



# GRADUATE PROGRAMS IN THE SCHOOL OF EDUCATION

**Acting Dean:** Shirley Cohen, 1000 West Building, (212) 772-4622

**Assistant Dean:** Deborah Eldridge, 1000 West Building, (212) 772-4621

**Director of the Office of Educational Services:** Doreen D'Amico, 1000 West Building, (212) 772-4624

**Director of Student Life, Professional Development and Community Outreach:** Audrey Berman, 1000 West Building, (212) 772-4624

**Director of Teacher Placement:** Sally-Anne Milgrim, 926 West Building, (212) 772-4662

**Teacher Certification, Office of Educational Services,** 1000 West Building, (212) 772-4624

**Director of Programs in Childhood Education:** Nancy de la Cruz-Arroyo, 1001 West Building, (212) 772-4638

**Director of Clinical Experiences:** Jody Sanders, 1002 West Building, (212) 772-4038

## Departmental Chairs

**Curriculum and Teaching:** Ira Kanis, 1023 West Building, (212) 772-4686

**Educational Foundations and Counseling Programs:** Sherryl Browne Graves, 1016 West Building, (212) 772-4710

**Special Education:** Katherine Garnett, 910 West Building, (212) 772-4701

**Website:** <http://www.hunter.cuny.edu/schoolofed/>

## FACULTY

### Curriculum and Teaching

**Sema Brainin, Associate Professor;** EdD, Columbia; Cognitive Functioning, Curriculum

**Jenny Castillo, Assistant Professor;** PhD, CUNY; Hispanic and Luso-Brazilian Literature

**Yvonne De Gaetano, Associate Professor;** EdD, Columbia; Philosophy, Social Sciences

**\*Stephen DeMeo, Associate Professor;** EdD, Teachers College, Columbia; Secondary Science Education

**Janell Drone, Assistant Professor;** PhD, Teachers College, Columbia; International Education/Curriculum and Teaching

**Anne M. Ediger, Professor;** PhD, UCLA; Applied Linguistics

**Deborah Eldridge, Associate Professor and Assistant Dean;** EdD, Boston; Language, Literacy, and Cultural Studies

**Terrie Epstein, Associate Professor;** EdD, Harvard; Education

**Francis Gardella, Associate Professor;** EdD, Rutgers; Mathematics Education

**George Gonzalez, Associate Professor;** PhD, Yeshiva; Developmental Psychology, Reading and Language Arts, Bilingual/Special Education

**Yang Hu, Assistant Professor;** EdD, Teachers College, Columbia; English Education

**Deborah Ann Jensen, Assistant Professor;** PhD, Fordham; Language, Literacy and Learning

**Ira Kanis, Associate Professor and Chair;** EdD, Teachers College, Columbia; Science Supervision

**Mary Lefkarites, Associate Professor;** PhD, NYU; Human Sexuality, Women's Health Studies

**Eleni Loizou, Assistant Professor;** EdD, Teachers College, Columbia; Curriculum and Teaching

**Carmen Mercado, Associate Professor;** PhD, Fordham; Reading and Language Arts

**Sally-Anne Milgrim, Professor;** PhD, NYU; English and English Education

**John Niman, Professor;** PhD, Columbia; Mathematics and Mathematics Education

**Barbara Ottaviani, Assistant Professor;** EdD, Columbia; Instructional Technology

**Angela Parrino, Associate Professor;** PhD, NYU; Applied Linguistics

**Janet Patti, Associate Professor;** EdD, Northern Arizona; Education

**Herbert Perr, Professor;** MA, Hunter; Art and Art Education

**Anthony Picciano, Professor;** PhD, Fordham; Educational Administration, Technology

**Migdalia Romero, Professor;** PhD, NYU; Linguistics, Bilingual Education

**\*William Rosenthal, Assistant Professor;** PhD, SUNY (Stony Brook); Mathematics

**Alene Smith, Associate Professor;** EdD, Columbia; Curriculum and Teaching

**L. Christina Taharally, Associate Professor;** EdD, Massachusetts (Amherst); Early Childhood Education

**Virginia Tong, Assistant Professor;** PhD, NYU; Bilingual Education

*\* Joint Appointment with the School of Arts and Sciences.*

### Educational Foundations and Counseling Programs

**Tamara Buckley, Assistant Professor;** PhD, Teachers College, Columbia; Counseling Psychology

**Elizabeth Cardoso, Assistant Professor;** PhD, University of Wisconsin-Madison; Psychology

**Peggy Pei-I Chen, Assistant Professor;** PhD, CUNY; Educational Psychology

- Henry L. Evans, Lecturer;** MFA, Columbia; Writing
- Sherryl Browne Graves, Professor and Chair;** PhD, Harvard; Clinical Psychology, Public Practice
- Priscilla Hambrick-Dixon, Associate Professor;** PhD, Michigan; Education, Psychology
- Calliope Haritos, Assistant Professor;** PhD, CUNY; Developmental Psychology
- Mario A. Kelly, Associate Professor;** EdD, Rochester; Developmental/Educational Psychology
- Kimberly Kinsler, Associate Professor;** PhD, CUNY; Educational Psychology
- Mary Kopala, Associate Professor;** PhD, Penn State; Counseling Psychology
- Gess LeBlanc, Assistant Professor;** PhD, CUNY; Developmental Psychology
- John O'Neill, Professor;** PhD, Syracuse; Rehabilitation Research
- Linda Perkins, Associate Professor;** PhD, Illinois; History, Education and Higher Education
- Ruth Rose, Lecturer;** MA, Southern Illinois; Linguistics/EFL
- Rena Subotnik, Professor;** PhD, Washington; Gifted Education
- \*Jeanne Weiler Associate Professor;** PhD, SUNY (Stony Brook); Social Foundations of Education

### Special Education

- Ellis I. Barowsky, Professor;** PhD, CUNY; Neuropsychology of Developmental Disabilities
- Shirley Cohen, Professor and Acting Dean;** PhD, Columbia; Families of Students with Disabilities; Autism
- Elaine Gale, Instructor;** MA, Smith College; Deaf Education
- Katherine Garnett, Professor and Chair;** EdD, Columbia; Assessment and Curriculum Development, Learning Disabilities

- Timothy Lackaye, Assistant Professor;** EdD, Teachers College, Columbia; Learning Disabilities
- Marsha H. Lupi, Associate Professor;** EdD, Columbia; Issues in Special Education, Personnel Preparation
- Thomas C. McIntyre, Professor;** PhD, Connecticut; Emotional and Behavior Disorders
- Rosanne K. Silberman, Professor;** EdD, Columbia; Visual Impairment, Severe/Multiple Disabilities
- Diane C. Taranto, Assistant Professor;** PhD, St John's; Early Childhood Special Education
- Ellen Trief, Associate Professor;** EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

*\*Joint Appointment with the School of Arts and Sciences*

### TEACHER EDUCATION PROGRAMS

Graduate programs in education are designed to develop or extend the competence of the classroom teacher, to provide training for specialized school and agency personnel and to establish a base for research skills in education and related fields. The graduate education and counseling programs offer opportunities for greater mastery of academic disciplines, development of professional theory and practice, study of problems confronting the professional in the field and the building of competence for research. All programs are registered with the New York State Education Department and most lead to New York State certification.

Each graduate program includes three components: course work, student teaching practicum or internship and a culminating activity. Criteria for continued matriculation include both the maintenance of academic standards and the demonstration of professional standards of behavior and deportment in classrooms and in fieldwork settings.

### Time Considerations

Candidates for a master's degree in the School of Education must complete the program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by permission of their adviser and with the approval of the Office of Educational Services for serious illness, maternity, or military leave. In such cases the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit may be required to take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted.

Part-time students are permitted to take up to nine credits a semester; however, exceptions are possible with permission of the program coordinator and chairperson when resources permit. Opportunities for graduate study are available during the summer. Some programs may offer daytime courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 pm or 7:00 pm to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

The graduate programs prepare professional educators for a variety of roles in schools and other educational settings. A commitment to public urban education is evidenced in classroom activities, laboratory experiences, and field placements that reflect the ethnic and cultural richness and diversity of New York City.

Hunter College Elementary School and Hunter College High School serve children from nursery school through the 12th grade, and have an international reputation for the exploration of programs for gifted children. Their facilities are also available for observation, demonstration and research.

