of its changing political and social system. Prof. Markovitz, Prof. Ofuately-Kodjoe.††

**PSCI 766. Changing Concepts and Practices in International Cooperation.** 3 hr.; 3 cr. Recent developments in international responsibility, especially in the fields of welfare and justice; human rights, minorities and cultural autonomy, forced migration and exchange of populations, refugees, genocide, health. Prof. Gerassi.††

**PSCI 767. Western and Post-Soviet Impacts on Underdeveloped Areas.** 3 hr.; 3 cr. The problems arising from the impact of Western and Marxist ideas, policies, and political institutions on underdeveloped areas will be examined in the framework of Great Powers' competition within the less developed parts of the world. Prof. Gerassi.††

**PSCI 768. Post-Soviet Union and Eastern Europe.** 3 hr.; 3 cr. An analysis of the relationship between members of the former Communist bloc in Eastern Europe.††

**PSCI 770. Political Problems in the Development of Western and Non-Western States and Societies.** 3 hr.; 3 cr. Selected problems of political stability; representative institutions; parties; the military and the bureaucracy. Prof. Markovitz.††

**PSCI 771.1-771.6. Political Systems in Developing Areas: Regional Analysis.** 3 hr.; 3 cr. Political modernization of developing areas; process of transition from traditionalism to modernism; developing political institutions and changing political processes considered in specific regions (e.g., PSCI 771.1, South and Southeast Asia; PSCI 771.2, the Far East; PSCI 771.3, the Middle East; PSCI 771.4, Africa south of the Sahara; PSCI 771.5, North Africa; PSCI 771.6, Latin America). Prof. Markovitz, Prof. Psomiades, Prof. Schneider, Prof. Sun.†

**PSCI 772.1-772.3. Political Systems of Western European States.** 3 hr.; 3 cr. Analysis of the political system of a European state. Each state will be treated in a separate course (e.g., PSCI 772.1, Great Britain; PSCI 772.2, France; PSCI 772.3, Germany). Prof. Altentetter, Prof. Psomiades, Prof. Schneider.††

**PSCI 773. Post-Soviet Political Institutions.** 3 hr.; 3 cr. An analysis of the theory and practice of Post-Soviet political institutions: the party, government, army, bureaucracy, and law. ††

†-Offered either Fall or Spring; see Class Schedule.  
††-May be offered; see Class Schedule.

## PHYSICS

**PSCI 776. Comparative Public Administration.** 3 hr.; 3 cr. A comparative analysis of different bureaucratic structures and processes in the industrialized and developing areas of the world.††

**PSCI 777. Comparative Federalism.** 3 hr.; 3 cr. Theories of federalism and the problems of centralization and decentralization; cooperative federalism and regional arrangements; administrative relationships, cultural factors in a federal union. Prof. Altenstetter.††

**PSCI 780. Colloquium in American Politics.** 3 hr.; 3 cr. Content will vary from semester to semester. May be repeated for credit once if the content changes.††

**PSCI 781. Colloquium in Comparative Politics.** 3 hr.; 3 cr. Content will vary from semester to semester. May be repeated for credit once if the content changes.††

**PSCI 782. Colloquium in Political Theory.** 3 hr.; 3 cr. Content will vary from semester to semester. May be repeated for credit once if the content changes.††

**PSCI 783. Colloquium in International Relations.** 3 hr.; 3 cr. Content will vary from semester to semester. May be repeated for credit once if the content changes.††

**PSCI 790. Seminar in Selected Topics in Political Science.** 3 hr.; 3 cr. Topic will vary from semester to semester.††

**PSCI 791. Thesis Research.** Hr. to be arranged; 3 cr. Preparation of an acceptable master's thesis under faculty supervision. Required of all candidates for the master's degree in political science. A candidate will register for the course once and credit will not be granted until the thesis is accepted.††

# Psychology

*Chair: Philip Ramsey*

*Head, Master of Arts in General Psychology and Behavioral Neuroscience: Andrea Li*

*Head, Master of Arts and Certificate Program in Applied Behavior Analysis Program: Alicia Alvero*

*Dept. Office: Science Building E318, 997-3203*

The Department of Psychology has three programs of study, each leading to the Master of Arts degree in psychology: General Psychology, Behavioral Neuroscience, or Applied Behavior Analysis. A fourth program, Clinical Behavioral Applications in Mental Health Settings is being discontinued. The Department of Psychology also has a graduate Advanced Certificate Program In Applied Behavior Analysis. The department further participates in the City University of New York Doctoral Program in Psychology with Sub-Programs in Neuropsychology and Learning Processes-Behavior Analysis. (For more information, please address inquiries to: PhD Programs in Psychology, Graduate School and University Center, 365 Fifth Avenue, NY, NY 10016-4309.) Qualified master's degree students may be admitted to PhD-level courses in Learning Processes-Behavior Analysis and Neuropsychology.

## Chair

Ramsey, Philip H., Professor, PhD 1970, Hofstra University: multiple comparison procedures, significance testing, simulation, and test theory

## Graduate Advisors

Alvero, Alicia M., Associate Professor, PhD 2003, Western Michigan University: applied behavior analysis of worker safety in organizational settings

Li, Andrea, Associate Professor, PhD 1996, University of Rochester: visual psychophysics

## Faculty

Baker, A. Harvey, Professor, PhD 1968, Clark University: perceptual style and personality, psychotherapy

Bodnar, Richard J., Professor and Acting Dean of Research and Graduate Studies, PhD 1976, City University of New York: physiological, pharmacological, neurochemical, neuroanatomical, and behavioral mechanisms of pain inhibition and ingestive behavior

Borod, Joan C., Professor, PhD 1975, Case Western Reserve University: clinical neuropsychology

Brown, Bruce L., Professor, PhD 1968, Yale University: classical conditioning, autoshaping, stimulus control of behavior, schedule interaction, two-factor theory, consummatory behavior

Brumbaugh, Claudia, Assistant Professor, PhD 2007, University of Illinois: social attachment

Brumberg, Joshua C., Associate Professor, PhD 1997, University of Pittsburgh: neurophysiological analysis of rat somatosensory system and barrel receptors

Chacko, Anil, Assistant Professor, PhD 2006, University of Buffalo, SUNY: developmental neuropsychology and attention deficit hyperactivity disorder

Croll-Kalish, Susan D., Associate Professor, PhD 1992, City University of New York: neurobiology of dementia and epilepsy

Fields, Lanny, Professor, PhD 1968, Columbia University: stimulus equivalence

Fienup, Daniel, Assistant Professor, PhD 2008, Illinois State University: applied behavior analysis, academic interventions, stimulus equivalence applications

Fleischer, Susan F., Associate Professor, PhD 1973, Columbia University: behavioral consequences of infantile malnutrition, biological basis of sexual behavior and of sex differences in behavior, psychotherapy

Flory, Janine, Associate Professor, PhD 1995, University of Kansas: borderline personality disorder, impulsivity

Foldi, Nancy, Professor, PhD 1983, Clark University: Alzheimer's disease, attention, neuropsychology, geriatric diseases

Halperin, Jeffrey M., Distinguished Professor, PhD 1976, CUNY Graduate Center: child clinical neuropsychology, childhood behavior disorders, and psychopathology

Hemmes, Nancy S., Professor, PhD 1972, University of North Carolina: learning theory, temporal control of behavior, habit control

Johnson, Ray E., Jr., Professor, PhD 1979, University of Illinois: electrophysiological measures of normal and abnormal cognitive brain function, short- and long-term memory, event-related brain potentials, psychophysiology

Jones, Emily A., Assistant Professor, PhD 2002, State University of New York, Stony Brook: applied behavior analysis with autism and mental retardation

Lanson, Robert N., Associate Professor, PhD 1968, Columbia University: experimental analysis of human and animal behavior, sensation and perception

Li, Andrea, Associate Professor, PhD 1996,

University of Rochester: visual psychophysics

Nomura, Yoko, Assistant Professor, PhD 1999, Columbia University: child development, critical period for the CNS development, developmental psychopathology

Pytte, Carolyn, Assistant Professor, PhD 2000, Indiana University: bird-song learning, neurogenesis

Ranaldi, Robert, Associate Professor, PhD 1994, Queens University, Kingston, Canada: neurobiology of learning, motivation, and addiction

Sneed, Joel R., Assistant Professor, PhD 2002, University of Massachusetts: vascular depression, psychometrics

Storbeck, Justin, Assistant Professor, PhD 2007, University of Virginia: the emotional influence on perception, learning, and memory, affective neuroscience

Sturmey, Peter, Professor, PhD 1983, University of Liverpool, UK: developmental disabilities, autism, mental retardation, behavior analysis

## PROGRAMS LEADING TO THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

Either full-time or part-time attendance is possible. Students may be admitted in the Fall or Spring.

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Fifteen credits in undergraduate psychology is considered the minimum requirement for admission to the MA program, which should include an undergraduate laboratory course in experimental psychology and a course in psychological statistical methods or their equivalents. A student who has not had at least a one-semester laboratory course in experimental psychology and a one-semester course in statistical methods or their equivalents, but whose record of achievement is otherwise high, will be asked to make up the deficiency through taking a comparable course without credit in an undergraduate college.

2. A minimum grade average index of B (3.0) in undergraduate courses.

3. A minimum grade average index of B (3.0) or the equivalent in the undergraduate field of concentration or, with permission of the department, in related fields.

4. Three letters of recommendation, at least two of which should be from instructors who are in a position to attest to the applicant's capacity to complete successfully a program of graduate studies. In some cases a personal interview with the Graduate Advisor or with

## PSYCHOLOGY

some other members of the Department may be required.

5. The applicant is required to submit results in both the aptitude test and the advanced test in psychology of the Graduate Record Examination. Applicants should apply directly to the Educational Testing Service, Princeton, New Jersey 08541, or Box 27896, Los Angeles, California 90027, for full information and arrangements to take the test. Students are advised to take the Graduate Record Examination no later than February for September admission. No final consideration may be given to any application unless the Admissions Office receives the results of the examination by the date applications are due.

6. Applicants whose first language was not English and who were educated in a country where English is not the official language must present a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) to be eligible for admission to the MA programs in Psychology.

Note that possession of the requirements listed above does not automatically insure admission to the programs. Each record, including grades, letters of recommendation, Graduate Record Examination scores, and information from present and former instructors and employers, will be carefully examined by a Graduate Committee on Admissions. Departmental interviews may be required prior to a decision.

Specific requirements may be waived by the Graduate Committee on Admissions for students of special promise.

### Requirements for the Master of Arts Degree

These requirements are in addition to general requirements for the Master of Arts degree.

### GENERAL PSYCHOLOGY PROGRAM (30 credits plus thesis or 36 credits without thesis)

This program is intended for students who:

1. want to explore their interests further or expand their backgrounds in psychology;
2. want to learn more about the area of mental health (but without seeking the field placements and special coursework offered in the Clinical Behavioral Applications program); and/or
3. see themselves en route to doctoral study, with the goal of pursuing a career as independent researchers, particularly in the areas of neuropsychology, learning processes, or experimental psychology.

### Degree Requirements for the Masters in General Psychology

1. Ten semester courses in psychology (30 credits), which must be distributed as follows:

- a) History (PSYCH 700)
- b) Advanced Experimental Psych. I (PSYCH 701) or Design of Psychological Research (PSYCH 703 with permission only)
- c) Statistical Methods I (PSYCH 705)
- d) The remaining credits must include courses from at least three of the following 15 topic areas. At least one course must be from Group A and at least one course from Group B.

#### Group A

- | Group A                    | Courses                          |
|----------------------------|----------------------------------|
| 1. Cognition               | PSYCH 738                        |
| 2. Learning                | PSYCH 730, 730.07, 731, 732, 737 |
| 3. Motivation              | PSYCH 745                        |
| 4. Perception              | PSYCH 735                        |
| 5. Behavioral Neuroscience | PSYCH 708.4, 710, 711            |
| 6. Basic Neuroscience      | PSYCH 708.1, 708.2, 708.3        |

#### Group B

- | Group B                            | Courses                    |
|------------------------------------|----------------------------|
| 7. Applied Behavior Analysis       | PSYCH 730.01, 730.02       |
| 8. Behavioral Science and Business | PSYCH 754                  |
| 9. Developmental                   | PSYCH 720, 720.1, 721      |
| 10. Developmental Disabilities     | PSYCH 720.01, 720.02       |
| 11. Personality                    | PSYCH 740, 741, 743, 743.1 |
| 12. Psychometrics                  | PSYCH 760, 761, 764, 774   |
| 13. Psychopathology                | PSYCH 755, 756             |

2. Students may complete the program in 30 or 36 credits, as follows:

- a) Students who elect to complete the program in 30 credits must take and pass a comprehensive examination and submit an approved thesis which may be either a literature review or an empirical investigation.
- b) Students whose grade-point average is 3.7 or better may elect to complete the program in 30 credits and do an empirical thesis. The comprehensive examination will be waived.
- c) Students who elect to complete the program in 36 credits are required to take and pass a comprehensive examination.

### BEHAVIORAL NEUROSCIENCE PROGRAM (37 credits plus thesis)

The purpose of this program is to allow promising master's graduate students to engage in intensive, research-based study within the field of Behavioral Neuroscience. The goals of the program are as follows:

- To provide graduates of the program with enhanced chances of being admitted into highly-competitive Doctoral Training Programs in Behavioral Neuroscience and other neuroscience-related fields.
- To enhance the chances that graduates of the program will gain employment within the private sector as Research Assistants/Associates trained in the growing field of neuroscience and neuroscience-related fields.

### Degree Requirements for the Master's in Behavioral Neuroscience (MABN)

37 credits plus thesis distributed as follows:

*Required Behavioral Neuroscience Courses (21 credits):*

- PSYCH 708.1: Basic Neuroscience: Neuroanatomy (3 cr)  
PSYCH 708.2: Basic Neuroscience: Neurophysiology (3 cr)  
PSYCH 708.3: Basic Neuroscience: Psychopharmacology (3 cr)  
PSYCH 710: Advanced Physiological Psychology I (3 cr)  
PSYCH 711: Advanced Physiological Psychology II (3 cr)  
PSYCH 791.3: MA Thesis Research I (3 cr)  
PSYCH 791.3: MA Thesis Research II (3 cr)

*Required Other Courses (7 credits):*

- PSYCH 703.1: Research Design (3 cr)  
PSYCH 705: Statistics I (3 cr)  
PSYCH 771.1: Ethics in Psychology (1 cr)  
Behavioral Neuroscience Elective Courses (9 credits):  
PSYCH 700: History of Psychology (3 cr)  
PSYCH 735: Perception (3 cr)  
PSYCH 738: Cognition (3 cr)  
PSYCH 755: Psychopathology (3 cr)  
PSYCH 760: Psychometrics (3 cr)  
PSYCH 791: Comparative Psychology (3 cr)  
PSYCH 817: Survey of Clinical Neuropsychology (Taken as PSYCH 791 for MA students (3 cr)

### Behavioral Neuroscience Research

#### Thesis Guidelines:

In addition to the course requirements above, all students are required to:

- 1) submit a research thesis proposal
- 2) submit a research thesis
- 3) give an oral presentation of this thesis, and



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4) receive a 'satisfactory' grade on all of the above.

In collaboration with the student and the research mentor, the MABN Program Head will designate a faculty reader (in addition to the student's research mentor) for each student's thesis project. To insure that the proposal, thesis, and oral presentation are worthy of a satisfactory grade, students are strongly encouraged to obtain feedback not only from their research mentors, but also their readers, on earlier drafts of all works.

### *Research thesis proposal*

The research thesis proposal should provide an overview of the student's thesis research project, and should contain a strong literature review, working hypotheses for the thesis project, experimental designs and proposed statistical analyses. The proposal can be submitted any time before the research thesis is submitted, to the student's research mentor, the MABN Program Head and the assigned faculty reader.

### *Research thesis*

The thesis itself should thoroughly but concisely summarize the research project, and should make an effort to contribute to the area(s) of research of the mentor's laboratory. It should include all of the sections found in a standard APA format manuscript (or acceptable format of a peer-review journal to which the work is being submitted). Although publication of the work is not required, a document of quality that is acceptable for submission to a peer-reviewed journal is strongly encouraged. If the work is published, the student should be listed as one of the co-authors (if not the primary author), and the published manuscript itself can be submitted to fulfill the thesis requirement. The thesis should be submitted to the research mentor, the MABN Program Head, and the assigned third reader no later than the last teaching day of the semester in which the student plans to graduate.

### *Oral presentation of the thesis*

Additionally, the student must schedule an oral presentation of the thesis to the research mentor, the MABN Program Head, and the assigned third reader before the end of the semester in which the student plans to graduate. The presentation should be approximately 20-30 minutes in length, and should summarize the work in the thesis using a Powerpoint presentation. If the student wishes, this can be a public presentation with other faculty, students and significant others attending.

## MASTER'S IN APPLIED BEHAVIOR

### ANALYSIS (37 credits)

The goals of the Masters Program in Applied Behavior Analysis are to provide students with training:

- to work in a variety of fields with a variety of populations in need of behaviorally based interventions.
- that meets the educational competence requirements necessary to pursue professional certification (through the Behavior Analyst Certification Board).
- that helps students contribute to and advance the field through conduct and participation in research as well as presentations.
- that supports the possibility of continuing their education at the doctoral level.

### Degree Requirements for the Master's in Applied Behavior Analysis

*37 credits distributed as follows:*

Required courses (22 credits)

PSYCH 705.00: Statistics (3 cr)

PSYCH 730.00: Psychology of Learning (3 cr)

PSYCH 730.01: Theory and Method in Applied Behavior Analysis I (3 cr)

PSYCH 730.05: Practicum in Applied Behavior Analysis I (2 cr)

PSYCH 730.02: Theory and Method in Applied Behavior Analysis II (3 cr)

PSYCH 730.06: Practicum in Applied Behavior Analysis II (3 cr)

PSYCH 795.00: Fieldwork in Applied Behavior Analysis (3 cr)

PSYCH 771.10: Ethical Issues in Psychology (3 cr)

*Thesis research and/or Elective courses (15 credits)*

Students have three options for fulfilling these 15 credits:

1) 6 credits of independent thesis work with a faculty mentor and 9 credits of elective courses;

2) 3 credits of thesis work that is an elaboration of 730.05–730.06 practicum courses with a faculty advisor and 12 credits of elective courses; or 730.01: Theory and Method in Applied Behavior Analysis I (3)

3) 15 credits of elective courses. The student in consultation with the MA Advisor will choose one of these options no later than the end of their first semester in residence.

A Master's Thesis is a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor. In the third non-thesis option, the student will have to pass a Comprehensive Exam produced by the faculty and administered by the MA Advisor.

*List of Elective Courses:*

PSYCH 700.00 History of Psychology (3 cr)

PSYCH 720.01 Developmental Disabilities I (3 cr)

PSYCH 720.02 Developmental Disabilities II (3 cr)

PSYCH 720.03 Behavioral Intervention in Developmental Disabilities (3 cr)

PSYCH 730.03 Behavioral Analysis of Child Development (3 cr)

PSYCH 730.04 Practicum in Applied Behavior Analysis

PSYCH 730.07 Theories of Association (3 cr)

PSYCH 731.00 Stimulus Control of Behavior (4 cr)

PSYCH 732.00 Motivation and Reinforcement (4 cr)

PSYCH 737.03 Categorization and Concept Formation (Taken as PSYCH 791 for MA students) (4 cr)

PSYCH 739.00 Research Methods in Animal Behavior (3 cr)

PSYCH 754.00 Organizational Behavior Management (3 cr)

PSYCH 757.00 Organizational Diagnosis and Intervention (3 cr)

PSYCH 791.03 Special Topics: Autism Treatment (3 cr)

PSYCH 791.03 Seminar in Learning and Behavioral Analysis (3 cr)

PSYCH 791.03 Seminar in Language Acquisition (3 cr)

### Clinical Behavioral Applications in Mental Health Settings Program

(48 credits with no thesis)

NOTE: This program is being discontinued and is no longer accepting new students

The Clinical Behavioral Applications program features coursework and training in the intervention modality of applied behavior analysis. The program also includes training in intellectual and personality assessment. A broad perspective on contemporary clinical practice and research is provided by a number of academic survey courses in areas such as psychotherapy and counseling, psychoanalytic theory, and psychopathology. Research training in single-subject design and statistics is included in this program.

The Clinical Behavioral Applications program, which includes practica and 630 hours of fieldwork experience, is designed to prepare students for MA-level careers using behavioral assessment and intervention skills. (*Note:* This program will no longer be accepting new applications as of 4/1/08.)

\*-MAT charges are possible.

†-Offered either Fall or Spring; see Class Schedule.

††-May be offered; see Class Schedule.

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### Type of Training

The CBAMHS Program seeks to provide students with skills in Applied Behavior Analysis (a type of behavior modification) and in intelligence and personality testing. Extensive hands-on experience is provided in the two practica associated with the two Applied Behavior Analysis courses and in the Externships. Typically, each student spends two semesters out in the field working in two different Externship settings. The first Externship experience focuses on mastering Applied Behavior Analytic skills; the second focuses on mastering skills in intelligence testing and personality testing (with objective-type instruments).

### Type of Settings and Nature of Client Populations

It is important to note that the actual training during the two practica and the Externships involves direct contact with low-functioning populations. Students are assigned to such agencies as the Association for Children with Retarded Mental Development, where the trainees work with adult retardates. Students have also been assigned to agencies where they work with adolescents diagnosed as autistic. Most of the testing training is carried out at a large state psychiatric center (e.g., Creedmoor).

Institutions (federal, state, local, and private) typically employing graduates with training in the intervention modality of Applied Behavior Analysis include psychiatric facilities and institutions for the developmentally disabled, for emotionally disturbed children and adults, and for geriatric individuals. Applicants should note that this program does not prepare the student to function either as a School Psychologist, or as a Clinical Psychologist at the level of independent practice for which both a doctoral degree and a state license are required.

Full-time CBA students can complete the requirements for the degree in four semesters by taking both day and evening courses. This includes a 630-hour externship (field-work placement) taken during the last two semesters of study.

Courses are offered during the day, afternoon, and evening. Part-time students can therefore be accommodated and can complete requirements more slowly, in accordance with their schedules. However, *all* students must arrange their schedules to accommodate the externship, which is held during daytime-weekday hours only.

### Degree Requirements for the Clinical Behavioral Applications Program (48 credits)

(Note: This program will no longer be accepting new applications as of 4/1/08.)

1. Completion of following courses in psychology:  
PSYCH 760. Psychometric Methods  
PSYCH 774. Assessment of Intellectual Functioning  
PSYCH 771. Ethical Issues in Psychology (not to be confused with U771)  
PSYCH 730.01 & .02. Theory and Method in Applied Behavioral Analysis I and II (with practica)  
PSYCH 764. Assessment of Personality with Standardized Objective Measures  
PSYCH 743. Survey of Psychotherapy and Counseling: A Case Study Approach  
PSYCH 755. Psychopathology I  
PSYCH 748. Self-Awareness Training I or PSYCH 749  
PSYCH 705. Statistical Methods in Psychology I

2. An externship (fieldwork placement) of at least 630 hours taken during the last two semesters of study (PSYCH 795, 796). This externship is offered during *daytime-weekday* hours only.

3. PSYCH 797 Externship Seminar.
4. Nine credits of elective courses.
5. Completion with a passing grade of a skills-oriented Clinical Behavioral Applications Comprehensive Examination, which includes evaluation of the student's skills in assessment and behavioral intervention.

Responsible training for work in the area of mental health requires that students have the personal characteristics appropriate for workers in a mental health setting. At the end of each semester, the Psychology Department's MA Committee will evaluate each student's suitability for continuation in the program, considering information from all sources. The decision that a student must leave the program on personal grounds will be made by the Program Head and the Department's MA Committee. This decision may be appealed to a special Ad Hoc Appeals Committee, which will include no one who participated in the initial evaluation.

### Requirements for Continuance in the Psychology MA Program

All students enrolled in either master's program who, after taking 12 graduate credits, have not achieved an academic index of 3.0, will be placed on probation or dropped from the master's program in psychology.

### Non-Matriculated Studies

Certain graduate courses are open to qualified professionals and career specialists in psychology or other fields. These courses may fulfill a particular need for skill acquisition or credential maintenance for teachers, social workers, et al. Students who believe that a course or course sequence is relevant should contact the Head of the Master of Arts program regarding suitability for enrollment. *Applicants for non-matriculated status must get the signature of the Head of the MA program on their applications before submitting them to the Graduate Admissions Office.* A lifetime cumulative total of no more than 12 credits may be taken on a non-matriculated basis.

### ADVANCED CERTIFICATE PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The goal of the Advanced Certificate in Applied Behavior Analysis is to prepare people to design, deliver, and evaluate individualized behavioral intervention. The aim of the certificate program is to provide practitioners with high-quality academic training in applied behavior analysis. To that end, faculty carefully integrate the practicum coursework experience with didactic coursework to provide a meaningful repertoire of behavior analysis skills and to help prepare professionals for the National Board Certified Behavior Analyst (BCBA) Examination.

The certificate program is not a Master's program, and thus, a graduate degree is not awarded upon completion of the coursework. The program is designed to fulfill the coursework requirements necessary to sit for the BCBA national exam (<http://www.bacb.com>), it does NOT fulfill the experience supervision requirements for the BCBA. You DO NOT receive your BCBA upon completion of our program—you will have simply met the coursework requirements necessary to sit for the exam. Students (on their own) must research the requirements for the practice component of the BCBA.

### Requirements for Matriculation and Continuation in the Program

Applicants for admission must possess a BA or BS degree (but are strongly encouraged to have a Master's degree) with an earned grade-point average of at least 3.0 (B). Maintenance of a GPA of at least 3.0 through the entire program is required. Additionally, applicants will be required to have some background in psychology (i.e., courses in learning, advanced experimental psychology, developmental disabilities, behavior analysis, etc.). Background in special education and/or field-based experience in

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behavior analysis are an added strength. The GRE is NOT required, but students for whom English is not a native language must show a score of 600 or higher on the TOEFL. Transfer credits from other programs will not be applied to the completion of this program.

### Curriculum of the Program

The curriculum for the 22-credit Advanced Certificate Program in Applied Behavior Analysis will include a set of required, core courses (13 credits) and specialization/elective courses (9 credits).

#### 1. Core courses required (13 credits)

PSYCH 730.01	Theory and Method in Applied Behavior Analysis I
PSYCH 730.05	Practicum in Applied Behavior Analysis I
PSYCH 771.1	Ethical Issues in Psychology
PSYCH 730.02	Theory and Method in Applied Behavior Analysis II
PSYCH 730.06	Practicum in Applied Behavior Analysis II

#### 2. Specializations/Electives (9 credits)

PSYCH 791.3	Learning & Behavior Analysis
OR	
PSYCH 730	Learning
PSYCH 795	Fieldwork in Applied Behavior Analysis
PSYCH 720.01	Developmental Disabilities I (any order)
PSYCH 720.02	Developmental Disabilities II (any order)
PSYCH 720.03	Behavioral Intervention in Developmental Disabilities
PSYCH 720.04	Behavior Analysis of Child Development
PSYCH 791.3	Special Topics: Autism Treatment
PSYCH 791.3	Organizational Behavior Management

Selection of elective courses MUST be made in consultation with the Certificate Program advisor.

## COURSES IN PSYCHOLOGY\*

The general prerequisites for courses in the 700 category are matriculation for the Master of Arts in Psychology (or matriculation for the MS in Education with a major in School Psychology for PSYCH 720, 721, 730, 735, 740, and 760), or permission of the department.

*Note:* Certain MA-level courses are designed especially for students in the Clinical Behavioral Applications in Mental Health Settings Program. Enrollment is limited, and all other students need special permission.

**PSYCH 700. History of Psychology.** 2 lec. hr. plus conf.; 3 cr. Prereq.: At least 15 undergraduate credits in psychology, including Psychological Statistics and a laboratory course in Experimental Psychology. Modern psychological problems are seen in historical perspective. Topics include the mind-body problem, motivation and empiricism, hedonism and reinforcement, hypnotism and spiritualism, psychophysiology and psychopathology. The nineteenth- and twentieth-century schools of psychology—structuralism, functionalism, Gestalt, psychoanalysis, and behaviorism—are reviewed, as are the contributions of philosophers and physical, biological, and social scientists.

**PSYCH 701. Advanced Experimental Psychology I.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: Undergraduate courses in: a) Experimental Psychology with laboratory, and b) Psychological Statistics. A detailed examination and analysis of the ways in which experimental inquiry approaches psychological questions. The problems and paradigms typical of the various areas of the field are studied, and experiments from the literature scrutinized. Particular attention is paid to potential sources of error and problems of control in different kinds of experiments and to the use of experimental design to minimize error. MA students will undertake an original research study to fulfill the laboratory requirement.

**PSYCH 703. Design of Psychological Research.** 2 lec. hr. plus conf.; 3 cr. Prior approval of the research project by both the Faculty Advisor and Graduate Advisor is required before registering. Individual research projects. †

**PSYCH 705. Statistical Methods in Psychology I.** 2 lec., 2 conf. or lab. hr.; 3 cr. Prereq.: An undergraduate course in statistical methods. Descriptive and inferential statistics, including t-tests, correlation, chi square, tests of normality, and distribution-free procedures. Other topics include independent groups, repeated measures and factorial ANOVA,

multiple comparisons, multiple regression and ANCOVA.

**PSYCH 706. Statistical Methods in Psychology II.** 2 lec., 2 conf. or lab. hr.; 3 cr. Prereq.: PSYCH 705. Multivariate methods including MANOVA, factor analysis, canonical correlations, discriminant functions analysis, and related topics.

**PSYCH 708.1. Basic Neuroscience: Neuroanatomy.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. This course, typically taken in conjunction with PSYCH 708.2, Basic Neuroscience: Neurophysiology and PSYCH 708.3, Basic Neuroscience: Psychopharmacology, introduces students to the organizational structure of the human brain. Lectures include slide materials of gross neuroanatomy, cerebral vasculature, spinal organization, and internal structure from medulla to cortex. Functional system mini-lectures are also provided, as is a 5-laboratory component, to give students hands-on experience.

**PSYCH 708.2. Basic Neuroscience: Neurophysiology.** 3 lec. hr.; 3 cr. Prereq.: Permission of the instructor. This is an introductory course in neurophysiology, including an introduction to electrical properties of membranes, ionic basis of resting, and action and synaptic potentials.

**PSYCH 708.3. Basic Neuroscience: Psychopharmacology.** 3 lec. hr.; 3 cr. Prereq.: Permission of the instructor. A course on the basic chemistry and metabolism of the brain, including neurotransmitters, receptors, second messengers, and the neurochemistry of neural development.

**PSYCH 708.4. Behavioral Neuroscience.** 3 hr.; 3 cr. Prereq.: An undergraduate laboratory course in experimental psychology or the equivalent. A survey dealing with the basic physiological, anatomical, and chemical functions as they relate to behavior. Topics include sensory processes, motor systems, memory, motivation, learning, emotion, sleep, and arousal.

**PSYCH 710. Advanced Physiological Psychology I.** 3 lec. hr.; 3 cr. Prereq.: At least one graduate level course in neural science and one undergraduate course in physiological psychology. This course and PSYCH 711 comprise a two-semester sequence which covers the usual topics found in physiological psychology courses but assumes the student has a firm background in modern neuroscience. Among the topics covered in this sequence are sensory

\*MAT charges are possible.

†-Offered either Fall or Spring; see Class Schedule.

††-May be offered; see Class Schedule.

## PSYCHOLOGY

processes, motor systems, development, endocrinological approaches in defining behavioral processes, learning, memory, motivation, emotion, sleep, and arousal. The specific sequence of topics to be covered in this two-semester sequence is subject to change each academic year.

**PSYCH 711. Advanced Physiological Psychology II.** 3 lec. hr.; 3 cr. Prereq.: PSYCH 710. This is the completion of a two-semester course sequence. (See PSYCH 710.)

**PSYCH 720. Developmental Psychology I.** 2 lec. hr. plus conf.; 3 cr. Prereq.: One graduate or undergraduate course in developmental or child psychology (or its equivalent). An introduction to the major concepts, principles, theories, and methods of developmental and child psychology (e.g., critical periods, nature-nurture issue, relation of phylogeny to ontogeny).

**PSYCH 720.01. Developmental Disabilities I.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor and a course in developmental psychology. This course is an overview of the field of mental retardation and developmental disabilities. The content includes readings, lecture, and discussion on the history of the field, the concepts of intelligence and adaptive behavior, classification systems, litigation on behalf of people with developmental disabilities, etiology, service-delivery systems, the special case of autism, a review of early intervention programs and research, language programming, and a review of attention, memory and cognition. Readings will be included on behavioral assessment and intervention strategies for people with developmental disabilities.

**PSYCH 720.02. Developmental Disabilities II.** 3 hr.; 3 cr. Prereq.: PSYCH 720.01 or Permission of the instructor. This course will provide students with an overview of research issues concerning people with developmental disabilities and their families. A major focus of the course is on topics related to adulthood. Students are encouraged to analyze extant research and to propose new solutions to problems in this area.

**PSYCH 720.03. Behavioral Intervention in Developmental Disabilities.** 2 hr. plus conf.; 3 cr. Prereq.: A course in Applied Behavior Analysis (PSYCH 730.01 or 730.02) or the equivalent and a course in Developmental Disabilities (PSYCH 720.01 or 720.02), or permission from the instructor. This course is an overview of behavioral intervention procedures in the field of mental retardation and developmental disabilities. The content includes readings, lecture, and discussion on the context

of intervention, the concepts of behavioral assessment and intervention in the field of developmental disabilities, staff training issues, and an in-depth review of many of the research-based behavioral intervention procedures used to train appropriate repertoires in people with developmental disabilities.

**PSYCH 720.1. Lifespan Developmental Psychology.** 3 hr.; 3 cr. Prereq.: Undergraduate or graduate course in child or developmental psychology. A lifespan perspective on the development of sensory and perceptual functions, language, cognition, and psychosocial adaptation, from conception to old age and death.

**PSYCH 721. Developmental Psychology II.** 2 lec. hr. plus conf.; 3 cr. Prereq.: At least one graduate or undergraduate course in developmental or child psychology (or its equivalent). This course covers the phylogenesis and ontogenesis (in humans) of basic sensory processes, perceptual functions, cognitive-intellectual skills, and language and communication. The focus is on human development. Requirements include an oral and written report on a selected topic. *Note:* PSYCH 720 is NOT a prerequisite to PSYCH 721, and PSYCH 721 is NOT a continuation of PSYCH 720.

**PSYCH 730. Psychology of Learning.** 2 lec. hr. plus conf.; 3 cr. Prereq.: Experimental Psychology and Statistical Methods in Psychology I. An examination of representative investigations and theories of learning. †

**‡PSYCH 730.01. Theory and Method in Applied Behavior Analysis I.** (Formerly PSYCH 770.1.) 3 hr.; 3 cr. Prereq.: Undergraduate courses in statistics and research design (experimental psychology with laboratory) and permission of the Executive Committee of the MA Program (permission should be requested three months prior to registration for this course.) Introduction to basic theory and methodology in the field of applied behavioral analysis, including: (1) the technical language; (2) operational definition; (3) assessment of reliability and generality; (4) data analysis; (5) research design. Students will conduct supervised laboratory and fieldwork as part of the requirements.

**‡PSYCH 730.02. Theory and Method in Applied Behavior Analysis II.** (Formerly PSYCH 771.1.) 3 hr.; 3 cr. Prereq.: PSYCH 730.01 (formerly PSYCH 770.1) and permission of the Executive Committee of the MA

†Course is open to all matriculated students enrolled in either the Clinical Behavioral Applications in Mental Health Settings MA Program or the CUNY Learning Processes PhD Sub-Program. Enrollment is limited. All other students must obtain special permission from the Head of the MA Program.

Program. (Permission should be requested three months prior to registration for this course.) An advanced course in theory, methodology, and professional issues in the field of applied behavioral analysis, focusing on contemporary issues in behavioral assessment strategies, single case research design, data evaluation, program development, and learning processes, and providing the student with the following skills: (1) competence in critically analyzing behavioral analytic research articles; (2) writing applied research proposals; (3) carrying out applied behavioral research in the field; (4) writing applied research/treatment reports for dissemination in professional journals and at professional conferences.

**PSYCH 730.04. Supervised Practicum in Applied Behavior Analysis.** 3 hr.; 3 cr. (8–12 field-work hours per week plus 2 hours supervision with Queens College faculty). Prereq.: PSYCH 730.01 (formerly PSYCH 770.1) and PSYCH 730.02 (formerly PSYCH 771.1) or comparable background. Students must receive prior consent of instructor, which will be based on a personal interview. Students must also sign an acknowledgement of fieldwork regulations. This course is designed as a supervised field experience in agencies and institutional settings where behavior modification is in practice. Structured experiences include behavior assessment, as well as the development, administration, and evaluation of behavior modification programs for individuals and groups. Students will be required to purchase a malpractice insurance policy at a small fee.

### Fieldwork Regulations

At any time, either the student or the fieldwork supervisor may initiate a request for termination. Students who are thought to lack certain of the personal qualifications needed in patient/client relationships may be required to discontinue the fieldwork. Appeals from the decision of the fieldwork supervisor will be considered.

**PSYCH 730.05. Practicum in Applied Behavior Analysis I.** 5 hr.; 2 cr. Coreq.: PSYCH 730.01 and 771, and permission of the Executive Committee of the Psychology MA Program. Introduction to field applications of basic theory and methodology of applied behavioral analysis, including: (1) the technical language; (2) operational definition; (3) assessment of reliability and generality; (4) data analysis; (5) research design in natural settings. Students will attend practicum setting 8 hours per week for 10 weeks. Group supervision will be provided in the weekly small group settings of PSYCH 730.01.

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**PSYCH 730.06. Practicum in Applied Behavior Analysis II.** 8 hr.; 3 cr. Coreq.: 730.02 and permission of the Executive Committee of the Psychology MA Program. An advanced practicum in the application of theory, methodology, and professional issues in the field of applied behavior, focusing on contemporary issues in behavior assessment strategies, single case design, data evaluation, program development, and learning processes, and carrying out applied behavior research in the field. Students will attend practicum setting 8 hours per week for 15 weeks. Group supervision will be provided in the weekly small group meetings of 730.02 on campus.

**PSYCH 730.07 Theories of Association.** 3 hr.; 3 cr. Prereq.: PSYCH 730. This course examines the recent history of learning from an association perspective, including the major molar learning theorists (Thorndike, Pavlov, Hull, Tolman, Guthrie, Skinner) and extending to current theories of association as represented in competition and comparator models of conditioning.

**PSYCH 731. Stimulus Control of Behavior.** 2 lec., 4 lab hr.; 4 cr. Emphasis is upon the acquisition and maintenance of discriminative behavior. Topics include discrimination training, generalization, perception, signal detection, and psycho-physics.†

**PSYCH 732. Motivation and Reinforcement.** 2 lec., 4 lab. hr.; 4 cr. The role of motivation in behavior theory, and the experimental manipulation of reinforcement variables as these interact with motivational variables.†

**PSYCH 733. Information and Decision Processes in Human Behavior.** 2 lec. hr. plus conf.; 3 cr. Prereq.: A graduate course in experimental psychology. A survey of human information processing. Analysis of the role of decision-making and of characteristics and models of human choice behavior.

**PSYCH 735. Psychology of Perception.** 2 lec. hr. plus conf.; 3 cr. Prereq.: An undergraduate or graduate course in experimental psychology. The phenomenology, psychophysics, and psychophysiology of perception are discussed. Topics may include perceptual organization and development, illusions, constancies, and the Ames demonstrations. Heredity and environment interactions are considered in relation to perceptual theories (Gestalt, transactionism, etc.).

**PSYCH 738. Cognition.** 3 hr.; 3 cr. This course focuses on the study of cognition in humans. Among the topics covered are attention, recognition of patterns (such as speech and visual forms), imagery, storage and retrieval of information from short-term and long-term

memory, and the organization of thought and language. A central theme of the course is a focus on structure and organization in these various cognitive processes.

**PSYCH 740. Personality.** 2 lec. hr. plus conf.; 3 cr. Prereq.: PSYCH 705. Survey of contemporary research topics in personality psychology.

**‡PSYCH 743. Survey of Psychotherapy and Counseling: A Case Study Approach.** 2 lec. hr. plus conf.; 3 cr. This course surveys the major approaches to psychotherapy and counseling, including classical Freudian psychoanalysis, behavior therapy, and such humanistic-existential approaches as client-centered therapy, Gestalt therapy, and transactional analysis. Special attention will be given to the way in which each approach conceptualizes and interprets a given life history. Students will be expected to develop skills in writing up a case study based on case protocols provided by the instructor. *Note:* PSYCH 743 and 743.1 cannot both be counted for credit toward the MA degrees in Psychology.

**PSYCH 746. Social Psychology.** 2 lec. hr. plus conf.; 3 cr. Prereq.: An undergraduate or graduate course in experimental psychology. Among the topics to be covered are: (1) foundations of modern social psychology; (2) physiological process and social man; (3) social interaction and social process; (4) the nature and characteristics of social groupings; (5) types of social groupings; (6) the relations between groups; (7) social change and stability.

**PSYCH 747. Human Memory.** 3 hr.; 3 cr. Covers all aspects of human memory from the behavioral to the neural levels. The subject material is a blend of standard cognition data on memory along with the newer results from cognitive neuroscience. Thus, the information on each lecture topic is divided into two parts: (1) the standard cognitive material, including an historical perspective and the essential behavioral data and models that have been developed, and (2) the neurocognitive data (lesion studies, brain imaging using blood flow, and event-related potential techniques). The latter provide focus on the new insights into the brain mechanisms underlying various memory processes obtained in the past decade..

**‡PSYCH 748. Self-Awareness Training.** 2 lab. hr. plus conf.; 1 cr. *Note:* PSYCH 749 does *not* require PSYCH 748 as a prerequisite. Either one of these courses may be taken independently of the other. This course seeks to improve the intervention skills of the participants by increasing their self-awareness. Combining both didactic and experiential elements, the course encourages each participant

to become more sensitive to other participants and to his or her own interpersonal behavior, while at the same time encouraging personal growth and development. A term paper based on course readings is required.

**PSYCH 754. Behavioral Science and Business.** 2 lec. hr. plus conf.; 3 cr. The behavioral science principles that can be applied to employee-employer relationships are considered. Basic problems such as personnel promotion, motivation, training, measurement of job satisfaction, increasing worker efficiency, and merit ratings are reviewed from the standpoint of the psychologist in industry.

**PSYCH 755. Psychopathology.** 2 lec. hr. plus conf.; 3 cr. Prereq.: a) Introductory psychology and b) personality theory or psychopathology, or Permission of the instructor. *Note:* PSYCH 756 does not require this course as a prerequisite. Identification, diagnosis, assessment, and treatment of psychopathological conditions. Several models of psychopathology are considered, including psychological (cognitive, behavioral, and psychoanalytic), medical, sociocultural, and mixed models. The study of anxiety and anxiety disorders is emphasized. The other syndromes considered are somatoform, dissociative, psychophysiological, and personality disorders.

**PSYCH 760. Psychometric Methods.** 2 lec. hr. plus conf.; 3 cr. Prereq.: An undergraduate or graduate course in statistics. A general introduction to psychometric methods which focuses on administration, standardization, norms, reliability, validity, and test construction. This course provides exposure to tests from a wide range of areas: e.g., educational and occupational, interests, and projective tests. Lectures cover the history of intelligence testing and the development of techniques for assessing personality and psychiatric disorders.

**PSYCH 761. Neuropsychological Assessment.** 2 lec. plus 2 conf. or lab. hr.; 3 cr. Prereq.: One course in psychological testing. An advanced course in the measurement of intellectual and other abilities.

**‡PSYCH 764. Assessment of Personality with Standardized Objective Measures.** 1 lec., 2 lab. hr.; 2 cr. Prereq.: PSYCH 755 and PSYCH 760, and permission of the Head of the MA programs. An introduction to the administration, interpretation, and report preparation of commonly used objective inventories, objective standardized rating scales and standardized interview protocols, with special focus on the Minnesota Multiphasic Personality Inventory (MMPI). Examples of other objective instruments for personality assessment that may be covered include the California

## PSYCHOLOGY

Psychological Inventory (CPI), and the Sixteen Personality Factor Questionnaire (16PF). This course requires each student to prepare a minimum of four test reports.

**PSYCH 771.1, 771.2, 771.3. Ethical Issues in Psychology.** 1 hr.; 1 cr., 2 hr.; 2 cr., 3 hr.; 3 cr. This course examines ethical and legal standards that apply to psychologists and others involved in the application of psychological principles. Emphasis will be placed on ethical standards recognized by and for professionals and on laws concerning professional practice.

**¶PSYCH 774. Assessment of Intellectual Functioning.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: PSYCH 760 and permission of the Head of the MA programs. This course provides experience in the administration, interpretation, and written presentation of findings from a variety of measures of intellectual functioning, with particular focus on the Wechsler tests. Students will be trained to integrate clinical observations, developmental theories, theories of cognitive style, and neuropsychological research in the course of writing a minimum of four test reports. Students will also develop familiarity and working knowledge of a broad range of additional assessment techniques, e.g., the Stanford-Binet.

**PSYCH 777. Practicum in Interviewing and Personality Appraisal.** 2 lec., 2 lab. hr.; 3 cr. A systematic examination of interview techniques and methods of personality assessment through direct communication. Students carry on regular intake interviews with clients and prepare appraisal reports.

**PSYCH 780. Quantitative Methods in Psychology.** 2 lec. hr. 2 conf. or lab hr.; 3 cr. Prereq.: Psychology 705. Emphasis will be placed on the mathematical procedures used in psychological theories and in the theoretical analysis of psychological data. Possible topics are curve-fitting procedures for straight lines, polynomials, and growth functions; regression procedures including multiple regression, ANCOVA, time-series analysis, computer intensive methods, computer simulation and robust methods of analysis.

**PSYCH 788. Cooperative Education Placement.** Prereq.: permission of the department. Experiential learning through placement. Opportunities to test and demonstrate

academic learning in an organizational setting. Students receive academic credit as well as a stipend from the placement. No more than 6 credits may be taken in Cooperative Education Placement.

PSYCH 788.1. 1 hr.; 1 cr.  
PSYCH 788.2. 2 hr.; 2 cr.  
PSYCH 788.3. 3 hr.; 3 cr.  
PSYCH 788.4. 4 hr.; 4 cr.  
PSYCH 788.5. 5 hr.; 5 cr.  
PSYCH 788.6. 6 hr.; 6 cr.

**PSYCH 791. Seminar in Selected Topics in Psychology.** Prereq.: Permission of the instructor. Content will be determined by the special interest of students and the instructor. The course may be repeated for credit by permission of the department as the topic changes.  
PSYCH 791.1. 1 hr.; 1 cr.  
PSYCH 791.2. 2 hr.; 2 cr.  
PSYCH 791.3. 3 hr.; 3 cr.  
PSYCH 791.4. 4 hr.; 4 cr.

**##PSYCH 795, 796, 797. Fieldwork (Externship).** Each of the following three courses is required of all students in the Clinical Behavioral Applications in Mental Health Settings MA Program. Total hours of fieldwork for the three courses: 630 (i.e., 21 hours per week for 30 weeks). Total credits: 9 (3 credits for each course). Prereq. for each course: (1) Permission of the MA Committee; (2) Full-time students in the CBA Program normally start fieldwork in their third semester after completing the following courses: PSYCH 748, 749, 760, 764, 730.01 (formerly PSYCH 770.1), and 774. The work for these fieldwork courses will often extend beyond a given semester. In such cases a provisional grade of *P* will be given at the end of the semester, and a letter grade will be given when the work of the course is completed.

**PSYCH 795. Fieldwork (Externship): Applied Behavior Analysis.** 3 hr.; 3 cr. Prereq.: See above. This fieldwork placement will be conducted at various state or private mental health institutions and/or other settings and will focus on developing applied behavior

Fieldwork courses are open to all matriculated MA students in the CBA Program, for whom the courses are required. Enrollment is limited. All other students, including CUNY PhD students, must obtain special permission from the Head of the MA Program.

analysis skills. Each student will complete an applied behavior analytic intervention and write a report suitable for publication.

**PSYCH 796. Fieldwork (Externship): Assessment of Intelligence and Personality.** 3 hr.; 3 cr. Prereq.: See above. This fieldwork placement will be conducted at various state or private mental health institutions and/or other settings and will focus on developing skills in the assessment of intellectual and personality functioning. Each student will administer 10 psychological test batteries and write 10 interpretive test reports.

**PSYCH 797. Fieldwork (Externship): Professional Functioning in a Mental Health Setting.** 3 hr.; 3 cr. Prereq.: See above. Externs will meet in a 2-hour on-campus seminar (weekly for the fall semester or biweekly for the academic year), focusing on professional functioning in a mental health setting. Topics may include: conducting an interview (including role-playing aimed at developing interview skills); integrating information from diverse sources in writing up an intake report and/or results of a test battery; relating to other staff members; confidentiality; professional ethics, etc.

## COURSES IN RESERVE

**PSYCH 712. Recording and Stimulational Techniques in Physiological Psychology.**

**PSYCH 730.03. Behavioral Interventions with Children.**

**PSYCH 730.11. Theory and Practice of Behavior Modification I: Assessment and Techniques.**

**PSYCH 730.12. Theory and Practice of Behavior Modification II: Applications.**

**PSYCH 741. Psychoanalytic Theories: The Classical Freudian Approach.**

**PSYCH 743.1. Survey of Psychotherapy and Counseling.**

**PSYCH 745. Human Motivation.**

**PSYCH 749. Self-Awareness Training II.**

**PSYCH 753. Psychobiology of Sex and Gender.**

**PSYCH 756. Psychopathology II.**

**PSYCH 799. Research Practicum.**

# Sociology

Chair: Andrew A. Beveridge

Graduate Committee Director: Joseph N. Cohen

Dept. Office: Powdermaker Hall 252, 997-2800

The Master's Program in Applied Social Research provides students with the educational foundation and technical skills necessary to prepare for a professional career in market research, program evaluation, public opinion research, institutional research, or other applied social research field.

The department consists of 34 full-time faculty members who maintain a very active research agenda. Faculty research areas include social stratification of urban areas; film and society; the impact of digital technology on society; workforce diversity; ethnicity, race, class and gender; and Jewish culture in America. The facilities in the department include computer laboratories along with a new multimedia lab and full Internet connections to assist graduate students in their research.

## Faculty

Beveridge, Andrew A., Chair, *Professor*, PhD 1973, Yale University: social history, quantitative methods

Cohen, Joseph N., Graduate Committee Director, *Ass Professor*, PhD 2007, Princeton University: political economy, capitalism, government, quantitative methods

Bounds, Anna, *Instructor*, PhD 2006, Milano, the New School in Urban and Public Policy: urban tourism, public space, network management

Browne, Basil R., *Assistant Professor*, PhD 1989, University of California at Berkeley: deviant behavior, race/ethnic/minority relations, methodology, qualitative approaches

Catsambis, Sophia, *Associate Professor*, PhD 1988, New York University: education, social inequality, quantitative methods

Clough, Patricia T., *Professor*, PhD 1978, University of Illinois, Champaign-Urbana: feminist theory, mass media, qualitative methods

Cohen, Bernard, *Professor*, PhD 1968, University of Pennsylvania: criminology, police research, deviance

Eisenstein, Hester, *Professor*, PhD 1967, Yale University: sociology of gender, feminist theory, globalization

Fernandes, Sujatha, *Assistant Professor*, PhD 2003, University of Chicago: hip hop culture, neoliberalism, social movement, state-society relations

Font, Mauricio A., *Professor*, PhD 1983, University of Michigan: development and social

change, comparative and historical sociology

Gallo, Carmenza L., *Associate Professor*, PhD 1985, Boston University: comparative sociology, family

Gorman, Thomas J., *Associate Professor*, PhD 1994, State University of New York at Stony Brook: social stratification, education, family sport

Habtu, Alem S., *Assistant Professor*, PhD 1996, New School for Social Research: Africana studies

Heilman, Samuel C., *Distinguished Professor*, PhD 1973, University of Pennsylvania: symbolic interaction, social theory, sociology of religion, Jewry

Hisn, Amy, *Assistant Professor*, PhD 2008, University of California, Los Angeles: immigration education

Kapsis, Robert E., *Professor*, PhD 1973, University of California at Berkeley: art and culture, mass media

Levine, Harry G., *Professor*, PhD 1978, University of California at Berkeley: American historic culture

Miller, Joanne, *Professor*, PhD 1975, University of Wisconsin at Madison: work, social structure and personality, applied demography

Min, Pyong Gap, *Distinguished Professor*, PhD 1983, Georgia State University: family, ethnicity, and race, Asian Americans

Pitts, Victoria L., *Professor*, PhD 1999, Brandeis University: gender, theory, sociology of the body

Reed, Holly, *Assistant Professor*, PhD 2008, Brown University: demography, immigration, social networks, urbanization

Rogers-Dillon, Robin H., *Associate Professor*, PhD 1998, University of Pennsylvania: political sociology, medical sociology, poverty and social welfare

Savage, Dean B., *Professor*, PhD 1975, Columbia University: organization, science, work

Schneiberg, Marc, *Visiting Professor*, PhD 1994, University of Wisconsin: organizational sociology, economic sociology, institutional analysis

Seiler, Lauren H., *Professor*, PhD 1970, University of Illinois at Urbana: methods, technology

Smith, Charles W., *Professor Emeritus*, PhD 1966, Brandeis University: theory, social psychology, sociology of markets

Song, Shige, *Assistant Professor*, PhD 2004, University of California Los Angeles: demography, quantitative methods

Tang, Joyce, *Associate Professor*, PhD 1991, University of Pennsylvania: stratification,

mobility, science and technology, methodology

Torche, Florencia, *Assistant Professor*, PhD 2003, Columbia University: social mobility, economic stratification, inequality and class formation in Latin America, comparative/historical education, sociology of consumption

Vesselinov, Elena, *Assistant Professor*, PhD 2004, SUNY Albany: urban sociology, social and spatial inequality, housing

Vilardrich, Anahi, *Associate Professor*, PhD 2003, Columbia University: immigration, health, ethnicity, gender

Weinberg, Dana B., *Associate Professor*, PhD 2000, Harvard University: medical sociology, organizational sociology, sociology of work and professions

## MASTER OF ARTS PROGRAM

### Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. Sufficient work in sociology or related fields to pursue graduate work in sociology. Successful completion of undergraduate courses in social theory and statistics, or demonstration of competence by passing an examination in these subjects.

2. The department reserves the right to impose additional requirements upon any candidate for the degree who, in its opinion, enters with insufficient undergraduate work in sociology.

3. Personal interview with the Graduate Advisor whenever feasible.

### Departmental Requirements

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Students must satisfy the following requirements:

	<i>credits</i>
a. Sociological Theory: SOC 701 or 702	3
b. Quantitative Research Methods and Statistics: SOC 710 and 712	6
c. Qualitative Methods or Professional Communications in Social Research, SOC 711 or 716	3
d. One substantive area of Sociology, as approved by the department, e.g., SOC 734 and 735 or SOC 754 and 755	6
e. SOC 793 and submission of an approved thesis or thesis-length paper based upon supervised independent research	3
f. Elective courses	9
Total	30

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2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *d* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

### COURSES IN SOCIOLOGY

**SOC 701. The Development of Sociological Theory.** 2 hr. plus conf.; 3 cr. Critical examination of the major treatises and schools in the development of sociological theory from Comte to twentieth-century theorists.†

**SOC 702. Contemporary Sociological Theory.** 2 hr. plus conf.; 3 cr. Critical discussion of current sociological theory. Relationship of contemporary theory to empirical research.†

**SOC 703. Social Pathology.** 2 hr. plus conf.; 3 cr. Examination of certain problems, such as mental illness, delinquency and crime, poverty, divorce, differential morbidity and mortality, which are regarded as pathological by our society. These problems will be viewed within the context of a general theory of social pathology and the interplay of psychic and social variables.††

**SOC 704. Studies in the Family as a Social Institution.** 2 hr. plus conf.; 3 cr. The basic functions of family life and the effects of continuous social change on parenthood, courtship, and marriage are studied. The universality of the family and the relationship of the family to social and economic organizations will be explored. Sociological theories concerning changes in structure and function of the family will be presented.††

**SOC 707. Criminology and Criminal Justice.** 2 hr. plus conf.; 3 cr. Analysis of statistics, theories of causation, current research in crime, delinquency, and the criminal justice system.††

**SOC 710. Applied Computer Methods.** 2 hr. plus conf.; 3 cr. Prereq.: Introductory course in statistics. This introductory applications course illustrates the use of computers in handling social science data. The method is to present a problem commonly encountered by social researchers and demonstrate its computer-based solution. Data handling and analysis are performed using SPSS (Statistical Package for the Social Sciences). Background is given in sampling, research design, and survey analysis.†

**SOC 711. Qualitative Methods.** 2 hr. plus conf.; 3 cr. Prereq.: An introductory course in statistics. Qualitative concepts and methods of sociological research; application of such concepts and methods in representative published studies.†

**SOC 712. Advanced Social Statistics.** 2 hr. plus conf.; 3 cr. Prereq.: An introductory course in statistics. An examination of more advanced statistical methods as applied to sociological data. The course will deal with the logic and techniques of sampling, the significance of differences, and the relationships between factors involved in quantitative sociological studies.†

**SOC 715. Studies in Urban Sociology.** 2 hr. plus conf.; 3 cr. An analysis of theories of urban life. The life cycle of urban neighborhoods, urban redevelopment, and planning. Methods of urban area analysis. Students will have an opportunity to participate in research projects.††

**SOC 716. Professional Writing and Communication for Social Research.** 2 hr. plus conf.; 3 cr. An applied course stressing succinct and meaningful communication. The course will include proposals, analytical reports, and presentations. Essential concepts will be drawn from a wide variety of professional experiences.

**SOC 718. Sociology of Politics.** 2 hr. plus conf.; 3 cr. Review of the basic research findings on the ecology of voting and on the determinants of electoral decisions as indicated in election polls and panel studies. Sociological analysis of the internal structure of political parties and of the decision-making process and the power structure on the community and the national level.††

**SOC 719. Social Stratification.** 2 hr. plus conf.; 3 cr. The concept of social class in social science (as used by Marx, Weber, Warner, and in recent sociological research). Comparisons of social stratification in several countries. Discussion of the causes and consequences of individual and structural mobility.††

**721. Studies in Sociological Aspects of Religion.** 2 hr. plus conf.; 3 cr. This course concerns itself with the institutional expressions of the great historical religions of the world (e.g., Buddhism, Christianity, Confucianism, Islam, Judaism, etc.). Consideration will be given to the relationship between religious institutions and society, the rise and development of sects, leadership patterns in religious groups, and the role of religion in modern American communities.††

**SOC 728. Sociology of Organizations and Industry.** 2 hr. plus conf.; 3 cr. The general theory of organizations is examined with emphasis on groups, decisions, hierarchy, effectiveness, participation, conflict, power, and environment. Selected studies dealing with labor, business, and government are discussed.

**SOC 729. Studies in Collective Behavior.** 2 hr. plus conf.; 3 cr. An advanced course concerned with the individual in the social group. Such topics as group influences on the shaping of attitudes, conformity, and deviant behavior will be discussed. Will also explore collective behavior, including group reactions to crisis situations and the psychology of social movements.††

**SOC 734. Applied Social Research in Marketing I.** 2 hr. plus conf.; 3 cr. A survey of the techniques used in marketing research with an emphasis on developing skills needed to carry out research.

**SOC 735. Applied Social Research in Marketing II.** 2 hr. plus conf.; 3 cr. Prereq.: SOC 734. Continuation of SOC 734. Students carry out a marketing research project.

**SOC 736. Selected Problems in Demography.** 2 hr. plus conf.; 3 cr. Survey of (1) major population problems and developments, particularly the relation between natural and industrial resources and population growth in various areas of the world; (2) social and other factors influencing population developments; (3) techniques of demographic research.††

**SOC 738. The Research Process.** 2 hr. plus conf.; 3 cr. Prereq.: SOC 701 and 710. A comparative survey of the conduct of social research. Each stage of the research process as it is performed in various settings will be explored, including: definition of problem, literature review, formulation of study design, development of research instruments, plans for data analysis, and construction of a report outline. Students will develop a model research proposal.

**SOC 739. Studies in Social Psychology.** 2 hr. plus conf.; 3 cr. An examination in depth of selected areas in social psychology such as attitudes, public opinion polling, socialization, personality, etc. Students will have the opportunity to pursue research under supervision.††

**SOC 749. Selected Problems in Mass Communication.** 2 hr. plus conf.; 3 cr. A discussion of selected problems in the field of mass communication. Includes research conducted by various institutions and contribu-

†—Offered either Fall or Spring; see Class Schedule.  
††—May be offered; see Class Schedule.



## SOCIOLOGY

tions appearing in recent and current literature, together with problems in the methodology of mass communications research.††

**SOC 751. Medical Sociology.** 2 hr. plus conf.; 3 cr. A study of selected contributions from the literature of social organization and social psychology, in particular, to an understanding of the functioning and role of the helping professions, the patient, and the community in health-maintaining activities.††

**SOC 754. Applied Social Research I.** 2 hr. plus conf.; 3 cr. Prereq.: permission of the department. Topics in Applied Social Research.

**SOC 755. Applied Social Research II.** 2 hr. plus conf.; 3 cr. Prereq.: permission of the department. Topics in Applied Social Research.

**SOC 788. Cooperative Education Field Placement.** Prereq.: permission of the department. Students will apply skills learned in courses in paid positions. A written report linking experience with skills and concepts learned in the classroom is required.

SOC 788.1. 1 hr.; 1 cr.  
SOC 788.2. 2 hr.; 2 cr.  
SOC 788.3. 3 hr.; 3 cr.  
SOC 788.4. 4 hr.; 4 cr.  
SOC 788.5. 5 hr.; 5 cr.  
SOC 788.6. 6 hr.; 6 cr.

**SOC 789. Internship in Social Research.** Prereq.: permission of the department. Students will apply skills learned in courses in volunteer positions. A written report linking experience with skills and concepts learned in the classroom is required.

SOC 789.1. 1 hr.; 1 cr.  
SOC 789.2. 2 hr.; 2 cr.  
SOC 789.3. 3 hr.; 3 cr.  
SOC 789.4. 4 hr.; 4 cr.  
SOC 789.5. 5 hr.; 5 cr.  
SOC 789.6. 6 hr.; 6 cr.

**SOC 790. Seminar in Selected Topics in Sociology.** 2 hr. plus conf.; 3 cr. Content will be determined by the special interest of students and the instructor.††

**SOC 790.1. Seminar in Selected Topics in Sociology.** Hr. to be arranged; 1 cr. Content will be determined by the special interest of students and the instructor. The course may be repeated for credit by permission of the department as the topic changes.††

**SOC 790.2. Seminar in Selected Topics in Sociology.** Hr. to be arranged; 2 cr. Content will be determined by the special interest of students and the instructor. The course may be repeated for credit by permission of the department as the topic changes.††

**SOC 790.3. Seminar in Selected Topics in Sociology.** Hr. to be arranged; 3 cr. Content will be determined by the special interest of students and the instructor. The course may be repeated for credit by permission of the department as the topic changes.††

**SOC 791. Tutorial.** 3 hr.; 3 cr. Prereq.: permission of the Director of Graduate Program in Sociology. Independent study under the guidance of a faculty advisor.

**SOC 792. Research.** 3 hr.; 3 cr. Prereq.: permission of the Director of Graduate Program in Sociology. Research conducted under the guidance of a faculty advisor.

**SOC 793. Thesis Research.** 3 hr.; 3 cr. Prereq.: Completion of requirements *a* through *d* (21 credits) in the list of departmental requirements on the previous page. Student will carry out a research project which will culminate in a master's thesis or a research report of comparable significance.

# Urban Studies

*Chair:* Leonard S. Rodberg

*Graduate Advisor:* William A. Muraskin

*Dept. Office:* Powdermaker Hall 250, 997-5130

The MA program in Urban Affairs is designed to prepare the student for professional work and career advancement in the areas of urban and public administration, social policy, and community organization and development. Graduates of the program work in government agencies, community-based and nonprofit organizations, health care and education institutions, and enterprises such as real estate firms concerned with urban issues. Studying with faculty who have extensive knowledge and experience in contemporary urban affairs, students gain training and expertise in the design and administration of programs addressing issues of social and urban policy.

## Faculty

Rodberg, Leonard S., Chair, *Professor*, PhD 1957, Massachusetts Institute of Technology: health policy, employment policy, urban data analysis

Muraskin, William A., Graduate Advisor, *Professor*, PhD 1970, University of California at Berkeley: social/urban history, health policy, international health

Checker, Melissa, *Assistant Professor*, PhD 2002, New York University: social movements, urban anthropology, environmental anthropology, race, class, and ethnicity

Davis, Dana, *Associate Professor*, PhD 2001, City University of New York: urban anthropology, gender, race, public policy, participatory action research, black studies, feminist theory

Hanlon, Martin D., *Associate Professor*, PhD 1979, Columbia University: health policy, public management, public policy evaluation, workforce issues

Hum, Tarry, *Associate Professor*, PhD 1996, UCLA: immigrant communities, economic development

Ioannides, Christos, *Associate Professor*, PhD 1977, University of Pennsylvania: Greek-American community, Greek-American relations

Khandelwal, Madhulika S., *Associate Professor*, PhD 1992, Carnegie-Mellon University: Asian-American issues, immigrant communities

Lawson, Ronald L., *Professor*, PhD 1970, University of Queensland, Australia: housing, tenant activism, protest and religious movements, urban sociology

Maskovsky, Jeff, *Associate Professor*, PhD 2000, Temple University: Urban ethnography, social movements, difference and inequality

Sardell, Alice, *Professor*, PhD 1980, New York University: health policy, community health planning, urban and community politics

Seley, John E., *Professor*, PhD 1973, University of Pennsylvania: urban and regional planning, public policy, geography, computer mapping

Smith, Marcia, *Associate Professor*, DSW 1990, Columbia University: health services and education, social welfare policy, immigration, social work

Steinberg, Stephen, *Professor*, PhD 1971, University of California at Berkeley: racial and ethnic minorities, public policy, urban sociology

## PROGRAM FOR THE MASTER OF ARTS DEGREE

### Requirements for Matriculation

Applicants must demonstrate aptitude for completing a graduate program in urban affairs either through previous academic performance or through performance in relevant life situations. Applicants' experience in urban policy or administration or in community service jobs or activities will be evaluated along with the academic record in the admissions decision. Inquiries should be addressed to: Graduate Admissions Committee, Department of Urban Studies.

### Requirements for the Master of Arts Degree

Thirty credits are required for the MA degree, including four required courses (12 credits). Students not employed in an urban-related field are encouraged to take 3–6 credits of fieldwork. Where appropriate, 3–12 graduate credits may be taken in other departments, subject to the approval of the Graduate Advisor.

Students must submit and obtain approval for at least two research papers prepared in connection with two of their courses. These papers will be used to evaluate the student's ability to investigate and analyze urban issues and policies. Students also have the option of preparing a thesis or capstone paper. Completion of the course of study involves a comprehensive examination in the area of the student's course of study after at least 24 credits have been completed.

## Required Courses

The following 12 credits are required of all graduate students in Urban Affairs:

URBST 620. Urban Research Writing	3 cr.
URBST 724. Introduction to Public Policy	3 cr.
URBST 725. Urban Research Methods	3 cr.
<i>and either:</i>	
URBST 727. Public Management	3 cr.
<i>or</i>	
URBST 745. Community Organization	3 cr.

In addition to the core sequence, students must take 18 elective credits. Students are encouraged to develop a concentration in either Urban Administration and Social Policy or Community Organization and Development. The former prepares students for work in local, state, or federal agencies concerned with urban policy. The latter prepares students for professional work in community organizations, including private agencies, poverty programs, and other community functions. A student may also choose to develop a concentration in a specific policy area such as health, housing, or welfare.

### Fieldwork (3–6 credits)

Field placements will be given in areas of urban activity of interest to the student. Fieldwork shall include participation in courses related to the field placement and in seminars where the experience will be discussed and analyzed. Students will be placed in an outside organization or will participate in a group project or workshop organized by the department. The department will assist students in finding field placements. Students should enroll in courses related to the field placement to receive maximum benefit from the experience. Fieldwork will be under the direction of a Faculty Advisor, who shall hold regular conferences with students. Papers on fieldwork are required. Fieldwork courses are URBST 780 and 781.

### Thesis or Capstone Paper (3 credits)

Students may prepare a thesis or capstone paper. A thesis generally involves primary research in which students undertake an original field project. A capstone paper typically consists of a critical review of an existing body of knowledge on a topic related to social or urban policy. Students have the option of enrolling in a 3-credit tutorial while working on the thesis/capstone paper. Each student works with a faculty advisor, and the final product is subject to the approval of both the Faculty Advisor and the Graduate Advisor.

## URBAN STUDIES

### COURSES IN URBAN STUDIES

#### **URBST 620. Urban Research Writing.**

3 hr.; 3 cr. This course will assist students in developing the skills necessary for graduate level writing in Urban Affairs. The focus will be on developing writing skills in three specific areas: (i) writing in response to texts; (ii) writing across texts (comparing and contrasting); and (iii) writing a research paper on a topic in urban studies. In each instance original drafts will be revised for clarity of content.

The course will review the steps in writing a research paper including choosing topic, developing a cogent thesis, using the library and Internet for research note taking, and drafting and revising the finished paper.

#### **URBST 626. Computer Methods in Urban Policy Analysis.**

3 hr.; 3 cr. This course introduces the student to various methods for performing urban policy analyses using micro-computers, including the use of spreadsheets, database systems, graphics programs, mapping systems, and statistical packages. Students will be introduced to essential file management functions and will learn to use these computer-based tools to analyze, interpret, and display demographic, economic, and geographic data. Students will carry out and present projects using their own data or data provided by the instructor.

**URBST 640. Public Administration.** 2 hr. plus conf.; 3 cr. This course offers a comprehensive survey of the field of public administration, from the philosophical underpinnings of government activities to the structure and function of present-day state and local government programs and agencies.

**URBST 701. Urban Politics.** 2 hr. plus conf.; 3 cr. This course examines the historical development of local government structures, political parties, machine politics and reform movements. The current forms of government in U.S. cities, especially New York City, and their relationship to states and the federal government will be analyzed. Theories of power in the urban setting, and the role of advocacy groups, ethnic organizations, business, labor, and other interest groups will be discussed.

**URBST 702. Urban Protest Movements.** 2 hrs. plus conf.; 3 cr. The course analyzes social change movements impacting urban institutions or policies, especially the mobilization of groups without ready access to power through normal political channels. Students will analyze one movement and use its experience to test the prevailing theories concerning protest movements.

#### **URBST 703. Protest Movements in Film.**

3 hr.; 3 cr. This course examines the dynamics of urban-centered protest movements in the U.S., such as the labor movement, the African-American, feminist, and gay and lesbian civil rights movements, and the anti-Vietnam war, and pro-life and pro-choice movements through a combination of reading books about such movements and watching film footage featuring the activities of movements.

#### **URBST 704. Religion, Politics, and Urban Society.**

2 hr. plus conf.; 3 cr. This course weighs recent examples of both left- and right-leaning endeavors by religious groups, in the United States and abroad, to impact political decisions, testing them against theories that attempt to understand such attempts. Guest speakers whose political actions are rooted in their religious faith will present their views to the class.

#### **URBST 710. Urban Environment Policy.**

2 hr. plus conf.; 3 cr. This course will examine the theory and practice of American urban environmental policy in the second half of the twentieth century. We will focus mainly on the natural, social and political forces that have shaped New York City's urban environment, but will also look at comparative case studies of other American and European cities. This course will be of interest to graduate students in urban planning, sociology, and environmental policy and science.

#### **URBST 713. Urban Cultural Diversity.**

2 hr. plus conf.; 3 cr. This course explores the rich and diverse subcultures and communities that dot the urban landscape. In recent years new patterns of cultural belonging and new forms of identity have displaced earlier forms of community organization and neighborhood life. This course traces the emergence of urban subcultures from "Hippies to HipHop." It will expose students to a number of studies by professional ethnographers and prepare them to undertake an original field study on a topic of their choice.

#### **URBST 714. Social Welfare Policy.**

2 hr. plus conf.; 3 cr. This course examines our society's efforts to address social-economic problems relating to poverty. After an historical overview of the development of welfare programs in this country, the course focuses on measures taken to combat poverty in the contemporary context. Issues such as the relation between welfare and work, out-of-wedlock childbearing, privatization, and immigrant access to public benefits are addressed. While the course primarily emphasizes basic income maintenance, it also provides a survey of social welfare policies and programs that comprise our current social safety net.

#### **URBST 715. Urban Religious Move-**

**ments.** 2 hr. plus conf.; 3 cr. Religious movements centered in urban areas are radically altering the face of religion, both globally and in the United States. This course examines the dynamics and consequences of such movements, including the role of religious movements in acting as bridges to immigrants entering the U.S.

#### **URBST 719. Applications of Social Psychology to Urban Problems.**

2 hr. plus conf.; 3 cr.††

#### **URBST 720. Race, Ethnicity, and Immi-**

**gration.** 2 hr. plus conf.; 3 cr. This course combines historical and sociological approaches in a broad survey of racial and ethnic minorities in the United States, tracing their disparate origins and trajectories to the present. Differences between African Americans, with their roots in slavery, and immigrant minorities are emphasized. The course also examines recent trends in immigration, including patterns of incorporation into American society and enduring transnational links to countries of origin.

#### **URBST 721. Perspectives on the Labor**

**Movement.** 2 hr. plus conf.; 3 cr. This course will examine theories of industrial relations systems; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the meaning of work, its changing nature, and the consequent implications for industrial relations and the trade unions.

#### **URBST 722. Processes of Urbanization.**

2 hr. plus conf.; 3 cr. Provides an overview of (1) the historical growth and economic position of cities as centers of industry or commercial and bureaucratic control; (2) internal differentiation within cities; (3) the experience of urban life at different socioeconomic levels. Fall

#### **URBST 724. Introduction to Public Policy.**

2 hr. plus conf.; 3 cr. This course is an introduction to policy-making in public and non-profit organizations. Students learn the major elements of the policy-making process: defining problems, developing alternative policies, evaluating alternatives, policy implementation, and evaluating policy outcomes. The focus is on policy-making at the local and state level. Substantive policy areas covered in the course include: welfare, urban economic development, environmental and land use policy, housing policy, and health policy. The course is intended to provide the theoretical and analytical basis for a series of proposed courses in each of these areas.

†-Offered either Fall or Spring; see Class Schedule.

††-May be offered; see Class Schedule.

## URBAN STUDIES

### **URBST 725. Urban Research Methods.**

2 hr. plus conf.; 3 cr. This course introduces students to the range of methodological approaches used in urban-related research. These include macroscopic analysis, demography, survey research, historical research, participant observation, community studies, institutional analysis, policy analysis, and evaluation research. Emphasis is placed on the development of critical skills in reading, interpreting, and analyzing social science research, whether this research is encountered in textbooks and lectures, in professional journals, or in the popular media. Spring

### **URBST 726. The Urban Criminal Justice System in the United States.**

3 hr.; 3 cr. The course will deal with the modern criminal justice system as it has developed through time in cities. Special attention will be given to the urban problems that led to the creation and evolution of the professional police, criminal courts, and penal institutions. Emphasis will be placed on the specifically urban influences (demographic, geographic, political, economic, and social) that originally shaped and continue to mold the criminal justice system.

### **URBST 727. Public Management.**

2 hr. plus conf.; 3 cr. This course is devoted to the study of management in local and state government and the nonprofit sector. Defining the unique characteristics of public management is one of the goals of the course. Another is to provide an understanding of what government and nonprofit managers actually do. Finally, the course is intended to develop skills that are essential to effective public management. The course relies heavily on the case method approach, which is intended to simulate the world of actual managers and the processes of management decision-making.

### **URBST 730. The Urban Economy:**

**Growth and Problems.** 2 hr. plus conf.; 3 cr.††

### **URBST 731. Evaluating Urban Policies.**

2 hr. plus conf.; 3 cr. This course will focus on strategies and methods for evaluating policies and programs of government agencies and nonprofit social service organizations. It covers the major elements of evaluation research, including evaluation goal setting, outcome measures, research design, policy significance, and the politics of evaluation. Students will review and analyze evaluation research studies drawn from several public policy areas including education, public assistance, health services, criminal justice, housing, and employment training. No formal prerequisite; URBST 725 recommended.††

### **URBST 734. Women, Health, and Society.**

2 hr. plus conf.; 3 cr. This course examines the broad range of health issues confronting women. Using basic information on the health status of women in the US, the focus is on how this health status is influenced by gender, race, and class. Careful attention is paid to political and economic factors influencing the health of women in our society and to the impact of health policy and social policy on health status. Models of care including the Western medical model as well as some of the new and emerging models are explored. Finally, we examine the latest thinking on specific health issues women face including reproductive health, mental health, peri- to post-menopause, sexually transmitted diseases, and aging.

### **URBST 735. NYC Land Use Planning**

**Process.** 2 hr. plus conf.; 3 cr. This course examines the ways in which New York City has historically exercised its zoning authority and has created a variety of institutions to intervene in the zoning process. It examines the role of real estate interests, the general public, and the city government agencies specifically charged with planning functions.

### **URBST 736. Urban Epidemics: Tuberculosis to AIDS.**

3 hr.; 3 cr. The course will deal with infectious diseases in American cities over time. Severe epidemics of contagious disease are a creation of civilization, requiring as they do the large population that crowded cities provide. A number of devastating diseases will be considered, among them tuberculosis, cholera, syphilis, hepatitis, polio, and AIDS, along with their effect on city life. The social construction of disease and the changing cultural meanings of different diseases will be dealt with. Special emphasis will be placed on the role of stigma and discrimination in how society reacts to those who have a disease.

### **URBST 737. U.S. Health System.**

2 hr. plus conf.; 3 cr. This course describes and analyzes health care delivery and financing in the US using concepts and data from sociology, economics, history, philosophy and political science. It begins with the history of American medical practice and education, tracing the ways in which scientific ideas, technological innovation and the politics of professional competition shaped the current U.S. health care system. Next, the patterns of illness in the U.S. population are described in relation to the distribution of health care resources and other social and economic resources. Issues of health services access, quality, financing and cost are discussed, including the ethics of resource distribution. The U.S. health care system is then compared to the systems in Canada, Japan and

several European countries. The recent history of health care reform in the U.S. is analyzed and students engage in a debate over current and future policy options.

### **URBST 738. Emerging Diseases and**

**Public Policy.** 2 hr. plus conf.; 3 cr. This course deals with the problem of “Emerging Diseases” and the policy implications that they entail. Emerging diseases are broadly defined to include (1) new diseases that have not been seen before (e.g., HIV, SARS, Lyme); (2) diseases that are spreading into geographic areas from which they have been absent (e.g., Dengue Fever and Dengue Hemorrhagic Fever), and (3) older diseases that were in significant decline but have now reversed direction (e.g. tuberculosis itself, and also in its antibiotic resistant form) and pose a major threat to the public’s health. The course emphasizes the social causation of infectious disease (i.e., the political, economic, social and cultural practices that inadvertently favor the emergence of disease) and the social construction of disease (i.e., how diseases and their victims are perceived, and how that helps or hinders measures aimed at controlling them). The course entails reading both theoretical and descriptive material and emphasizes learning a body of factual material.

### **URBST 739. Health Policymaking.**

2 hr. plus conf.; 3 cr. This course examines the process of health policymaking at the city, state, and federal levels of government, from agenda-building through policy formulation, adoption, implementation, and evaluation of health policies. The relationships among government executives, legislators, bureaucrats, advocates, and other participants will be analyzed.

### **URBST 740. Delivery of Public Services.**

2 hr. plus conf.; 3 cr. This course examines the theory and practice of public service delivery by urban government within the context of budgetary constraints and the politicization of issues relating to public services. New York City’s practices are compared with public service delivery in other political jurisdictions in the United States and other countries.

### **URBST 741. Labor Unions and Industrial**

**Relations.** 2 hr. plus conf.; 3 cr. This course will examine labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, governance, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces, and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include: the development of manage-

## URBAN STUDIES

ment's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**URBST 742. Public Budgeting.** 2 hr. plus conf.; 3 cr. This course examines contemporary government budgeting practices within the context of urban politics, public administration, collective bargaining, and federal and state impacts on local budgeting. The emphasis is on the budgeting process in New York City, beginning with the role of the fiscal crisis of 1974–75 in reforming City government budgeting.

**URBST 744. Human Resource Management.** 2 hr. plus conf.; 3 cr. This course examines personnel management, including the legal issues associated with the day-to-day employment related decisions and actions of managers. The Human Resources function is divided into major areas of Personnel, Labor Relations, Equal Employment Opportunity, and discipline. Students will openly discuss topics associated in the context of problems that most typically arise in the work place. The framework for studying the topics will be reading federal, state, and local laws, along with reviewing the government policies and court decisions.

**URBST 745. Community Organization.** 2 hr. plus conf.; 3 cr. Analysis of the structure and organization of urban communities and how community resources can be mobilized to solve social and economic problems.

**URBST 746. Urban Transportation Policy.** 2 hr. plus conf.; 3 cr. This course provides an overview of urban transportation policy in the United States. Course topics include the historical relationships between transportation innovations and urban development; the evolution of federal transportation policy; the impact of the Interstate highway system on U.S. metropolitan areas; the decline and revival of mass transit in U.S. cities; policies for combating traffic congestion, metropolitan sprawl and air pollution; the impact of current transportation policies on women, the elderly and the poor; and recent efforts to encourage the development of pedestrian-friendly cities.

**URBST 747. Human Resources and Law.** 2 hr. plus conf.; 3 cr. This course introduces the principles of employment law. Students are introduced to the principal theories, policies and literature concerning federal and state regulations in the private and public sectors, in the context of problems that typically arise in the work place. Students will be exposed to statutes and substantive case law using a

case study approach. The statutes and case law examined encompass employment discrimination, New York State employment law statutes and regulations, sexual orientation, Fair Labor Standards Act, American with Disabilities Act, and Family and Medical Leave Act. Lastly, this course will also address issues such as termination-at-will, negligent hiring and retention, wrongful discharge, privacy and drug-free workplace.

**URBST 749. Urban Education.** 2 hr. plus conf.; 3 cr. May be repeated for credit if topic changes.††

**URBST 750. Contemporary Urban Theory.** 2 hr. plus conf.; 3 cr. This course will explore the principal theoretical perspectives, paradigms and schools of thought that can help understand such urban phenomena as gentrification, urban poverty, urban activism, neighborhood development, segregation, city politics, suburbanization, economic restructuring, and urban planning. Urban theory encompasses many interdisciplinary points of view, and we will explore the work of geographers, sociologists, economists, historians, political scientists and anthropologists. The goal of this course is to understand not only how cities have changed in recent decades, but also the theoretical basis for describing these changes. Students will learn to appreciate the importance of theory for making sense of the social world around us and will learn how to think theoretically, a skill that they can bring to bear in their future analyses of urban issues.

**URBST 752. Women in Urban Society.** 2 hr. plus conf.; 3 cr. Effects of urban life on the status of women in the family and the political economy. Current changes and future prospects.††

**URBST 753. Drugs and Criminal Justice.** 2 hr. plus conf.; 3 cr. This course will analyze how the US criminal justice system has impacted on the use of drugs and treatment for drug abuse. It will examine how the Federal, State and local police organizations plan, implement, and coordinate policies and procedures for combating the use of illegal drug. It will focus in particular on the "War on Drugs." The New York State Penal Laws (Rockefeller Drug) laws will be discussed in depth.

**URBST 754. Domestic Violence and Criminal Justice.** 2 hr. plus conf.; 3 cr. This course will focus on the operation of the criminal justice system in situations of domestic and family violence. Theories dealing with the sources of domestic violence will be reviewed. The focus will be on the operation of those parts of the criminal justice system having principal responsibility for arresting, prosecut-

ing and adjudicating domestic and family violence cases—the police, prosecution, and courts. The role and effectiveness of contemporary public programs and community remedies for domestic violence will also be analyzed.

**URBST 756. The Law and Urban Society.** 2 hr. plus conf.; 3 cr. This course examines the role of law in relation to a variety of urban issues. It begins with an overview of legal processes within the American constitutional system. It then proceeds to address the relationship of law to issues of welfare, housing, racial discrimination, education, and urban crime.††

**URBST 760.1–760.6. Selected Topics in Urban Policy and Planning.** 2 hr. plus conf.; 3 cr. An intensive analysis of policies and planning in one urban topic in one semester (e.g., health, housing, transportation, education, welfare). May be repeated for credit.††

**URBST 762. Jobs and Occupations in Urban Society.** 2 hr. plus conf.; 3 cr. Changing job structures and the labor force are considered in relation to employment and unemployment, education, discrimination, government programs, labor unions, corporation policies, and economic and social change.††

**URBST 763. Race, Ethnicity, and Public Policy.** 3 hr.; 3 cr. This course begins with an overview of the status of racial and ethnic minorities in contemporary American society. It then examines a number of critical policy issues, such as enforcement of antidiscrimination laws, affirmative action, bilingual education, transracial adoptions, the creation of black-majority Congressional districts, and multicultural education.

**URBST 765. Urban Poverty.** 2 hr. plus conf.; 3 cr.††

**URBST 770.1–770.5. Roots of the Urban Crisis.** 2 hr. plus conf.; 3 cr. Selected topics in the development of urban institutions in American cities and their problems in meeting individual and social needs. May be repeated for credit (each institution will be dealt with in a separate course).††

**URBST 775. Changing Urban Institutions.** 2 hr. plus conf.; 3 cr.††

**URBST 780. Fieldwork I.** Hr. to be arranged; minimum of 12 hr. a week required; 3 cr. Includes fieldwork assignment and seminar sessions. Fall, Spring

**URBST 781. Fieldwork II.** Hr. to be arranged; minimum of 12 hr. a week is required; 3 cr. Includes fieldwork assignment and seminar sessions. Must be a different assignment from that of Fieldwork I. Fall, Spring

## **URBAN STUDIES**

**URBST 784. Research Paper Tutorial.** Hrs. to be arranged; 1 cr. May be repeated up to 2 credits

**URBST 785. Tutorial.** May be repeated up to a total of 4 credits. Advanced work involving specialized readings and research on a topic chosen by the student and faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. May be taken twice if the topics are different.

URBST 785.1. 1 hr.; 1 cr.

URBST 785.2. 2 hr.; 2 cr.

URBST 785.3. 3 hr.; 3 cr.

Fall, Spring

**URBST 790. Seminar in Selected Topics in Urban Studies.** 2 hr. plus conf.; 3 cr. The topic will vary from semester to semester. Fall, Spring

**URBST 791. Master's Thesis Seminar.** 2 hr. plus conf.; 3 cr. The required thesis will be the focus of this class. Students will learn to do research and organize and write an original research paper. Fall

# CENTERS & INSTITUTES

Queens College has always believed that a great college must do more than offer its students the finest possible education: it must also be involved in the lives of all the people in its community, serving as a resource for the problems and opportunities that face our city, our country, and our planet. The centers and institutes sponsored by the college do all this and more. They address pressing contemporary problems such as cancer, AIDS, pollution, racism; the changing workplace and workforce; the heritages of the borough's many ethnic communities, including Asians, Greeks, Italians, and Jews. And, since we are first and foremost an educational institution, the centers are always searching for the best ways to educate our young people. The excellence of Queens College's centers has been acknowledged by the many foundations and government agencies that are supporting them, including the Kallinikeion Foundation, National Institutes of Health, National Science Foundation, Alexander S. Onassis Public Benefit Foundation, PaineWebber, Inc., U.S. Department of Energy, U.S. Environmental Protection Agency, and many others.

**Asian American/Asian Research Institute**  
Joyce Moy, Executive Director  
25 W. 43rd Street, New York, NY  
212-869-0182

The Asian American/Asian Research Institute was approved by the City University of New York's Board of Trustees in the Fall of 2001. The institute is designed to create an organizational structure integrating the talents of individual faculty and the resources of different institutions within CUNY to create a community of scholars who will focus their energies on Asia and the Asian American experience. With timely research and analysis, the institute will offer public policy assessment to governmental, social, and educational agencies on issues affecting the Asian American communities. It will also work to stimulate the study of Asian peoples, languages, cultures, and countries, as well as of Asian immigrants and their descendants in the United States.

**Asian/American Center**  
Madhulika Khandelwal, Director  
Kissena Hall 315; 997-3050

The Asian/American Center (A/AC) at Queens College was founded in September 1987 in response to, and in recognition of, the population explosion of Asians in the Borough of Queens and the wider New York City metropolitan area. (The total Asian population in New York City has increased from 350,000 in the late 1980s to nearly 900,000, of which more than one-half reside in Queens.) The center is committed to the development of community-oriented research to analyze the multicultural diaspora experience of Asians in global as well as local communities. The center's mission is to foster new scholarship; promote an interdisciplinary cultural studies approach in which anthropologists, historians, critics, community activists, and others can come together through a range of public conferences and programs; disseminate contemporary information on Asian American communities; and create an awareness of primary issues impacting Asians and Asian Americans.

The A/AC collaborates in its research efforts with Queens College faculty and staff—as well as various Asian communities—to create bridges between the academic resources at the college and the various local Asian populations. The center, along with the Asian and Asian American faculty at the college, provides support to Queens College students of Asian backgrounds and those interested in Asian studies through its programming.

Initiatives of the A/AC over the past several years include assisting the college with developing academic programs enrolling students from Asian countries; establishing agreements between Queens College and universities in China, Taiwan, etc.; and initiating joint intergenerational conferences and educational seminars with Asian universities as well as various Asian government educational offices.

The A/AC is expanding its network in the communities to involve specifically Asian and American businesses in its activities. We plan to develop training programs, such as those in cultural immersion or codes of business practices, for corporations and others doing busi-

ness with Asian companies or within the Asian American diaspora in the metropolitan area.

**John D. Calandra Italian American Institute**  
Anthony Julian Tamburri, Dean and Executive Director  
25 W. 43rd Street, New York, NY  
212-642-2094

In 1995 the Calandra Institute was officially designated as a university-wide research institute under the aegis of Queens College by the CUNY Board of Trustees, making it the first of its kind and scope devoted to documenting and preserving the Italian-American experience. It is unique in that it also provides instruction, training, and counseling services to Italian-American students and the community. The overall mission of the institute is in keeping with that of CUNY: to foster higher education among Italian-Americans, the single largest ancestral group in CUNY, New York City, and New York State. The goal of the institute is to heighten the awareness of Italian-American heritage and to insure that the legacy of the Italian-American experience is documented and preserved for future generations. The institute accomplishes its ambitious mission through a range of activities sponsored by its specialized program areas.

Research and Education—This program implements research on the Italian-American experience and is engaged in the ongoing development of collecting data on Italian-American educational and occupational attainment; identifying Italian-American scholars nationwide; serving as a research depository of information and support; disseminating research findings; providing research opportunities for national and international faculty and students; developing grants for research funding; joint activities with the Distinguished Professor of Italian-American Studies at Queens College; publication of *The Italian American Review*, *A Social Science Journal of the Italian American Experience*; and sponsoring conferences on local, national, and international levels for academic and public audiences.

Resource and Community Programs—The institute works in collaboration with diverse or-

ganizations to develop, support, and coordinate projects that promote and celebrate both Italian and Italian-American culture and heritage. The unit plays a vital role in collaborative archival projects for preservation and access; organizing public lectures, exhibits, and special events by noted authors, scholars, educators, and community leaders; producing *ITALICS: The Italian American Magazine*; a monthly video show coproduced with CUNY-TV, televised on nationwide cable stations focusing on Italian-American themes; developing and maintaining an impressive library devoted to Italian-American history, politics, literature, and culture, including dissertations, books, manuscript, and archival materials, audio and video tapes; serving as a clearinghouse to Italian-American organizations for information, services, scholarships, and current issues concerning Italian-Americans; and publishing conference-related columns, the institute's newsletter, and annual report.

**Career Counseling Programs**—Specialized services sponsored by the institute consist of counseling and outreach programs designed to address the educational and career needs of Italian-American students and the community at large. Institute counselors visit high schools and colleges to promote interest in higher education and foster cultural activities and events sponsored by Italian-American student clubs. Services include counseling sessions for individuals presently attending CUNY and those who wish to enter the university system; and providing information regarding colleges and programs at CUNY.

**Columbus CUNY/ITALY Exchange Program**—The institute sponsors student exchange between CUNY and its constituent colleges and seven Italian public universities. Participating institutions include the University of L'Aquila, University of Catania, University of Naples, University of Pavia, University of Siena, University of Trento, and University of Turin. The program is designed for highly motivated undergraduate and graduate students interested in pursuing coursework and/or research in the areas of international business, economics, law, political science, anthropology, archaeology, engineering, history, literature, and sociology. The program aims to provide participants with an individualized program of focus in their academic discipline, an understanding of the role of modern Italy and the European Economic Community, and opportunities to experience life in another culture and gain a global socio-political perspective.

### **Center for the Biology of Natural Systems**

**Steven Markowitz, Director**  
163-03 Horace Harding Expressway,  
Room 400, Flushing, NY  
670-4180

The Center for the Biology of Natural Systems (CBNS) is a research organization dedicated to the analysis of "real-world" environmental and resource problems and their policy implications. Since its founding in 1966, CBNS has developed and implemented an evolving strategy to realize this goal.

CBNS is concerned with the actual environmental and resource problems that confront human society. As solutions to old problems are found—if not always implemented—and new problems emerge, our research strategy responds. When CBNS moved from Washington University in St. Louis to Queens College in 1981, we found that New York City, like most urban centers, faced a serious trash-disposal problem: The landfill system then in use was an environmental hazard, but the proposed solution—incineration—was a major source of dioxin, a highly toxic pollutant. An extensive CBNS analysis demonstrated that dioxin is unavoidably synthesized in trash-burning incinerators, and that intensive recycling—which, we have shown, can reach the rate of 84%—is an economically feasible, dioxin-free alternative.

With the growing evidence that dioxin is a probable human carcinogen, CBNS studies turned toward the analysis of this threat. In 1987 we showed for the first time that the body burden of dioxin in the general U.S. population signifies a lifetime cancer risk of 330–1,400 per million—well above the "acceptable" one-per-million risk. Preventing this exposure became a national issue, requiring analysis of the environmental pathways that lead from dioxin-emitting sources to the avenues of human exposure, such as water supplies and farms. For this purpose, we introduced a new computer model that traces dioxin from various identified sources through the air to other specified locations. An initial study showed that airborne dioxin entering the Great Lakes traveled as much as 2,000 miles from the sources that emitted it. The model has now been used to rank such sources with respect to their impact on the airborne dioxin that contaminates feed crops, and hence milk—a major source of human exposure—produced on dairy farms in Vermont and Wisconsin. The results showed that, of the thousands of sources, only eight to ten were responsible for two-thirds of the feed crops' dioxin, thereby facilitating preventive measures. In similar studies we have also traced atrazine, a carcinogenic herbicide, from

its numerous sites of agricultural application to drinking water reservoirs, including the New York City water supply system.

Over the years, we have demonstrated a research approach that defines the path of human exposure to airborne pollutants from their industrial and agricultural sources through the atmosphere and the ecological systems that mediate the entry of contaminated air, water, and food into the human body. It became apparent that our studies needed to be expanded to serve the ultimate aim of all such efforts: to improve human health.

Currently directing CBNS's studies is Dr. Steven Markowitz, a widely known environmental epidemiologist and expert in occupational toxicology. His ongoing work on the health of workers in the U.S. government's nuclear bomb plants and a study of birth defects in populations exposed to atrazine-contaminated drinking water exemplify CBNS's start in this new direction. Recognizing the growing importance of urban environmental health, we have also proposed to study the impact of air pollution on the severity of asthma in the South Bronx. At the same time, our work on the long-range air transport of toxic pollutants has entered into an important new area of this issue: the reciprocal flow of dioxin and other critical pollutants across the U.S. boundaries with Mexico and Canada. In sum, the CBNS, guided by its basic mission, continues to work at the cutting edge of environmental progress.

### **Center for Byzantine and Modern Greek Studies**

**Christos P. Ioannides, Director**  
Jefferson Hall 302; 997-4520

The mission of the Center for Byzantine and Modern Greek Studies is to initiate, support, and coordinate the teaching of Byzantine and Modern Greek subjects at Queens College; to promote Byzantine and Neo-Hellenic scholarship and publications; and to relate academic research and teaching to the needs and interests of the Greek community of Queens and beyond.

In support of this mission, the center sponsors visiting scholars; provides library support for the Byzantine and Modern Greek collection at Queens College; organizes conferences, special lectures, exhibits, and seminars; and offers fellowships and emergency financial assistance to students.

The center has published 14 scholarly works of immense importance toward an understanding of the problems confronting Greece and the Greek diaspora, as well as 24 volumes of the *Journal of Modern Hellenism*. All of these are ongoing activities.



### **Center for the Improvement of Education**

Sonia Rodrigues, Acting Coordinator  
Klapper Hall 308–316; 997-5219

The main goal for the Center for the Improvement of Education is to forge linkages between public schools and Queens College that will allow staff from each to perform their primary functions more effectively. The traditional role of the college in this regard has been the training of new teachers, while the public schools have assumed responsibility for ongoing supervision and staff developmental activities. The center's staff believes that a more fruitful partnership can evolve if these traditional roles are challenged and ways are found to wed pre-service and in-service efforts in order to make them a constructive force for change in the schools. Thus, we seek to create "porous boundaries" between the institutions, ways in which staff can cooperatively address issues of common interest and concern:

- Recruitment and training of teachers—We believe that pre-service preparation programs would benefit greatly from being more closely tied to the daily realities of life in the schools and the practical experience school staff are able to provide.
- Staff development—Queens College has much to offer in the continuing training of teachers. University staff have the additional time, content knowledge, and a familiarity with research that can be useful. The new state mandate of 175 hours of professional training for in-service teachers to be completed every 5 years makes such a partnership even more promising.
- Combining Pre-service/In-service Teacher Preparation—Efforts to reform or restructure schools are often limited by the lack of additional resources. School staff are already assigned full-time functions. Colleges have a large pool of available resources in their pre-service trainees, particularly mature, change-of-career people who bring a strong background of experience with them. Carefully planned and made part of an integrated overall design, such resources can become an important source of support for school reform aimed at improving instruction.

### **Center for Jewish Studies**

William B. Helmreich, Director  
Jefferson Hall 309; 997-5730

The Center for Jewish Studies is an outreach and research agent that serves as a bridge between the academic Jewish Studies program and the community. Its fourfold mission is:

- To engage the general community in the enterprise of Jewish education and culture by organizing attractive educational and spirited cultural programs on campus, such as lectures, symposia, conferences, film festivals, and artistic performances, all of which are open to the public. The center aims to be the premier community resource for Jewish intellectual endeavors in the Queens-Long Island region.
- To foster academic Jewish learning in the community, by having the Jewish Studies faculty from Queens College and elsewhere share their expertise in community educational and cultural frameworks.
- To publish and disseminate widely substantive lectures and conference proceedings of significance to scholars and laymen alike.
- To support, promote, and sustain the pedagogic and scholarly activities of the Jewish Studies program, its faculty, and students.

The center supports the ongoing health and vitality of the Jewish Studies Program by raising supplementary funds from private and public sources to make feasible essential program initiatives. The center fulfills its outreach and mediating role to the community by undertaking programmatic initiatives on campus that are open to the public. Annually it sponsors thirteen events in its evening Jewish Lecture Series, attended by thousands. It sponsors daytime colloquia and symposia, featuring newly published authors, dramatists, public officials, and illustrious academicians. It arranges public conferences on such themes as "Holocaust Revisionism," "Gender and Religion," and "Jews and the 1960s." The center works both independently and in collaboration with other Queens College centers and departments, as well as with national institutions and local agencies off campus, to spur thoughtful reflection about scholarly and contemporary issues within as wide a public forum as possible.

In addition to campus-based activities, the center actively invites Queens College Jewish Studies faculty to lecture off campus to community organizations and institutions. It also coordinates Jewish Studies programs and cultural soirees in the more intimate setting of private homes in order to furnish a more leisurely and personal ambiance for Jewish learning.

### **Equity Studies Research Center**

Penny Hammrich, Director  
Victoria Dell'Era, Coordinator  
Klapper Hall 308–316; 997-5218

The Equity Studies Research Center (ESRC) at Queens College promotes interdisciplinary scholarship, including basic and applied research, and serves as a vehicle for community engagement facilitating the advancement and study of equity in urban education and socio-economic participation. The ESRC provides a focal point for intellectual exchange, collaboration, and coordination of resources necessary for achieving both theoretical understanding of equity processes and the effective design and implementation of practical interventions to advance equity. The ESRC brings together faculty from the Division of Education and the liberal arts and sciences divisions to achieve center initiatives and foster community partnerships with the organizations and institutions in which equity is studied and advanced. The main goal of the ESRC is the development of programs to provide equitable access to underserved children and families within the New York City area. To further its mission the center is engaged in:

- Studying the context of educational avenues that promote equity by conducting and performing both interdisciplinary research and practically based initiatives that span all areas of education, the political, social, aesthetic, economic, and historical contexts of what it means to succeed in an academically challenging environment.
- Developing innovative programs and studying their implementation in urban settings
- Implementing and conducting research-based professional development opportunities for teachers, parents, and members of the community.
- Disseminating the efforts of the ESRC on a local, regional, and national level by sponsoring conferences and seminars and publishing and presenting research results and refereed and non-refereed articles.

### **Michael Harrington Center for Democratic Values and Social Change**

Mark W. Rosenblum, Director  
Kissena Hall 207; 997-3070

The Michael Harrington Center for Democratic Values and Social Change exists to promote public discourse about social issues, to advocate for social change and to work in partnerships with others to build a more just society. To accomplish these goals, the center:

- Identifies individuals and organizations engaged in positive social change in public education, safety, health, welfare reform, economic development and criminal justice, and supports pragmatic community coalitions to ameliorate urban problems.
- Acts as a bridge between Queens College and metropolitan communities to address common concerns and share resources.
- Publishes an annual journal, *ANOTHER SIDE*, *Working Papers*, quarterly *Action Briefs*, and other resources.
- Conducts and disseminates research relevant to public health, educational equity, drug policy, conflict resolution, and poverty.
- Sponsors community dialogues, conferences, colloquia, and workshops.

The center's partners include Queens College faculty, educational institutions, public policy-makers, racially and ethnically diverse community organizations, religious organizations, media, and public scholars.

#### Neuroscience Research Center

Richard J. Bodnar, Director  
Razran Hall 240; 997-3543

The Neuroscience Research Center was approved by the CUNY Board of Trustees in November 2004. The center's fourfold mission is: (1) to encourage a collaborative educational and research experience within the field of neuroscience for faculty and students at Queens College; (2) to conduct research using a multidisciplinary approach that addresses questions by means of a synthesis of molecular, cellular, systems, computational, and behavioral techniques, drawing from a variety of academic departments; (3) to enhance the research education of students at Queens College through the establishment of both undergraduate and graduate neuroscience programs, seminar series, symposia, and research-related clubs; and (4) to work to enhance our existing facilities and fund additional cutting-edge core facilities to support the research goals of the individual faculty members and of the center.

Science in general, and neuroscience in particular, has greatly benefited from interdisciplinary interactions. For example, the discovery of the double helix of DNA involved a biologist and a physicist. In neuroscience, the workings of the brain have been studied by people from such diverse academic disciplines as philosophy, physics, physiology, biochemistry, mathematics, computer science, and psychology. Through the collaboration of specialists from varying disciplines, different perspectives may be brought to bear on

problems: physiologists are interested in the mechanisms of action of drugs on the nervous system; behaviorists are concerned with the resultant behaviors; biochemists and chemists focus on the individual structural components (proteins, mRNA, etc.) that determine the physiology; computational neuroscientists focus on understanding the algorithms that are used to process information and make decisions. It is not possible to be an expert in all of these fields, but by working within a research center, persons with individual expertise can interact with each other and get a better understanding of the system than they could do alone. A "Neuroscience Research Day" during the Spring semester of each year will allow faculty and students to present to the general community their efforts relating to research in the general area of neuroscience, conducted at Queens College or in associated venues, and bring in distinguished speakers in the field of neuroscience. In addition, a biweekly seminar series will be instituted to allow investigations of an individual research group at Queens College to be presented to the general community.

Members of the center have already been successful in securing funding for augmented research training and student support, including the establishment of a five-year NIH MARC program at Queens College for underrepresented minorities in the biomedical research sciences, and a four-year Howard Hughes Undergraduate Science Education Program grant. The current members of the center are: Drs. Robert Bittman, Richard J. Bodnar, Joan C. Borod, Joshua S. Brumberg, Susan D. Croll, Robert R. Engel, William Farrell, Janine Flory, Nancy S. Foldi, Jeffrey M. Halperin, Ray E. Johnson, Pokay M. Ma, Carolyn Pytte, Robert Ranaldi, Susan A. Rotenberg, Joel Sneed, Larissa Swedell, and Zahra F. Zakeri. They have produced nearly 900 peer-reviewed publications over the past 15 years, nearly 300 in the past five years alone. Since 1990, the center faculty has received funding for over 60 external grants. It is anticipated that the collaborations fostered by the Neuroscience Research Center will increase and diversify the levels of external funding received for neuroscience research at the college.

#### Schutzman Center for Entrepreneurship

Leonard Schutzman, Director

For information, contact  
Elizabeth Hendrey, *Dean of Social Sciences*  
Powdermaker Hall 335; 997-5210

The purpose of the Schutzman Center is to provide the tools and environment for the next generation of entrepreneurs. By connecting students, faculty, alumni, and established en-

trepreneurs in a collaborative environment, the center will fuel the cross-pollination of ideas and inspire the creation of new businesses and leaders that will drive the global economy. Activities of the center include:

- Setting Sail Program—a forum for entrepreneurs to test drive business proposals before a panel of experts.
- Venture Capital Fund—a fund designed to support qualifying business propositions by providing capital for feasibility studies, prototypes, and test marketing.
- Adjunct Executive Professors—students will learn directly from experts in the field, gathering insights and best practices that will give them a leg up in building their own businesses.
- Think Tank—students will team with alumni and board members to analyze and identify opportunities for commercialization of new technologies.

#### Taft Institute for Government

Jack Zevin, Co-Director; 997-5164  
Michael Krasner, Co-Director; 997-5489  
Powdermaker Hall 150

Founded in 1961 to honor Senator Robert Taft's exemplary record of service and political courage, the Taft Institute is a nonpartisan, not-for-profit enterprise dedicated to promoting informed citizen participation both in the United States and around the world. In 1996 the institute chose Queens College as the site of its national headquarters.

The Taft Institute's programs reflect the conviction that true democracy requires that each new generation of citizens be committed to civic involvement. At a time when only about half of our citizens bother to vote, especially those in college, there is a great need for civic education for both youthful voters and their teachers. The institute believes responsible citizenship must be fostered from the earliest age. To this end, it has created a program of professional development to inspire and empower the teachers who will help to shape America's political future.

Taft Seminars for teachers are up-to-date, in-service, professional development programs in American government and politics. Hundreds of institutions have co-sponsored these seminars, and the more than 30,000 graduates (as of 2008)—known as Taft Fellows—teach in all 50 states.

Taft Seminars incorporate four essential elements:

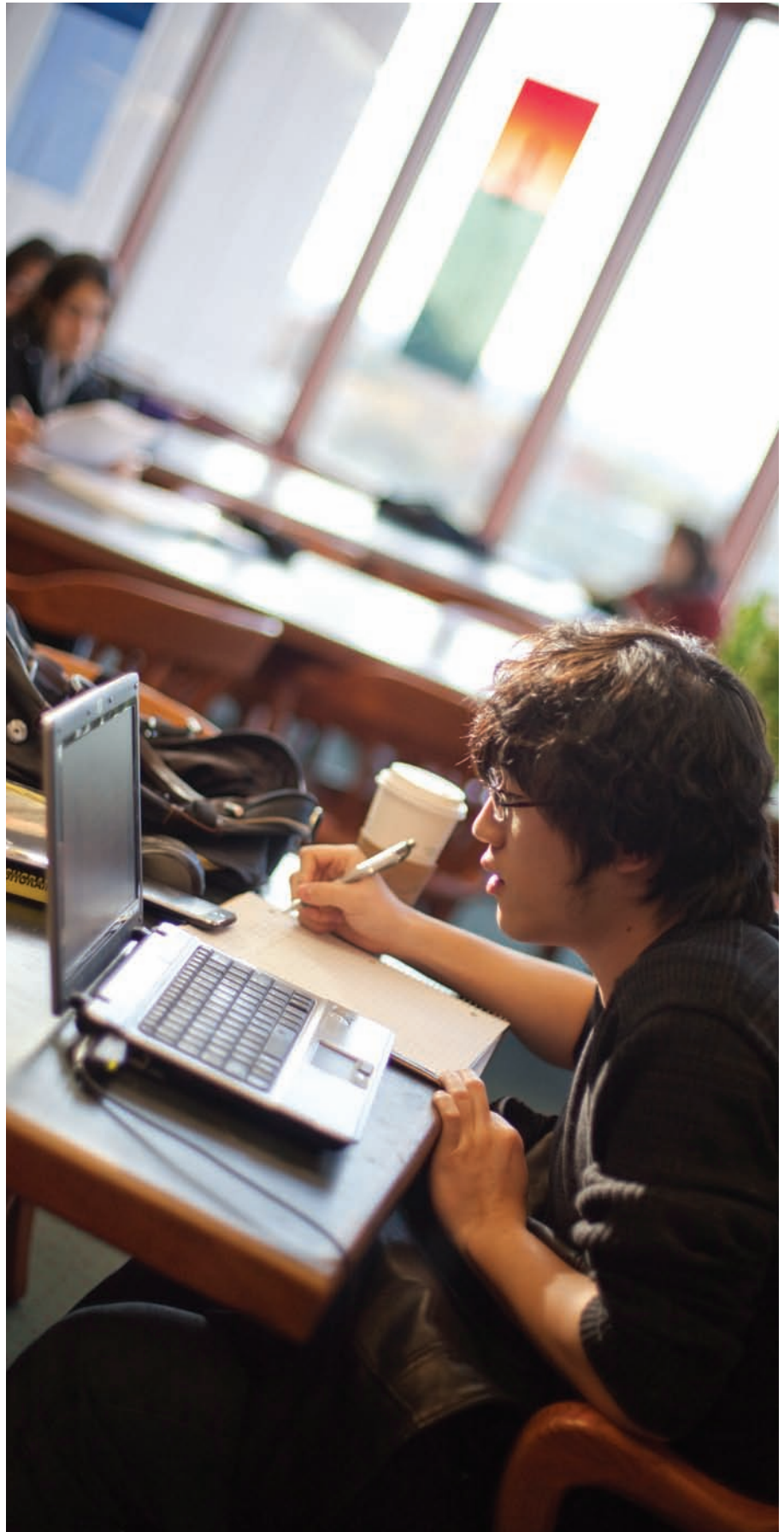
- Advanced instruction in American government at local, state, and federal levels.

- Extensive dialogue with a wide array of political leaders and practitioners.
- Practical assistance for seminar participants so they can apply the knowledge and understanding they have acquired to the world of the classroom.
- Development and field testing of election simulation games and projects that involve and prepare students, K–12, in actual local, city, state, and national elections.

All seminars include sessions designed to assist teachers who face the challenge of teaching civics in racially and ethnically diverse classrooms. The institute also offers seminars that approach the American political system from an international and comparative perspective.

Recently the institute has branched out to develop an election simulation, working with Townsend Harris High School and other New York area schools, and has also added a new series of workshops, seminars, and programs on civic and economic education, working with and funded by the National Council on Economic Education (NCEE).

Additional information about these centers and institutes at Queens College is available online at [www.qc.cuny.edu](http://www.qc.cuny.edu).





## Getting to the College

Queens College of the City University of New York is located at the corner of the Long Island Expressway (LIE) and Kissena Blvd. (exit 24) in Flushing.

### BY CAR

The campus can be reached from Manhattan via the Midtown Tunnel; from the Bronx or Westchester via the Robert F. Kennedy (Triboro), Whitestone, or Throgs Neck Bridge; and from farther out on Long Island via the LIE, Grand Central Parkway, or Northern Blvd.

### BY PUBLIC TRANSPORTATION

*Via Flushing:* Take the Long Island Railroad (LIRR) or the #7 subway to Main St., Flushing. From Main St., take the Q25, Q34, or Q17 bus.

*Via Forest Hills:* Take the E, F, G, R, or V subway to Continental Ave., Forest Hills. From Continental Avenue, take the Q65A bus to Kissena Boulevard and Jewel Avenue.

*Via Kew Gardens:* Take the IND to Union Turnpike. Then take the Q74 bus to the main gate.

*Via Jamaica:* Take the IND subway to Parsons Boulevard or the Long Island Railroad to the Jamaica station. From Jamaica Avenue and 160th Street or Hillside Avenue and Parsons Boulevard in Jamaica, take the Q25 or Q34 bus. From Hillside Avenue and either 169th or 179th Street in Jamaica, take the Q17 bus to the Long Island Expressway and Kissena Boulevard.

### BUS LINES

*Q25 & Q34 (Queens Transit Bus Line)*  
Runs from Main Street, Flushing (IRT and LIRR stations), along Kissena and Parsons Boulevards to Jamaica Avenue and 160th Street (BMT and IND connections). Stops at the main gate.

*Q44 (NYC Transit Authority Bus Line)*  
Runs from West Farms Square, Bronx (IRT station), to Sutphin Boulevard, Jamaica (LIRR station). Stops at Main Street and Melbourne Avenue, two blocks west of the campus.

*Q74 (NYC Transit Authority)*  
Runs from Union Turnpike, Kew Gardens (IND station), along Vleigh Place, Main Street, and the LIE service road, and then turns onto Kissena Boulevard. Stops at the main gate.

*Q65A (Queens Transit)*  
Runs from Continental Avenue, Forest Hills (IND station), along Jewel Avenue to 165th Street. Stops one block south of the campus.

*Q17 (NYC Transit Authority)*  
Runs from Main Street, Flushing (IRT and LIRR stations), to 165th Street terminal in Jamaica (passing the IND 179th Street station). Travels along Kissena Boulevard, the LIE service road, 188th Street, and Hillside Avenue. Stops at Kissena Boulevard and the LIE, two blocks north of the main gate.

*Q88 (NYC Transit Authority)*  
Runs from Springfield Boulevard and Union Turnpike along Springfield Boulevard to 73rd Avenue, along 73rd Avenue to 188th Street, along 188th Street to the LIE, along the LIE service road to Queens Boulevard and Woodhaven Boulevard. Stops at Kissena Boulevard and the LIE, two blocks north of the main gate.