New York University Bulletin

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Applied Psychology
Art
Education
Health
Media
Music
Steinhardt School of Culture, Education, and Human Development
(Undergraduate Division)

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Notice: The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities.

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
Choosing a Program That Meets Your Goal
Welcome to the Steinhardt School of Culture, Education, and Human Development at New York University. This bulletin is designed to assist all types of students—those considering college for the first time, those thinking of transferring from a community college or four-year institution, and those already attending NYU—in choosing the program of study that best fits their aspirations and goals. In this bulletin, you’ll find not only admissions guidelines, financial aid information, and academic requirements—you’ll also learn about different kinds of professional training and career opportunities available to you through study at the Steinhardt School so that you can make an educated decision about your own future. In addition, the bulletin describes many aspects of student life at New York University and the Steinhardt School and the opportunities you’ll find for personal growth and stimulation outside the classroom. If you’re thinking about applying to NYU, follow these steps:
Step 1:
Turn to the **Guide to Areas of Interest and Study** on page 12. Find the undergraduate programs that fall within your area of interest.

Step 2:
Turn to **Degree Programs**, beginning on page 14, for each program that interests you. There you’ll find out about the program’s course of study and special features, such as internships or clinical experiences. Read carefully the section on Career Opportunities.

Step 3:
Examine closely the **Sample Curriculum Worksheet** for each program that interests you. The worksheet gives you an idea of the course schedule for a typical student in that program. If you’d like, look up the descriptions for some of the courses listed in the worksheet or program. **Titles of courses for the Steinhardt School of Culture, Education, and Human Development** are listed numerically beginning on page 113. **Titles of courses that fulfill the liberal arts requirements** (Morse Academic Plan—MAP) begin on page 108. For course descriptions of Steinhardt courses, visit steinhardt.nyu.edu/courses. For course descriptions that fulfill the liberal arts requirements, visit map.cas.nyu.edu/page/1011courses. Consider also the section on **Study Options**. If you want to explore related programs, look for the section on **Other Programs to See**.

Step 4:
Once you’ve reviewed the programs offered, go to page 130 for information on **Student Activities/University Services** at NYU and the school.

Step 5:
Finally, turn to page 134 for information on **Admission, Registration and Advisement, and Tuition, Expenses, and Financial Aid**.

If you’re already a student at the Steinhardt School of Culture, Education, and Human Development, you can also use this bulletin for the following:

- Choose a major (follow Steps 1, 2, and 3 above).
- Keep track of your academic progress (review the **Sample Curriculum Worksheet** for your program of study).
- Review both required and elective courses (courses are listed numerically, beginning on page 113).
- Select courses that meet the **liberal arts requirements**. Course titles begin on page 108.
An Introduction to New York University

A Center of Higher Learning Open to All

Some 177 years ago, Albert Gallatin, the distinguished statesman who served as secretary of the treasury under President Thomas Jefferson, declared his intention to establish “in this immense and fast-growing city . . . a system of rational and practical education fitting for all and graciously opened to all.” This is how New York University came to be founded. At that time—1831—most students in American colleges and universities were members of the privileged classes. Albert Gallatin and the University’s founding fathers planned NYU as a center of higher learning that would be open to all, regardless of national origin, religious belief, or social background.

Albert Gallatin would scarcely recognize New York University today. From a student body of 158, enrollment has grown to over 50,000 students attending 18 schools, colleges, and institutes at major locations in Manhattan, Brooklyn, and Abu Dhabi (UAE). Students come from every state in the union and from many foreign countries.

Ceremonies, Traditions, and Symbols

COMMENCEMENT

The spirit of Commencement has remained the same since the first public Commencement took place in 1834 and a procession of students, faculty, and public dignitaries marched from City Hall, through Broadway and Liberty Street, to the Middle Dutch Church. Through the generations, Commencement has signified that no goal is insurmountable provided people respond with enthusiasm, intelligence, and perseverance.

UNIVERSITY SEAL

The University seal is composed of five emblems that embrace the goals and traditions of New York University. MDCCCVI is 1831, the year of incorporation for NYU, then known as the University of the City of New-York. “New York University” became the legal name of the institution in 1896, although this was its popular name long before then. The motto, perstare et praestare—to persevere and to excel—underscores the depiction of classic runners. When combined, these symbols represent the continued pursuit of academic excellence. Finally, there is the upheld torch of the Lady of the Harbor, which signifies NYU in service to the “metropolis”—New York City.

UNIVERSITY LOGO

In 1965, the University administration commissioned renowned graphic artist Ivan Chermayeff to design a new logo. The University emblem, the torch, was modernized, and its simple yet elegant lines adorn virtually all NYU publications. From 1966 to the present, this torch has been synonymous with NYU.

UNIVERSITY TORCH

This prized silver heirloom, designed by Tiffany & Company of New York and “symbolic of academic purpose and authority,” was a gift from Helen Miller Gould in 1911. The torch and torchbearer always lead the academic processions in major University ceremonies. At Commencement, it is passed from a senior faculty member to the youngest graduating student.

UNIVERSITY COLOR: VIOLET

nickname: violets

In the late 1880s, it was the custom to plant violets in the yardwide strip of grass around the buttresses of the old Washington Square buildings that then served as NYU’s campus. It is generally accepted that both the school color and the nickname evolved from the flowers.

ALMA MATER

NYU’s Alma Mater, “New York University Evensong,” was written in 1900 by Duncan MacPherson Genns. “Dear Old NYU” became even more appropriate in 1945 when Dorothy I. Pearce, a Washington Square College student, wrote a third verse. As the earlier verses paid homage to the University Heights campus (part of NYU from 1895 to 1973), Pearce’s verse praised “the archway that ever stands triumphant” and symbolically links NYU to the surrounding community.
The Schools, Colleges, Institutes, and Programs of the University
(in order of their founding)

1832
College of Arts and Science
cas.nyu.edu

1835
School of Law
www.law.nyu.edu

1841
School of Medicine
school.med.nyu.edu

1865
College of Dentistry
www.nyu.edu/dental
(including the College of Nursing [1947],
www.nyu.edu/nursing)

1886
Graduate School of Arts and Science
www.gtas.nyu.edu

1890
Steinhardt School of Culture, Education, and Human Development
steinhardt.nyu.edu

1900
Leonard N. Stern School of Business
www.stern.nyu.edu

1922
Institute of Fine Arts
www.nyu.edu/gtas/dept/fineart

1934
School of Continuing and Professional Studies
www.scps.nyu.edu

1934
Courant Institute of Mathematical Sciences
cims.nyu.edu

1938
Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu

1960
Silver School of Social Work
www.nyu.edu/socialwork

1965
Tisch School of the Arts
www.tisch.nyu.edu

1972
Gallatin School of Individualized Study
www.nyu.edu/gallatin

2006
Institute for the Study of the Ancient World
www.nyu.edu/isaw

2010
New York University Abu Dhabi
nyuad.nyu.edu

1854
Polytechnic Institute of New York University
www.poly.edu
(affiliated 2008)

NEW YORK UNIVERSITY and NEW YORK

NEW YORK UNIVERSITY LIBRARIES
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a five-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings, and 25,000 linear feet of archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s Web site, library.nyu.edu, received 2.8 million visits in 2008-2009.

Bobst Library offers 45 miles of open stacks and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year the center filled more than 70,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.


In a groundbreaking initiative funded by the Andrew W. Mellon Foundation, the Division of Libraries in 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields.
The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research collections, emerging growth of the institute’s graduate outreach, exhibitions, and academic programs in art history and archaeology. The Institute’s graduate students, faculty, and staff members, without regard to race, color, religion, sex, sexual orientation, gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

The Grey Art Gallery, the University’s fine arts museum, presents three to four innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, seminars, symposia, and film series in conjunction with its exhibitions. Admission to the gallery is free for NYU staff, faculty, and students.

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection primarily comprises late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Modern Asian and Middle Eastern Art, which totals some 700 works in various media representing countries from Turkey to Japan.

The Larger Campus
New York University is an integral part of the metropolitan community of New York City—the business, cultural, artistic, and financial center of the nation and the home of the United Nations. The city’s extraordinary resources enrich both the academic programs and the experience of living at New York University.

Professors whose extracurricular activities include service as editors for publishing houses and magazines, as advisers to city government, banks, school systems, and social agencies; and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match.

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

Students in science work with their professors on such problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation boardrooms and intern as executive assistants in business and financial houses. The schools, courts, hospitals, settlement houses, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, smaller-scale, European style of living. New York University itself makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University.

University apartment buildings provide housing for nearly 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A Private University
Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources. The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.
Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012-1091; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.

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NYU Steinhardt offers undergraduate and graduate programs in education, health, applied psychology, media, and the arts. Our school has a long history of connecting theory to applied learning experiences, building communities within and beyond our classrooms, and nurturing the human spirit. Our faculty members are intellectually adventurous and socially conscious. Our undergraduate students study in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratories. They are passionate, empathetic, and mindful of the world around them. Today, our students, faculty, and graduates are applying their creativity and knowledge where they are needed most.

Located in Greenwich Village, one of the most picturesque areas of New York City, the school's undergraduate division offers the advantages of a medium-sized college, with personal advisement and many small classes. We combine the best career preparation with the finest liberal arts education in the humanities, sciences, and social sciences to help you develop critical thinking and analytical skills and understand the world through a variety of perspectives and points of view. We equip our graduates with the knowledge, insight, and experience necessary to address the challenges they will face at home and abroad.

In the years since its founding in 1890, the Steinhardt School has developed a broad range of undergraduate programs in response to advances in the fields of education, health, the arts, and media. Today, undergraduates can choose from 20 programs in these areas.

Steinhardt's undergraduate programs in education stress the liberal arts preparation in English, history, mathematics, science, and languages essential for all teachers in early childhood, elementary, and secondary education. Specialized courses and supervised classroom observation, student teaching, and fieldwork provide students with the skills necessary to become effective educators and leaders in their profession, particularly attuned to the needs of urban children, youth, and families.

Steinhardt's programs in health—applied psychology, nutrition and food studies, public health, and communicative sciences and disorders—prepare you to play an important role in these fields, where the need for professionals has increased dramatically in the past decade. The liberal arts component of our health professions programs, which is required for all undergraduates, provides you with the analytical and organizational skills and broad arts and science context necessary for your career. Internships at New York City's hospitals, health care agencies, social service agencies, schools, community centers, corporations, and publications complement your classroom learning with practical hands-on experience in the field.

NYU Steinhardt's program in media, culture, and communication prepares you for a career in a variety of settings, including the media industry, education, health services, private industry, or government. Course work is broadly interdisciplinary, based on a foundation in the humanities and social sciences with core courses in media theory and analysis. Students gain a global perspective on intercultural communication, media and globalization, and the culture industries. All course work is augmented by internships in New York City, the media capital of the world.

Steinhardt offers programs in the arts to help you reach your full creative potential and your career goals. Our programs in studio art, music and music professions, and educational theatre encourage you to give full expression to your talents as you develop the skills necessary for success as an arts educator, studio artist, musician, or music professional involved in performance, music business, or music technology.
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# Guide to Areas of Interest and Study

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<tr>
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<td>Social Studies Education</td>
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### University and School Award Recipients for Teaching

#### The Steinhardt School of Culture, Education, and Human Development

**Teaching Excellence Award for Full-Time Faculty**

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<thead>
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<tr>
<td>1981</td>
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</tr>
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<td>1991</td>
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<td>1993</td>
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<tr>
<td>1994</td>
<td>Arnold Grossman</td>
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<td>Kenneth Goldberg</td>
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<td>1996</td>
<td>Carol Noll Hoskins</td>
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<tr>
<td>1997</td>
<td>Bridget N. O’Connor</td>
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<td>1998</td>
<td>Lawrence Balter</td>
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<td>Joyce Hauser</td>
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<tr>
<td></td>
<td>Frank Tang</td>
</tr>
<tr>
<td></td>
<td>Diana Turk</td>
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<tr>
<td>2001</td>
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<tr>
<td></td>
<td>Miriam Eisenstein-Ebsworth</td>
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<tr>
<td></td>
<td>Catherine Tamis-LeMonda</td>
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<td>Elizabeth Ayello</td>
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<tr>
<td></td>
<td>Robin Means-Coleman</td>
</tr>
<tr>
<td></td>
<td>Maurice H. Miller</td>
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<tr>
<td>2003</td>
<td>Margot Ely</td>
</tr>
<tr>
<td></td>
<td>Greg Ganakas</td>
</tr>
<tr>
<td></td>
<td>Jonathan Zimmerman</td>
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<tr>
<td>2004</td>
<td>Perry Halkitis</td>
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<tr>
<td></td>
<td>Ted Magder</td>
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<tr>
<td></td>
<td>Philip Taylor</td>
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<tr>
<td>2005</td>
<td>Radha S. Hegde</td>
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<tr>
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<td>Nancy P. Smithner</td>
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**Teaching Excellence Award for Part-Time Faculty**

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<td>Jennifer Meyer</td>
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<td></td>
<td>Rebecca Packer</td>
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<td>2001</td>
<td>Judy Lief-Rechalde</td>
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<td></td>
<td>Gisella McSweeney</td>
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<tr>
<td></td>
<td>Manos Pantelidis</td>
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<td>2002</td>
<td>Dianna Heldman</td>
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<tr>
<td></td>
<td>C. Michael Nina</td>
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<tr>
<td></td>
<td>Krishendu Ray</td>
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<td>2003</td>
<td>Elaine Gates</td>
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<tr>
<td></td>
<td>Eugene Secunda</td>
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<td>Deborah Winfield</td>
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<tr>
<td>2004</td>
<td>Salvatore Fallica</td>
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<tr>
<td></td>
<td>Beverly Semmes</td>
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<tr>
<td></td>
<td>Michael St. John</td>
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<tr>
<td>2005</td>
<td>Anthony DeFazio</td>
</tr>
<tr>
<td></td>
<td>Sandra Mix Meyer</td>
</tr>
<tr>
<td></td>
<td>Fernando Naiditch</td>
</tr>
<tr>
<td>2006</td>
<td>Offiong Aqqua</td>
</tr>
<tr>
<td></td>
<td>Michael Ricciardone</td>
</tr>
<tr>
<td></td>
<td>Cynthia Shor</td>
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<tr>
<td>2008</td>
<td>Desiree Hamburger</td>
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<tr>
<td></td>
<td>Maria Hodamarska</td>
</tr>
<tr>
<td>2009</td>
<td>Fabio Parasecoli</td>
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<tr>
<td>2010</td>
<td>Seymour Bernstein</td>
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**University Distinguished Teaching Medal**

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<td>John Mayher</td>
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<tr>
<td>2008</td>
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**THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT TEACHING EXCELLENCE AWARD FOR FULL-TIME FACULTY**

**THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT TEACHING EXCELLENCE AWARD FOR PART-TIME FACULTY**

**THE UNIVERSITY DISTINGUISHED TEACHING MEDAL**
Degree Programs

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<tr>
<th>Program Description</th>
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<tbody>
<tr>
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<tr>
<td>Biology, 7-12*</td>
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<tr>
<td>Chemistry, 7-12*</td>
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<td>Childhood Education and Childhood Special Education*</td>
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<tr>
<td>Communicative Sciences and Disorders</td>
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<tr>
<td>Early Childhood Education and Early Childhood Special Education*</td>
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<tr>
<td>Earth Science, 7-12*</td>
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<tr>
<td>Educational Theatre, All Grades*</td>
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<tr>
<td>English, 7-12*</td>
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<tr>
<td>Russian</td>
<td></td>
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<tr>
<td>Spanish</td>
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</tr>
<tr>
<td>Mathematics, 7-12*</td>
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<tr>
<td><strong>BACHELOR OF MUSIC (MUS.B.)</strong></td>
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<td>Instrumental Performance</td>
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<tr>
<td>Piano Performance</td>
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<tr>
<td>Theory and Composition</td>
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<td>Voice Performance</td>
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<td>Music Business</td>
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</tr>
<tr>
<td>Music Education, All Grades*</td>
<td>63</td>
</tr>
<tr>
<td>Music Technology</td>
<td>63</td>
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</table>

*Leads to provisional teacher certification.
NYU Teacher Education

Skills for the Present, Vision for the Present and the Future

The Steinhardt School of Culture, Education, and Human Development is committed to preparing teachers who meet the highest standards of their profession. Teachers graduating from our programs know their subjects and how to teach them. They know children and adolescents and how to help them learn. They understand the complex realities of 21st-century schooling and are prepared to succeed in helping all children grow and develop. This moral commitment to equity and social justice is accompanied by a deep commitment to excellence. The NYU teacher is a lifelong learner who will keep meeting the ever-new challenges of teaching.

NYU teachers are the embodiment of self-renewing people who develop throughout their career in collaboration with, and as an influence on, a growing circle of colleagues. NYU teachers are encouraged to work adeptly with change by understanding it as an intrinsic element of their personal and professional lives. NYU teachers have continually displayed their ability to remain committed to working in the dynamic environment of the classroom.

One of the central features of the NYU teacher education curricula is that they are strongly rooted in the schools. From the first semester of the first year of study at NYU, all future teachers observe and gradually participate in the processes of teaching and learning with children and adolescents. Whether students are studying learning theory or curriculum or methods, the questions asked and the issues posed derive from and in turn are tested in the crucible of practice. The extent and duration of these field experiences gradually increase, climaxing in at least two full-fledged student teaching experiences in two different schools during the senior year.

In order to develop all of the competencies and understandings necessary to be a professional teacher, NYU’s teacher education curricula embody both shared learning experiences and those tailored for each particular curriculum. In addition to the professional education curriculum, each undergraduate program requires that all students take approximately half of their program of study in liberal arts to ensure a broad-based understanding of those arts and sciences. The general liberal arts requirements are described beginning on page 108.

With some minor modifications (depending on the level and subject of certification sought), the undergraduate curricula share the same pedagogical core. This set of learning experiences provides future teachers with a deep understanding of learners and learning, knowledge and knowing, teachers and teaching, and schools and schooling grounded in practice so that students will be able to enact their understandings after they graduate. The pedagogical core is completed by study in the subject or subjects that students will teach and...
by specific curriculum and methods courses dedicated to each of the certification levels and subject matters.

Pedagogical Core

Year One: In the first semester, each new teacher education student takes a special section of the New Student Seminar designed to introduce students both to NYU and to the profession they have chosen. Students concurrently enroll in Field Observations in Schools and Other Educational Settings, which arranges guided visits to schools and nonschool settings, and also in panels and roundtables with current teachers and educators that address a variety of social issues that inform and shape education in New York City. In the second semester, students engage in exploring their own learning histories and placing them in the contexts of schooling in Inquiries into Teaching and Learning I. This course is the keystone of our efforts to help make NYU teachers into the thoughtful, reflective professionals they must become if they are to succeed in contemporary schools. A particular focus of this course is the acquisition and development of language in its social context and its implications for all teachers of all subjects. This course is currently situated off-campus in public schools and is taught by a team comprised of an NYU faculty member and a New York City classroom teacher.

Year Two: The second semester of this year is devoted to understanding the processes of human growth and development both in and out of the school. In Human Development, each participant develops a broad understanding of how humans grow from conception to death in psychological terms, including how we learn, how our minds work, how our bodies influence our minds, and how development is influenced by the family, school, and work environments we live in. The first half of the semester addresses the above issues across the lifespan while the second half involves a choice of an Educational Development module that focuses on one of the developmental levels that students can be certified to teach—early childhood, childhood, or early adolescence/adolescence. The focus is on understanding the particular characteristics of kids at the developmental levels students have chosen. The modules share a commitment to exploring and understanding the wide range of human development at all ages from a multicultural as well as a learning point of view. The course includes a field experience that students satisfy with a weekly presence in nonschool settings and school settings.

Year Three: The core experiences during this year and the next begin to interact more specifically with the particular requirements of the specialization students choose in terms of level and subject or subjects to be taught. Both of the curricula that prepare people to work with younger children have as a mission that all of our graduates in early childhood and childhood education will be prepared to teach special education children as well as general education kids. This manifests itself in an integrated set of learning experiences for each level that looks at language and literacy development, content (e.g., mathematics, social studies, science, the arts), curriculum, and instruction for all children and the legal and theoretical foundations of special education. These experiences are closely tied to an increasingly intense set of field experiences in a variety of schools and classrooms.

Most students intending to teach at all levels also take Education as a Social Institution, which involves students in seeing how schooling is structured in our society. Students visit school board meetings; explore how policy is made concerning testing, tracking, and special education; and explore the worlds of schools outside the classroom.

In addition to learning about using technologies in teaching their particular subjects in the appropriate curriculum and methods courses, secondary education students also take a Language Acquisition and Literacy Education course. The language and literacy course is based on the mutually supporting premises that children who cannot read and write will have a difficult time learning the subjects of the secondary curriculum and that reading and writing are themselves powerful learning tools across the curriculum.

Year Four: The key learning experiences of the final year are the two student teaching placements, where students make the final transition to being the teachers they have been preparing to
be. While all experienced teachers recognize that we keep learning to teach throughout our teaching careers, the supervised student teaching experiences (with their associated seminars) provide the nurturing environments that make the successful transition from student to professional possible.

Growing out of and feeding back to the student teaching experiences are instructions on campus in a variety of areas including, particularly, at all levels, courses on the adaptation of instruction for special education students in mainstream classrooms. Building on the language and literacy course of the previous year as well as the development courses, students develop appropriate strategies for working with all the children in their classes.

Our Program, Our Faculty, and You
The NYU teacher education faculty is committed to making the professional preparation an intellectually exciting and personally rewarding experience. We believe that teachers can have an enormous impact on the future, and, even though the job is difficult and the support is not always what it should be, we know that NYU teachers continue to have a powerful impact on the worlds and lives of children and adolescents. We welcome students to the quest.

Our programs reveal a sense that NYU teacher education graduates will be the stars of the teaching profession in the future and that to earn the star status, they will have to understand all of the tensions embodied in the lines that make up the star. For example, to take one of the lines, an NYU teacher will understand that effective teaching depends on both knowing the content one teaches and how to teach it (pedagogy) and that knowing and doing are inseparable in this interaction. Or, to take another line, NYU teachers will be prepared to teach in the real world of schools (what is) while all the time striving toward what it might be. They can do both because they have explored the context of real schools and how their own autobiographical learning history enhances and constrains their teaching practice in such schools.
Learning About Psychology and Its Applications

The Bachelor of Science Program in Applied Psychology is an interdisciplinary program designed to develop students who are able to bridge psychological theory, research, and practice in a multicultural world. Applied psychologists work with children, adolescents, families, businesses, and communities focusing on issues such as learning and schooling, race/ethnicity, sexuality, religion, health, and parenting. The program provides you with hands-on learning experiences that help you understand the range of work environments within the human services professions and the many ways that psychology and counseling are used in both research and real-world settings—invaluable information in helping you make your career decisions.

A Portfolio of Experience Built on a Strong Academic Base

The undergraduate major in applied psychology combines a broad-based liberal arts component with required course work in various fields across psychology—developmental, social, community, counseling—and research skills. Specialization electives allow you to focus on a specific field within psychology or to explore an area of interest in a related discipline. A three-semester fieldwork sequence offers you the opportunity for continuous career exploration in clinical and research settings, helping you build a portfolio of experience valuable for seeking an entry-level position and graduate study.

Fieldwork: Clinical Option

Students who select the clinical option gain practical experience at a professional setting, performing intake interviews at community centers, mentoring children or adolescents in schools or after-school programs, or volunteering in hospital settings, to list just a few of the many opportunities available.

Fieldwork: The Research Option

As an alternative to choosing a supervised field experience in a clinical setting, students may elect to pursue the research option by becoming a member of a faculty research team, where they collect, code, and analyze data related to an ongoing research project. Applied psychology students are currently participating in a number of faculty research projects, including a study with Head Start parents on parent involvement in Latino children’s education, a study on the effects of hip-hop music on perceptions of spirituality among African Americans, and a project on how diagnoses of brain disease in young children affect the psychology of their families. This is a unique oppor-
tunity for undergraduate students to work side by side with senior faculty members and advanced graduate students.

Students are permitted to combine the clinical and research options.

**Fieldwork Seminars**

During the three semesters of fieldwork, students meet biweekly with their peers, the fieldwork instructor, and the fieldwork coordinator to receive guidance and to discuss their experiences.

**Culminating Project and the Undergraduate Research Conference**

All applied psychology majors conclude their studies with a comprehensive research proposal that links their fieldwork experience to psychological theory/research. Select seniors have an opportunity to present their work to fellow students and faculty in a professional forum—the Applied Psychology Undergraduate Research Conference.

**Honors Program**

Applied psychology majors with a record of exceptional achievement may apply to our Honors Program. Eligible juniors submit a proposal to conduct an independent research project on a topic of their choice under close mentorship of an applied psychology faculty member.

**Distinguished Faculty**

Faculty members in the Department of Applied Psychology are not only teaching you in the classroom but, as applied psychologists, are actively engaged in research. Professor Gigliana Melzi, the director of the undergraduate program, investigates the ways preschool children, in particular Latino children, interact with their parents to acquire language and literacy skills. Professor Selçuk Şirin’s work focuses on the lives of immigrant children and their families. Professor Jacqueline Mattis studies African American spirituality and religiosity. Professor Lawrence Aber investigates social, emotional, and behavioral development among high-risk youth as well as program and policy implications of developmen-
tal research on this population. Professor LaRue Allen’s research focuses on the impact of sociocultural and ecological factors on human development, exploring adolescent development, parent-child relationships, and early childhood preventative interventions. Other distinguished faculty are conducting research in areas relating to friendship development, women’s health, high-risk sexual behaviors, drug abuse, and stereotyping.

**Study Abroad Opportunities**

Applied psychology majors may live and study abroad for one or more semesters. Students can choose from NYU-sponsored programs in Berlin, Paris, Madrid, Ghana, Prague, London, Shanghai, Buenos Aires, Tel Aviv, and Florence or may participate in an established exchange program with one of several internationally renowned universities. Academically qualified sophomores and juniors may apply for the Dean’s Research Travel Colloquia, which offer opportunities during the January intersession and spring break to explore the culture of an international destination. Past colloquia have taken students to Mexico, Ireland, Peru, Greece, Poland, Senegal, and Brazil.

**Pursuing a Double Major or Minor**

Applied psychology majors may double major or minor in another subject. Students typically pursue a double major or minor in the social science or humanities discipline they choose for their required sequence. Depending on the choice of second major or minor, students may need additional courses beyond the 128 credits required for the bachelor’s degree.

**YOUR CAREER OPPORTUNITIES**

Most careers in applied psychology require study at the master’s or doctoral level. This program prepares you for graduate study in a variety of fields as well as entry-level positions in the human services sector.

If you choose to continue your studies after graduation, many fields, including the following, are open to you:

- Counseling and school psychology
- Social work
- Clinical psychology
- Human development
- Rehabilitation and therapies: art, music, drama, dance, speech, and occupational therapy
- Intervention and prevention
- Marketing
- Graduate programs in psychology, sociology, anthropology, urban studies, and counseling and guidance
The B.S. Program in Applied Psychology requires students to complete a total of 128 points—60 points in the liberal arts and 68 points in the major. In addition to 32 points of specified liberal arts courses, students complete a 12-point concentration of courses in a single social science or humanities discipline of their choice. There are 16 points of liberal arts electives that provide students many opportunities to explore a variety of liberal arts subjects or to declare a minor. The applied psychology major consists of 12 points of required courses in psychology, 12 points of core electives in psychology and counseling, 11 points of research skills courses, 12 points of field experiences, 8 points of specialization electives, and 13 points of unrestricted electives to explore a wide range of interests or to be used toward a minor. See the Sample Curriculum Worksheet and course descriptions.

**SAMPLE CURRICULUM WORKSHEET**

**Freshman Year 32 Points**

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**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Preparing Artists and Educators to Shape a New Century

Now, more than ever, images have become a site where truth is contested and social space is defined. Boundaries between media are being challenged, as handmade marks and objects merge with computer screens and virtual realities. In the Department of Art and Art Professions, we mix the rich visual traditions of the past with emerging forms and ideas, encouraging students to envision fresh new ways of making art. Balancing cutting-edge technical training against a backdrop of aesthetic approaches ranging from painting to mixed media and multicultural theory, the Studio Art Program immerses students directly in the issues confronting the art world itself. Here, the vast resources of a renowned University combine with an outstanding art faculty to prepare students for careers in the real-time art world in ways that far exceed the scope of more narrowly defined programs. By combining critical thinking with a broad range of formal skills, we enable our graduates not only to keep pace with change, but to instigate it.

Study in the Center of the International Art World

New York City is the central laboratory for the research and development of urban art and culture. Leading artists live, work, and teach here alongside the most influential galleries and museums in the world. NYU’s campus, located in the heart of this vibrant community, allows you to participate in the excitement of important exhibitions, performances, lectures, and events as they happen. Through internships, you work with experienced professionals in a wide variety of disciplines. In the classroom, you study with acclaimed artists and educators, all of whom continue to practice in the field. Whether you are creating public sculpture with a faculty member just back from Europe or participating in an internship at a Chelsea gallery, your education here will be like no other.

Artists and the Liberal Arts

Images define our world, and because artists, as the creators of images, participate in the invention of visual history, it is essential that they have a rich and diverse educational background. As you learn to give form to the imagination of your time, NYU has the resources to help you discover and interpret the meaning within your work. Core courses in the liberal arts provide you with a broad base of knowledge in the humanities, sciences, and social sciences, stressing an interdisciplinary approach that complements your major. This understanding will strengthen your artistic insight as well as your ability to think critically within a diverse and challenging social context. You are prepared with the skills and confidence to succeed in the exciting and highly competitive global art world.

Distinguished Faculty

Faculty members in the Department of Art and Art Professions have deep ties to the New York art community, as well as strong national and international reputations. Working closely with undergraduates is Professor Jesse Bransford, director of the undergraduate art program and a practicing artist whose works have been exhibited internationally in galleries and museums including the...
Carnegie Museum of Art, the UCLA Hammer Museum, and the P.S. 1 Contemporary Art Center. Professor Kevin McCoy is an artist working with video, electronics, and sculpture. His work is in the collections of the Museum of Modern Art and the Metropolitan Museum of Art in New York and other museums in the United States and Europe. Professor John Torreano is a recipient of a Guggenheim Fellowship, with showings of his paintings and sculptures at the Whitney Museum of American Art, the Museum of Contemporary Art in Chicago, and the Corcoran Gallery in Washington. Professor Sue de Beer is an artist who uses video, photographs, and performance to explore the connections between media and cultural phenomena. She has exhibited her work internationally in such venues as the New Museum of Contemporary Art and the Whitney Museum of American Art.

**B.F.A. Program in Studio Art**

Pursuing a career in the arts is an exhilarating and challenging endeavor. Rules in the art world are largely made to be broken, and the curriculum that best prepares young artists to succeed in this field is one that encourages innovation and self-reliance over predictable approaches. Experience with a wide range of materials and techniques allows you to express your ideas fluently. At the same time, a thorough grounding in the history and theory of art is essential to your artistic career, as it gives you the tools needed to evaluate your own work within the context of a larger culture.

The school's program begins freshman year with an ambitious series of interdisciplinary studio courses in experimental drawing, sculpture, photography, video art, and/or digital art. Art history and seminar courses in the first two years expose you to a wide range of ideas and practices. In the sophomore and junior years, you mix art courses with classes in the liberal arts. You will also begin to explore your own artistic concerns through the development of an individual body of work in undergraduate projects courses. Many students participate in internships during the junior and senior years, and at least one semester of study abroad is encouraged during the sophomore or junior year. In the senior year, you take the course Art, Culture, and Society, which integrates your liberal arts studies with your artistic practice, culminating in a written thesis. With special permission you may also enroll in Senior Studio, which includes the use of studio space and participation in an exhibition in one of our student galleries.

You may also choose a minor concentration from NYU's vast offerings, incorporating other fields such as art history, music, psychology, literature, or anthropology into your study of art. Special resources include NYU's Grey Art Gallery, the department's 80 Washington Square East Galleries, and the Rosenberg Gallery, as well as the Visiting Artists/Curators Lecture Series and the city's extraordinary wealth of museums, galleries, and artists' studios.

**Portfolio Review**

Admission to the B.F.A. Program in Studio Art is by review of your artist state-
ment and portfolio. Guidelines for submission can be found at steinhardt.nyu.edu/art.

A Community of Artists
Small studio classes encourage close relationships with your teachers and peers and ensure much individual attention within the larger NYU community. Through lectures, gallery and museum visits, reading and writing assignments, and student presentations, you engage with the dialogues that change and define the arts.

A dynamic series of public programs, including lectures, performances, panels, symposia, and video screenings, enhances knowledge gained in the classroom and studio. Visiting artists and scholars provide students with the opportunity to hear and see different points of view about concept development, art-making practice, and career building, in both classroom and critique settings. Recent visitors have included Marina Abramovic, Vito Acconci, Alex Bag, Suzan Boettger, Olaf Breuning, Patty Chang, Lynne Cook, Feri Daftari, Dan Graham, Jim Hodges, Roni Horn, Scott Hug, Isaac Julien, Shamim Momin, Peter Plagens, Laurie Simmons, Rirkrit Tiravanija, and Andrea Zittel.

Fundamentals:
The First Year
Your immersion in a series of intensive studio courses allows you to explore many forms and philosophies of art-making simultaneously, giving you an unusually wide array of skills and languages to express your ideas. You use traditional and nontraditional materials and techniques in a variety of projects, which range from figure drawing to experimental sculpture, performance, photography, video, and digital imaging. At the end of the first year, you are better prepared to make, observe, and analyze your own artwork and the work of others; you become more disciplined in your ability to sustain long periods of creative concentration; and you gain a much wider view of the many ways in which artists contribute to society.

Art Theory and Critical Studies Sequence
Beginning with Art and Contemporary Culture I and II, and continuing with Art Since 1945 and Contemporary Art History, you will be immersed in the debates and images that have charted the course of visual culture from antiquity to current gallery exhibitions. The courses Visual Arts Praxis and Art, Culture, and Society explore personal expression in relation to history and critical thought. These courses integrate ideas and visual practice, incorporating artists’ projects and cultural criticism on an equal basis. Students also choose an art history elective from a selection of courses offered in the College of Arts and Science.

Studio Courses
The B.F.A. Program in Studio Art offers course sequences in the following area concentrations: painting, drawing, and printmaking; sculpture and craft arts (ceramics, light metals, and glass); and art in media (photography, digital art, video art). After your first year, you are required to complete 12 points in one of these concentrations. You also have the option to take electives from all the studio areas.

Interdisciplinary Projects Courses
After freshman year, you may apply to take interdisciplinary projects courses. These classes are conceptually driven, using the idea of praxis—the combination of theory and practice—to explore ideas by employing both visual and intellectual methods. Through readings, films, slide lectures, visiting speakers, and field trips, you explore the broader social and theoretical dimensions of visual culture. Students produce artwork in media of their own choice related to such topics as sex and contemporary art, autobiography, art and activism, and anarchy and the imagination.

Special Senior Studio and Exhibition Opportunities
At the end of your junior year, you may apply to participate in a special year-long course designed to help selected students further their studio practice as exhibiting artists. In addition to participating in individual and group critiques, you will meet independently in your studio work space with two senior mentors and visiting artists. Over the course of the year, you develop a cohesive body of work as well as a written thesis outlining the ideas and contexts that drive your creative process. In the fall, you participate in a group exhibition, and in the spring, you participate in a two- to four-per-
son exhibition in one of the student galleries.

Study Abroad and Global Art Track Options

After your first year, you are encouraged to enroll for at least one semester in one of the art-enriched study abroad sites sponsored by New York University. These programs are NYU in Ghana, where students work with a vibrant mix of contemporary artists and traditional craftspeople, and NYU in Berlin, which is home to the most innovative contemporary art scene in Europe. Other sites include Florence, Paris, London, Prague, Shanghai, Buenos Aires, Tel Aviv, and Madrid.

The Global Art Track is a specially designed program for sophomores and juniors to spend two semesters abroad in Berlin and Ghana. At these two sites, you will work with NYU faculty and local artists who introduce you to the local art scene and help you to understand the differences in global cultures that are influencing contemporary art. These sites have enhanced art facilities where you are able to produce and exhibit your work as well as engage with artists, critics, and galleries in an international environment. You are able to stay on track with your B.F.A. curriculum, and on your return, you exhibit your work in one of the art department galleries as well as engage in a Global Arts Integrated Seminar in your senior year.

Internship Opportunities in Studio Art

You can elect internships for credit by advisement through the Undergraduate Internship course. In this course, you are assisted in finding individualized placements with recognized artists, museums, galleries, and nonprofit or commercial businesses within the visual arts. You work closely with the internship coordinator to assess your progress and define learning goals. A small sampling of the more than 300 internship settings available in prior years follows below.

Artists' Studios: Vito Acconci, Kiki Smith, Takashi Murakami, Janine Antoni, Lyle Ashton Harris, Beverly Semmes, Petah Coyne, Brad Kahlhamer, Ursula Von Rydingsvard, Lynne Yamamoto, Shirley Kanada, Peter Campus, Donald Sultan, Haim Steinbach, Jeanne Silverthorne, Lucio Pozzi, Suzanne McClelland, Paul Pfeiffer.


Dual Degree Program: B.F.A. Studio Art/M.A. Teaching Art, All Grades

If you are interested in teaching art in public and private schools, you can begin to take graduate-level education courses by advisement, in your senior year. By volunteering to work with children in community-based organizations, you are able to make an informed decision about pursuing teaching art as a profession. Beginning your education with a strong focus in studio art, you experience firsthand the artist’s creative process. In the undergraduate liberal arts courses, you gain an extended perspective on the world of ideas and the role that aesthetic experiences plays in cultural history. Upon graduation from the B.F.A. program, students who are accepted into the Master's Dual Degree Program in Teaching Art, All Grades, can accelerate the completion of their graduate degree.

The Master's Degree Program in Art Education is designed to provide advanced professional training for the artist-teacher. Grounded in practice, this program draws on critical theory in art and education. Through a sequence of core courses, you examine the philosophical, political, sociological, and historical issues related to teaching art and learn to
develop socially and culturally relevant art curricula. Simultaneously, you complete the requirements for teacher certification through the master’s program and can teach art from kindergarten to grade 12. You will be prepared to teach art not only in schools, but also in museums, community-based programs, and other alternative educational sites.

Other Study Options

Students in the Studio Art Program pursue a Bachelor of Fine Arts degree and can work in painting, drawing, and printmaking; sculpture and craft arts (ceramics, glass, light metals); and art in media (photography, digital art, video art).

Minor: Students may also minor in another area such as art history, psychology, or creative writing, to name just a few.

Intersession Study: Students may take advantage of NYU winter and summer courses to accelerate their studies.

Independent Study: Independent study is designed by the student and a faculty member to investigate an area or field of specialization not normally offered in scheduled course offerings. It is an opportunity to work one-on-one with a full-time faculty member to complete directed reading, a creative project, and/or supervised research.

Another Program to See:
- Media, Culture, and Communication

YOUR CAREER OPPORTUNITIES

STUDIO ART

You are prepared to produce your own artwork while finding employment as a gallery or studio assistant, researcher or archivist, designer for the Internet, photo lab technician, graphic designer, model maker, ceramist, or media production assistant, as well as a myriad of other entry-level positions in museums, auction houses, community centers, publications, nonprofit public and private arts organizations, arts-related businesses, and independent artist studios.

Students who are committed to furthering their education in the arts or teaching, or entering a professionally related field such as art therapy or arts administration, pursue appropriate graduate degree programs on completion of the B.F.A.

Undergraduate students can begin to take selected graduate-level education courses during their senior year and apply to the B.F.A. Studio Art/M.A. Art Education Dual Degree Program. Upon graduation from the undergraduate program, students who are accepted into this five-year, dual degree program can accelerate the completion of their master’s degree in art education.

HELPING YOU START YOUR CAREER

Our extensive student internships give you a head start in the job market. Many interns go on to paid positions upon graduation, and others use the professional skills and contacts to pursue positions that would be inaccessible without work experience. Our outstanding faculty, alumni, and the many visiting artists and critics you will meet during your studies are excellent resources for advice on entering the working world of the practicing artist.

Recent graduates are employed in areas such as the following:
- Freelance artist
- Studio manager
- Photographer
- Art director
- Production designer
- Photo archivist
- Curator
- Assistant gallery director
- Assistant coordinator of museum education
- Admissions counselor for arts college
- Television production coordinator
- Art teacher, public or private school, community center, museum
- Art therapist
- Exhibitions designer
- Fashion designer
- Graphic designer
- Digital designer
- Internship coordinator for arts college
The 128-point curriculum in studio art combines 42 points of liberal arts courses with 86 points in studio art that include drawing, painting, sculpture, printmaking, crafts arts (ceramics, glass, light metals), photography, digital and video art, interdisciplinary projects, art history, and critical theory and 18 points of unrestricted electives in other areas of interest within the University.

### SAMPLE CURRICULUM WORKSHEET

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**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Programs Committed to Teaching All Children

The Steinhardt School of Culture, Education, and Human Development prepares teachers who recognize the capacities, strengths, and needs of all children and their families. To meet this challenge, we have created two dual certification programs that are at the cutting edge of the profession: one in Childhood Education and Childhood Special Education (grades 1-6) and a second in Early Childhood Education and Early Childhood Special Education (birth-grade 2).

This design recognizes that whether our graduates choose to work in general education settings, special education settings, or inclusive settings, they need to share a set of common understandings. Thus, our students acquire a firm knowledge base in human development. They acquire knowledge and skills for providing enriching, child-centered educational environments and learn how to adapt those environments to meet the needs of the diverse students in their classes.

Graduates from these dual certification programs share common visions for their students and their students’ families. They acquire the collaborative skills to realize those visions with teachers, parents, and other education and health professionals. In short, NYU’s integrated, dual certification programs model the process its graduates will use throughout their careers.

B.S. Program in Childhood Education and Childhood Special Education

A Program That Leads to Dual Certification

Successful completion of the Childhood Education and Childhood Special Education Program leads to dual certification in grades 1-6. We prepare graduates for two types of teacher certification: (1) as a childhood education teacher and (2) as a special education teacher.

This certification enables our graduates to teach in either general education, inclusive, or self-contained special education settings.

Opening Doors and Supporting the Diverse Needs of Learners

The Certification Program in Childhood Education and Childhood Special Education is designed to prepare teachers for both childhood (elementary) and special education settings. Program graduates will be prepared to work in collaboration with families and other education professionals to teach children with varying capacities and needs in a variety of instructional environments.

Focusing on How Children Learn and Develop

Our Teacher Certification Program in Childhood Education and Childhood Special Education in the Department of Teaching and Learning is an urban-centered and field-based program that gives you a thorough command of an integrated curriculum grounded in a deep understanding of children’s growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.
Strong Emphasis on the Liberal Arts

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a competent teacher. With our liberal arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, and mathematics and from many other offerings in the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science. Additionally, through the Steinhardt School, your knowledge of teaching children will be supported by courses about human development, educational foundations, and inquiry-based education.

Introduction to the Field

Throughout your freshman and sophomore years, you will be involved in a variety of educational and other community-based settings. These field experiences will be supported by course work designed to help you understand children and their diverse learning experiences.

Student Activities

From your first year, your involvement in departmental activities will round out your learning. You may join the special education club, P.E.A.C.E., Professionals Educating and Advocating for Children with Exceptionalities, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all teacher education students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join the Steinhardt School’s Undergraduate Student Government.

Study Abroad

You are encouraged to spend a semester or more abroad in one of NYU’s academic centers around the world, such as Madrid, Paris, London, Florence, Prague, Berlin, Buenos Aires, Accra, Shanghai, or Tel Aviv. NYU in London offers a wide array of courses, including science, mathematics, and literature. Program requirements indicate that study abroad experiences should be scheduled before the beginning of the junior year.

Field Experience and Student Teaching

Throughout the program, you will be involved in a variety of field experiences. After you begin your specialized program in childhood education and childhood special education in your junior year, you will have four experiences in various settings with children ages six to 12. Your student teaching is done in a classroom with a cooperating teacher at your school site. A member of our faculty will supervise you. Faculty supervision ensures continuity between your classroom work and field experiences.

Childhood Fieldwork

Students will have opportunities to gain important skills through student teaching placements in lower grades 1-3 and upper grades 4-6 in both general education and special education.

Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.
This dual certification program provides preparation for those who want to teach in both childhood (elementary, grades 1-6) and special education settings. Students are exposed to an integrated curriculum emphasizing human variability and are prepared in the various content areas of the elementary curriculum. In addition to core courses in child growth and development and to pedagogical courses, all students are required to take a minimum of 60 points in liberal arts classes. The student’s program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public or independent school setting. The total points required for program completion may be reduced depending on course work used for the liberal arts concentration.

### SAMPLE CURRICULUM WORKSHEET

**Freshman Year 33 Points**

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**Sophomore Year 32 Points**

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<th>FALL SEMESTER</th>
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<th>MAJOR</th>
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<td>Mathematics Course by Advisement . . . .4</td>
<td>Speech Communication. E21.0033 . . . .4</td>
<td>Human Development II: Application for Childhood Educators. E63.0022 . . . .2</td>
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<td>Human Development I. E63.0020</td>
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<td>Natural Science Course by Advisement . . . .4</td>
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<td>Foundations of Contemporary Culture: Expressive Culture. V55.07•• . . . .4</td>
<td>Human Development II: Early Adolescents/Adolescents. E63.0023 . . . .2</td>
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**Junior Year 36 Points**

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<td><strong>MAJOR</strong> Language and Reading Instruction for Early Childhood. E26.1176 . . . .2</td>
<td>Foundations of Special Education. E75.0083 . . . .3</td>
<td>Classroom Assessment. E75.1035 . . . .2</td>
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<td>Teaching Elementary School Mathematics I. E12.1023 . . . .2</td>
<td>Observation and Participation in Special Education. E75.1504 . . . .2</td>
<td>Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction. E25.1006 . . . .1</td>
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<td>Principles and Strategies for Teaching Students with Severe and Multiple Disabilities. E75.1010 . . . .3</td>
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<td>Strategies for Teaching Children with Challenging Behavior. E75.1161 . . . .2</td>
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<td>Foundations of Special Education. E75.0083 . . . .3</td>
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Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
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<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.1999</td>
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<td>Integrated Curricula in Multicultural Education, Social Studies, and Curricular Design in Childhood Education I. E25.1142</td>
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<td>Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I. E75.1007</td>
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| | Integrating Seminar in Childhood and Special Education III—Curricular Design and Instruction for Diverse Learners. E25.1007 | 1 |
| | Student Teaching in Childhood II. E25.1902 | |
| or | Student Teaching in Special Education: Childhood. E75.1901 | 3 |
| **TOTAL** | **18** |

| **SPRING SEMESTER** | |
| **LIBERAL ARTS** | Liberal Arts Concentration | 8 |
| **MAJOR** | Integrated Curricula in Children's Literature, the Arts, and Technology. E25.1144 | 3 |
| | Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II. E75.1008 | 2 |
| | Language and Reading Instruction for Childhood II. E26.1178 | 1 |
| | Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals. E25.1008 | 1 |
| or | Student Teaching in Childhood II. E25.1902 | |
| or | Student Teaching in Special Education: Childhood. E75.1901 | 3 |
| **TOTAL** | **18** |

**GRAND TOTAL: 137 Points**
B.S. Program in Early Childhood Education and Early Childhood Special Education

A Program That Leads to Dual Certification

Successful completion of the Early Childhood Education and Early Childhood Special Education Program leads to dual certification in birth through grade 2. We prepare graduates for two types of teacher certification: (1) as an early childhood education teacher and (2) as an early childhood special education teacher.

This certification enables our graduates to teach in general education, inclusive, or self-contained special education settings as well as early intervention, home-based, day care, and other infant/toddler, nursery, and preschool programs.

Opening Doors and Supporting the Diverse Needs of Learners

The Certification Program in Early Childhood Education and Early Childhood Special Education is designed to prepare teachers for infant-toddler, pre-K, or grade K-2 general education or special education programs. Program graduates will be prepared to work in collaboration with families and other education professionals, as well as professionals from related disciplines to provide learning opportunities for children with varying capacities and needs in a variety of settings.

Focusing on How Children Learn and Develop

Our Teacher Certification Program in Early Childhood Education and Early Childhood Special Education within the Department of Teaching and Learning is an urban-centered and field-based program that gives a thorough command of an integrated curriculum grounded in a deep understanding of children's growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the early elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.

Strong Emphasis on the Liberal Arts

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a first-rate teacher. With our liberal arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, mathematics, and from many other offerings in the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science. Additionally, through the Steinhardt School, your knowledge of teaching children will be supported by courses in human development, educational foundations, and inquiry-based education.

Introduction to the Field

Throughout your freshman and sophomore years, you will be involved in a variety of educational and community-based settings. These field experiences will be supported by coursework designed to help you understand children and their diverse learning experiences.

Student Activities

From your first year, your involvement in departmental activities will round out your learning. You may join the special education club, P.E.A.C.E., Professionals Educating and Advocating for Children with Exceptionalities, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all initial students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join Steinhardt's Undergraduate Student Government.

Study Abroad: Education in Comparative Perspectives

You are strongly encouraged to spend a semester abroad in one of NYU's many study abroad sites in Paris, Madrid, Florence, Berlin, London, Buenos Aires, Shanghai, Prague, Tel Aviv, or Accra. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning. Program requirements indicate that study abroad experiences should be scheduled before the beginning of the junior year.

Field Experience and Student Teaching

Throughout the program, you will be involved in a variety of field experiences. After you begin your specialized program in early
childhood education and early childhood special education in your junior year, you will have four experiences in various settings with young children. Your student teaching is supervised by a cooperating teacher at your school site and by a member of our faculty. Faculty supervision ensures continuity between your classroom work and field experiences.

**Early Childhood Fieldwork**

You will begin the program in a placement with infant and toddler-aged children in the first semester of your junior year. You will then have subsequent experiences with preschool and kindergarten-age children and with children in grades 1 and 2. In your final semester, you will have the opportunity to complete your student teaching experience by returning to the age range and setting of your choice. To ensure that all students have the opportunity to work with children of varying abilities, two of these placements will be in settings serving children with disabilities. Settings for your placements will be representative of the variety of school, home, and center-based environments that serve young children and their families, including nursery schools, child care centers, Head Start and Early Head Start, hospitals, recreation programs, and public and private schools.

**Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with a faculty member, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies, writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

**Other Programs to See:**

- All secondary education fields
- Applied Psychology
- MMS/TESOL
- Literacy

**YOUR CAREER OPPORTUNITIES**

Rising enrollments and the current focus on the value of early childhood, childhood, and special education point to excellent job prospects for teachers. The Childhood Education and Childhood Special Education Dual Certification Program prepares you for teaching positions in grade levels 1-6. Teaching positions are available in public and private schools, general education, and inclusive and segregated special education settings, including home-based, hospital, and residential settings. The Early Childhood Education and Early Childhood Special Education Dual Certification Program prepares you to teach all young children, birth through grade 2, in a variety of settings that include center-based and home-based infant and toddler and early intervention programs, day care, Head Start, preschool/nursery, and private and public schools. To qualify for initial certification in New York, you will be required to take the New York State certification examinations. Please see your adviser for more detailed information.

Graduates of our programs also move on to related fields and graduate programs where the skills of teaching in childhood, early childhood, and special education are valuable assets. These include positions such as counselor, librarian, supervisor and administrator, school psychologist, curriculum specialist, and staff developer.

A sampling of positions that graduates have obtained include

- Head teacher or team teacher
- Resource room teacher
- Consulting teacher
- Special education itinerant teacher
- Inclusion coordinator
- Head Start director
- Assistant teacher
- Social service agency caseworker
- Children’s television producer
- Children’s book editor
- Corporate employee trainer
- Fire Department curriculum developer
The 134-point curriculum in early childhood education and early childhood special education is designed to prepare teachers for teaching in both early childhood (birth-grade 2) and early childhood special education settings.

The pedagogical core introduces students to an integrated curriculum, emphasizing the theories of teaching and learning, educational formation, and linguistic and developmental diversity in early childhood. In addition, all students are required to take 60 points in liberal arts. The student's program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public or independent school setting. The total points required for program completion may be reduced depending on course work used for the liberal arts concentration.

## SAMPLE CURRICULUM WORKSHEET

### Freshman Year 33 Points

#### FALL SEMESTER

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Texts and Ideas. V55.04
- Writing the Essay. V40.0100
- Foreign Language I
- Mathematics Course by Advisement

**MAJOR**

- New Student Seminar. E03.0000
- Field Observations in Schools and Other Educational Settings. E27.0005

**TOTAL** 17

#### SPRING SEMESTER

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Expressive Culture. V55.07
- Natural Science Course by Advisement or Nutrition and Health. E33.0119

**MAJOR**

- Quantitative Reasoning: Mathematical Patterns in Nature. V55.0101

**TOTAL** 16

### Sophomore Year 32 Points

#### FALL SEMESTER

**LIBERAL ARTS**

- Liberal Arts Concentration
- Inquiries into Teaching and Learning II. E27.1002
- Natural Science Course by Advisement. V••••
- Mathematics Course by Advisement. V••••

**MAJOR**


**TOTAL** 18

#### SPRING SEMESTER

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Expressive Culture. V55.0/•
- Natural Science Course by Advisement or Nutrition and Health. E33.0119

**MAJOR**

- Liberal Arts Concentration

**TOTAL** 16

### Junior Year 36 Points

#### FALL SEMESTER

**LIBERAL ARTS**

- Liberal Arts Concentration

**MAJOR**

- Introduction to Early Childhood and Special Education. E25.1103
- Learning and Experience in Family, School, and Community I. E25.1019
- Observation and Participation in Early Childhood Special Education. E75.1503

**TOTAL** 18

#### SPRING SEMESTER

**LIBERAL ARTS**

- Liberal Arts Concentration

**MAJOR**

- Language and Literacy. E26.1175

**TOTAL** 18

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### Senior Year  
**33 Points**

#### FALL SEMESTER

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<th><strong>LIBERAL ARTS</strong></th>
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<tr>
<td>Liberal Arts Concentration</td>
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<tr>
<td>Integrating the Arts into the Early Childhood Curriculum II (Music). E78.1054</td>
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**TOTAL** 16

#### SPRING SEMESTER

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<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
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**TOTAL** 17

**GRAND TOTAL: 134 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Communicative Sciences and Disorders

Treating Communicative Disorders from Infancy Through Adulthood

Communicative sciences and disorders is a field dedicated to the understanding of normal communication processes and the application of that knowledge to the identification, treatment, and prevention of communication disorders in children and adults. The field draws on the domains of linguistics, psychology, and biological and physical science to capture the normal processes of communication, as well as the nature of communication disorders and their effects on the individual at various stages of life. Those involved in the field of communicative sciences and disorders seek to understand and minimize the impact of disordered speech, language, hearing, and swallowing processes on a person’s educational, social, or vocational success.

Speech-language pathologists are equipped to provide clinical services to individuals who have difficulty with speaking, using language, or swallowing, and they work in such diverse environments as schools, community speech and hearing centers, general hospitals, rehabilitation centers, otolaryngology units, skilled nursing facilities, private practices, and corporate offices. Audiologists are professionals who diagnose hearing, balance, and auditory processing disorders and provide audiological rehabilitation services such as hearing aid and cochlear implant evaluation and monitoring. Audiologists work with individuals across the life span, including performing newborn infant hearing screenings in hospitals and evaluating patients in physician’s offices, skilled nursing facilities, child development centers and public schools, and university clinics. Audiologists also specialize in cochlear implants, serving as primary members of cochlear implant teams.

Speech-language pathology is an exciting, stimulating field dedicated to the identification and remediation of communication impairments from infancy through adulthood; it is a field known for its diversity of career opportunities. Speech-language pathologists can work with a variety of populations, including children who have difficulty learning language or who have communicative disorders associated with autism, cerebral palsy, aphasia, cleft palate, or stuttering. They also work with adults who acquire communicative disorders due to trauma, cancer, degenerative diseases such as Parkinson’s disease, or stroke.

A Strong Preprofessional Education

Our baccalaureate degree program in communicative sciences and disorders provides you with the fundamentals necessary for graduate study, which is required for state licensure and national certification in speech language pathology or audiology by the American Speech-Language-Hearing Association. The preprofessional program provides a comprehensive understanding of communication disorders across the life span.

A Solid Foundation in the Liberal Arts

Our program is designed to integrate arts and science course work with the study of normal and disordered human communication processes. Required liberal arts courses in Western and world cultures, mathematics and statistics, science, psychology, writing, foreign language, and intercultural communication help you understand your course work in speech pathology.
within larger social contexts. You may also use elective courses in the liberal arts to pursue a special interest in an area related to your specialization, such as linguistics, foreign language, or psychology, or you may declare a minor in a field of your own choosing, ranging from nutrition to art, music to metropolitan studies.

Your Freshman and Sophomore Years
During your first two years of study, you take a balance of liberal arts courses and core courses in communicative sciences and disorders. You explore the scope of practice of speech-language pathologists and audiologists and the diversity of children and adults who may require the services of these clinicians in their lifetime. You also begin to develop basic scientific understanding of normal and disordered communication.

Your Junior and Senior Years
During your junior and senior years, you deepen your understanding of communicative sciences and disorders through course work in such areas as language development, audiology, and articulation and language disorders among children, adults, and the elderly. This life-span approach to speech, language, hearing, and swallowing disorders allows you to refine your interests and begin to determine the disorder category, workplace setting, client population, or career specialization for which you are best suited.

Combining Theory and Practice
You will also have the opportunity to pair your theoretical knowledge with practical application while observing ongoing therapy in our on-campus, state-of-the-art speech-language pathology and audiology clinic as well as in various clinical settings around the metropolitan area. These experiences allow you to develop clinical skills through exposure to a variety of communicative disorders and offer opportunities to develop insight into assessment and remediation of communication disorders.

Research Opportunities
As you progress through the curriculum, you become a skilled consumer of research and are encouraged to become involved in

YOUR CAREER OPPORTUNITIES

The American Speech-Language-Hearing Association (ASHA) has designated the master’s degree as the entry-level degree for certification as a speech-language pathologist and a Doctor of Audiology degree (Au.D.) as the entry-level credential for practicing as an audiologist. Students who complete our baccalaureate Program in Communicative Sciences and Disorders may choose to continue on to graduate study as preparation for a rewarding career as a clinical practitioner in either speech-language pathology or audiology.

SPEECH-LANGUAGE PATHOLOGY
Graduates from the Bachelor of Science Program in Communicative Sciences and Disorders are well equipped to begin graduate study in speech-language pathology. Speech-language pathologists work directly with infants, children, adolescents, adults, and the elderly to diagnose and treat communication and swallowing disorders in varied settings such as schools, hospitals, skilled nursing facilities, early intervention settings, universities, and private practice. Speech-language pathologists diagnose and remediate disorders that individuals may be born with or demonstrate as children, such as cleft palate, stuttering, or delayed language or speech development. They also diagnose and treat those disorders that may be acquired through a brain injury, stroke, or neurological disease such as Parkinson’s or Alzheimer’s disease.

Demand for speech-language pathologists is significant and continues to grow. According to the U.S. Bureau of Labor Statistics, speech-language pathology ranks in the top 20 large-growth occupations that require a master’s or professional degree projected through 2014. An 11 percent increase in employment of speech-language pathologists is projected from 2006-2016.

AUDIOLOGY
Graduates from the Bachelor of Science Program in Communicative Sciences and Disorders are well equipped to begin a Doctor of Audiology program. Audiologists are professionals who diagnose hearing, balance, and auditory

(Continued on page 38.)
research projects with department faculty. At the completion of the sophomore or junior year, students with superior academic records can apply to participate in the program's research program. Selected students participate in an independent study project with a faculty mentor and are invited to attend selected sessions of the department's research colloquium. Students choose a specific area of research interest and learn to critically evaluate research and identify potential research topics. They will then plan and conduct an independent research project or work with their mentor on an existing project and write a thesis that could be submitted for publication.

Broadening Your Perspective Through International Study

Study abroad options abound for undergraduate students. Students may also choose to spend a semester abroad at one of NYU's academic centers in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv.

Other Programs to See:

- Childhood Education/Childhood Special Education
- Early Childhood Education/Early Childhood Special Education
- Media, Culture, and Communication

processing disorders and provide audioligic rehabilitation services such as hearing aid and cochlear implant evaluation and monitoring. Audiologists work with individuals across the life span, including performing newborn infant hearing screenings in hospitals and evaluating patients in physician's offices, skilled nursing facilities, child development centers and public schools, and university clinics. Audiologists also specialize in cochlear implants, serving as primary members of cochlear implant teams.

Audiology was recently selected by The U.S. News and World Report as one of its “30 Best Careers of 2009.” The need for audiologists is also expected to grow by 10 percent in the coming years, according to the U.S. Bureau of Labor Statistics.

Both speech-language pathology and audiology are certified by the American Speech-Language-Hearing Association (ASHA), the national professional, scientific, and credentialing organization for speech-language pathologists, audiologists, and speech, language and hearing scientists.
The 128-point curriculum in communicative sciences and disorders includes courses that satisfy requirements in your major area of study as well as the liberal arts. You will take 64 points in liberal arts courses, including 12 points in guided electives. The major area of study provides you with 54 points in specialized courses in communicative sciences and disorders, such as language development, neurogenic disorders of speech and language, and anatomy and physiology of the speech and hearing mechanisms. An additional 10 points of unrestricted electives are included in the curriculum to encourage you to explore areas of interest of your own choosing. Course work in psychology, statistics, and linguistics integrates these related fields into the comprehensive study of communicative sciences and disorders across the life span in preparation for further graduate study.
Educational Theatre

New York University offers the only academic program in the United States in educational theatre that leads to B.S., M.A., Ed.D., and Ph.D. degrees. The program emphasizes the applications of theatre in a range of community and educational settings, with course work in production and performance; criticism, aesthetics, and research; theatre and drama education; artist-in-residence strategies; and theatre for and by young audiences. It provides pathways of specialization in applied theatre, drama and the curriculum, and theatre making for all age groups. The program produces plays year-round with accompanying workshops and applied theatre projects in the Black Box Studio, the Provincetown Playhouse, and community venues.

The program offers teacher certification degrees at the B.S. and M.A. levels. Students are trained as theatre and/or English and social studies teachers and are placed in field settings with cooperating mentors. As well, students can go on to take the M.A. and Ph.D. (Educational Theatre for Colleges and Communities), where they explore and research the power of theatre in a range of contexts. The program offers internships and extensive experiences in a variety of professional settings, including nationally prominent theatres for young audiences; health and justice organizations; media networks and schools; and government, arts, and community centers. Each summer, the program sponsors the New Plays for Young Audiences series, where emerging and experienced playwrights workshop their plays, as well as a community outreach project, titled “Looking for Shakespeare,” where young people from all parts of the country convene to create theatre inspired by the Bard.

Recent graduates are employed in educational settings, in communications, community theatre, regional and New York professional theatre, children’s theatre, and the wider arts industry and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama and applied theatre programs; specialists are also needed for programs in artist-in-residency companies, camps, parks, playgrounds, and guidance centers.

Students have created their own production group, Theatrix! which presents staged play readings, devised theatre productions, workshops, and cabaret evenings. The Program in Educational Theatre is committed to discovery and excellence in the arts. It is powered by a praxis: Action, Reflection, Transformation ART! This dynamic praxis thrives in New York City, considered by many to be at the world’s epicenter of aesthetic activity.

Bachelor of Science at NYU

When our Bachelor of Science Program in Educational Theatre in the Department of Music and Performing Arts Professions was established in 1966, it was the first such response to the expanding opportunities for dramatic art in the schools. Today, it continues to enjoy the unique advantage of drawing on the resources of New York City, the nation’s leading center of theatrical production and experimentation. Now, we prepare artist-teachers for New York State Teacher Certification in Theatre, All Grades, and offer our students hands-on experiences as actors, playwrights, and producers of theatre for young audi-
ences. We balance academic studies, covering literature and history, the arts, psychology, and social sciences, with specialist and practical courses in theatre and drama in education.

Distinguished Faculty

Faculty members are recognized as world leaders in their fields and have authored many of the key references in drama and theatre education. The full-time faculty includes Philip Taylor, program director, author of numerous texts on drama education and applied theatre; Christina Marín, expert in Boalian methods of Theatre of the Oppressed and award-winning director; David Montgomery, expert on theatre for youth and classroom drama; Joe Salvatore, noted director and playwright, who supervises our Shakespeare Initiative; and Nan Smithner, an authority in experimental theatre, physical theatre, and acting and directing styles. NYU students have had the advantage of working with many of the formative authorities in educational theatre, including Augusto Boal, Gavin Bolton, Maxine Greene, Dorothy Heathcote, Nellie McCaslin, Rosa Luisa Márquez, Jonathan Neelands, and Cecily O’Neill. The experienced mentors on the faculty help students realize their full potential.

Preparing the Theatre Artist-Teacher

Our aim is to prepare the theatre artist-teacher for a range of opportunities in schools, in communities, and in theatre for young audiences. We offer participation in our season of productions each year at the historic Provincetown Playhouse, along with workshop, studio, and advanced directors’ productions. Students are actors, technicians, stagehands, or members of costume, lighting, and property crews, as well as members of the publicity and theatre management teams. We produce a variety of plays for young and adult audiences, including musicals, classics, educational works, and new plays by faculty and students. We also offer a variety of internship possibilities at the American Place Theatre, the New Victory Theatre, the Second Stage Theatre, and the Roundabout Theatre. Study abroad opportunities connect students to theatre in education practices in a variety of international settings.

Certification in Theatre, All Grades

The goal of the B.S. Program in Educational Theatre with Teacher Certification in Theatre, K-12, is to provide opportunities for the theatre artist-teacher to explore ideas and concepts in the classroom and on stage. Students take liberal arts courses in the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science and are also provided with integrated course offerings in drama, dramatic literature, and theatre, which tie into the four New York State Learning Standards for the Arts. The curriculum, which requires the completion of 131 points of study, is designed to develop professional teachers of drama and theatre in elementary, middle, and secondary schools. Course work is offered by the cur-
rent faculty in the Program in Educational Theatre, in collaboration with the faculty in the Department of Teaching and Learning and the Department of Applied Psychology. All students will be required to complete fieldwork in educational settings and student teaching experiences in drama and theatre at the elementary and secondary levels.

**Hands-on Learning**
The program promotes knowledge in the creation and performance of theatre, the analysis and critique of theatre, and the contribution of theatre and culture to humankind. Students experience the full range of applied theatre, including theatre in education, community theatre, theatre of the oppressed, forum theatre, museum theatre, and other active participatory forms. There is a large outreach and community service component of the program where youngsters and adults engage directly with the power of theatre in their daily lives. The program has its own Shakespearean youth ensemble, which comprises young people, as well as a student ensemble that travels to New York City public schools. There is also an annual playwriting event where new and experienced authors workshop new dramatic writing. Throughout the year, the wider NYU community experiences storytelling events and other performances that enable audiences to understand more clearly what it means to live together in peaceful and challenging times. Students are actively involved in creating their own projects through Theatrix!, a festival of diverse performance works. Students have the opportunity to participate in a range of internships with leading cultural institutions, community and educational centers, and artist-in-residencies.

**Other Programs to See:**
- Applied Psychology
- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- English Education
- Media, Culture, and Communication
- Music and Performing Arts Professions
- Social Studies Education
- Teaching and Learning

**YOUR CAREER OPPORTUNITIES**

Our graduates are prepared to be classroom teachers in all grades as well as performers, directors, and producers of theatre for young and adult audiences.

- Establish careers as teachers in elementary, middle, and high schools and, with advanced graduate study, in colleges and universities.
- Work in regional and community theatres and in drama programs in museums, community centers, correctional facilities, and recreation centers.
- Become drama specialists in language arts, humanities, and special education programs.
- Pursue advanced graduate study in dramatic literature, the humanities, theatre production, and drama therapy.
- Develop as writers and producers of plays for audiences of all ages.

For further information, please contact the director of undergraduate studies, Professor Nan Smithner, by telephone at 212-998-5868 or by e-mail at ns23@nyu.edu.
EDUCATIONAL THEATRE, ALL GRADES

The 131-point program in educational theatre prepares artist-teachers for New York State Certification in Theatre, All Grades. The course of study emphasizes a hands-on learning experience, providing integrated course offerings in drama, dramatic literature, and theatre. Theories of stagecraft, performance, and production are explored within the content core and are augmented in the pedagogical core by an investigation of educational development within an artistic environment. In addition to the dramatic and pedagogical cores, all students are required to take a minimum of 60 points in liberal arts courses. The student’s program of study includes fieldwork in educational settings and culminates in student teaching experiences in drama and theatre at the elementary and secondary levels.

SAMPLE CURRICULUM WORKSHEET

**Freshman Year** 36 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Writing the Essay. V40.0100 . . . 4
- Foundations of Contemporary Culture: Texts and Ideas. V55.04 . . . . 4

**MAJOR**
- New Student Seminar. E03.0001 . . 0
- Stagecraft. E17.0009 or E17.0010 . . . . 3

**SPRING SEMESTER**

**LIBERAL ARTS**
- The Advanced College Essay. E52.0110 . . . . 4
- Foreign Language . . . . . . . . . . . . 4

**PEDAGOGY**
- Introduction to Educational Theatre I. E17.0050 . . . . 3

**TOTAL** 18

**Sophomore Year** 33 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Foundations of Scientific Inquiry: Quantitative Reasoning. V55.0101 . . . . 4

**MAJOR**
- Masters of Modern Drama. E17.1057 . . . . 3

**SPRING SEMESTER**

**LIBERAL ARTS**
- Current Scientific Inquiry: Natural Science II . . . . 4
- Foundations of Contemporary Culture: Expressive Culture. V55.07 . . . . 4

**PEDAGOGY**
- Dramatic Activities in the Secondary Classroom. E17.1068 . . . . 2
- Education as a Social Institution. E20.1015 . . . . 3

**MAJOR**
- Inquiries into Teaching and Learning I. E27.0001 . . . . 4

**TOTAL** 16

**Junior Year** 33 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Human Development II: Early Adolescents/Adolescents. E63.0023 . . . . 2
- Human Development I. E63.0020 . . . . 2
- Human Development II: Application for Childhood Educators. E63.0022 or

**MAJOR**
- Directed Study. E17.1081 . . . . 3
- Restricted Elective. E17.**** . . . . 3
- Restricted Elective. E17.**** . . . . 3

**TOTAL** 17

**SPRING SEMESTER**

**LIBERAL ARTS**
- Integrated Liberal Arts Elective by Advisement . . . . 4
- English or Dramatic Literature Elective . . . . 4

**PEDAGOGY**
- Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.1999 . . . . 1

**MAJOR**
- Human Development II: Early Adolescents/Adolescents. E63.0023 . . . . 2
- Styles of Acting and Directing. E17.1099 . . . . 3

**TOTAL** 16

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
<thead>
<tr>
<th>Senior Year</th>
<th>29 Points</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>English or Dramatic Literature Elective</td>
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<td>Unrestricted Liberal Arts Elective</td>
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<td><strong>PEDAGOGY</strong></td>
<td>Drama in Education I. E17.2193</td>
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<td>Student Teaching: Theatre in the Elementary Classroom. E17.1134</td>
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<td><strong>MAJOR</strong></td>
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<td><strong>SPRING SEMESTER</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Liberal Arts or Dramatic Literature Elective</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>PEDAGOGY</strong></td>
<td>Drama in Education II. E17.2194</td>
</tr>
<tr>
<td></td>
<td>Student Teaching: Theatre in the Secondary Classroom. E17.1174</td>
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<td><strong>GRAND TOTAL: 131 Points</strong></td>
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</tr>
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</table>
The Interaction of Language and Learning

Language is our most important tool for spoken communication, but it is much more than that. Through a poem, novel, or play, we can experience, understand, and express feelings ranging from joy to sadness, from love to alienation. Through metaphor and narrative, we develop our sense of tradition and our social, ethical, and moral concerns. Language that is sensitively and intelligently shaped can help us learn who we are and who others are, too. In the truest sense of education—to lead a student to the knowledge of self in the world—the teaching of language and literature offers exceptional opportunities and personal rewards.

Our Reputation Continues to Grow

Our Bachelor of Science Program, Teaching English, Grades 7-12, in the Department of Teaching and Learning, has long been regarded as among the finest in the country. Our international reputation has grown through our continuing graduate summer abroad program in Oxford, England, and our sponsorship of the Conference of the International Federation of Teachers of English, held at the Steinhardt School of Culture, Education, and Human Development. Undergraduate students also have an important opportunity to observe secondary schools in London, England, as part of their semester abroad in either their sophomore or junior year. As one of our recent students commented on this experience, “This was one of the most beneficial experiences I’ve had at NYU. Seeing these differences firsthand is not only fun but it changes my perspective on our own educational system. Observing classrooms in London gave me so much more insight than I would have had from just reading about the British system in a book—it is something that every education major should experience.”

Distinguished Faculty

Students majoring in English education may work with Professors Joseph McDonald, Sarah Beck, Glynda Hull, and David Kirkland. The specialties of these gifted English education faculty members range from the teaching of writing and literature to developing new approaches to school reform. They are committed to helping all students from diverse populations gain access to the skills of literacy that are necessary for full participation in our democratic society. Further, their interests range widely, whether it is digital media and the new technologies, sound ways of assessing student progress in the language arts, or the use of protocols to advance successful student group work. These are professors who combine research with teaching in ways that invigorate the curriculum, while remaining committed to being available to all students.

Relationships Provide the Key

Many other programs in English education tend to isolate the different aspects of learning and teaching, but in our program they are inseparable. We integrate all aspects of English education—theories of language and literature, literature’s content and meaning, and methods for teaching adolescents. You study the relationship among the reader, the literary work, and the
writer. You learn how to develop, apply, and evaluate teaching materials and strategies. And you learn how teacher, student, school, and community interact with each other in the educational process. In effect, you build two concentrations in one—deepening your understanding of language, composition, and literature while becoming skilled in reflective teaching.

In Touch with the Latest Ideas
The undergraduate program is enriched by our graduate programs and the ongoing research and curriculum development of the faculty in the Steinhardt School of Culture, Education, and Human Development's Department of Teaching and Learning. As a result, you are in contact with and benefit from the latest thinking and practice in the field of English education.

Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad in one of NYU's many study abroad sites in Paris, Madrid, Florence, Berlin, Prague, Buenos Aires, Shanghai, Accra, or Tel Aviv. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Pursuing a Special Interest
We encourage small-group collaboration in learning, and you may negotiate with your professors concerning the kinds of projects and other learning experiences relevant for a particular course.

You will have frequent opportunities to develop your creative potential through writing poetry, short stories, and plays within your courses. There are, in addition, numerous
campus literary publications that welcome your interest and participation.

**Your Teaching Internship**

You begin your field experience as early as your freshman year by observing secondary school teachers and their students in the classroom. During each semester of your senior year, under the guidance of your supervising teacher, you assume responsibility for teaching an entire class, first at the middle school level and then at the high school level. Teacher education is a collaborative effort involving you, the experienced cooperating teacher in whose classroom you will be working, and a member of our faculty responsible for your supervision.

**Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

**Other Programs to See:**

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Educational Theatre
- Media, Culture, and Communication

**YOUR CAREER OPPORTUNITIES**

Our graduates have a wide range of opportunities in schools as well as in other fields. You are prepared to teach English in grades 7 through 12. To qualify for initial certification in New York and most other states, you take the New York State Teacher Certification Examinations in the last semester of your senior year.

Recent graduates have obtained teaching positions at such schools as the Satellite Academy (New York City alternative school), Hunter College High School, and East Falmouth (Massachusetts) High School.

Other graduates have pursued careers in publishing, corporate communications, technical writing, and journalism. For example, a recent graduate accepted a position in children’s television at CBS, and another became an editor at a publishing house.

Most graduates also go on for their master's or doctoral degrees in English education or a related field.

**HELPING YOU START YOUR CAREER**

Student teaching placements are often sources for employment after graduation. The New York City Department of Education recruits on campus as do other employers through NYU’s Wasserman Center for Career Development.
The 129-point program in teaching English, grades 7-12, offers students the opportunity to explore the meanings and messages of literary works and the ways in which they are imparted to others. Through an integrated curriculum, the theories of language and literature are examined, as is the relationship among the reader, the literary work, and the writer. In addition to a content core that provides for exploration in literature (including British, American, and multicultural works) and composition, students are required to take a minimum of 60 points in liberal arts courses. In the pedagogical core, students are introduced to the theories and applications of integrating reading and writing in the adolescent educational process and are taught to develop, apply, and evaluate teaching materials and strategies. The student’s program of study culminates in two semesters of teaching opportunities in a public school setting, one at the middle school level and the other at the high school level.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year  33 Points

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MAJOR</th>
</tr>
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<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td>New Student Seminar. E03.0001</td>
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<tr>
<td></td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<table>
<thead>
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<th>SPRING SEMESTER</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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#### Sophomore Year  32 Points

<table>
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<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td>Literature as Exploration. V41.0071</td>
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<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td>Foundations of Contemporary Culture: Expressive Culture. V55.07</td>
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<tr>
<td></td>
<td>Natural Science. V55.06</td>
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<td></td>
<td>or Nutrition and Health. E33.0119</td>
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#### Junior Year  32 Points

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<tr>
<td>LIBERAL ARTS</td>
<td>English Content Core. E11.1600</td>
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<td></td>
<td>Integrating Reading and Writing with Adolescents I. E11.1633</td>
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<tr>
<td>LIBERAL ARTS</td>
<td>Speech Communication. E21.1033</td>
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<td>(If exempt by exam—substitute will be a liberal arts concentration course.)</td>
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<tbody>
<tr>
<td>Integrating English and History with Adolescents. E27.1020</td>
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<tr>
<td>Advanced Composition. E11.1185</td>
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<td>Education as a Social Institution. E20.1015</td>
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<tr>
<td>Critical Study of Education. E55.1031</td>
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<tr>
<td>Integrating Media and Technology into the K-12 Curriculum. E19.2018</td>
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Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
<thead>
<tr>
<th>Senior Year</th>
<th>32 Points</th>
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<td><strong>FALL SEMESTER</strong></td>
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<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>English Content Elective. V41.*****</td>
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<tr>
<td>Teaching English in a Multidialectal Society. E11.1589</td>
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<td><strong>SPRING SEMESTER</strong></td>
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<td><strong>MAJOR</strong></td>
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<tr>
<td>Student Teaching the English Language Arts in High School. E11.1922</td>
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<tr>
<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999</td>
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<tr>
<td>English Content Core. V41.*****</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
As communications technologies shrink the world, teaching a foreign language becomes a skill increasingly in demand. In business, travel, technology, law, government, entertainment, and other endeavors, people now interact daily, even hourly, over all parts of the globe. In New York City alone, more than 200 languages are spoken in the public schools. Teaching another language often becomes the key to understanding another culture and finding ways for all people—children, adolescents, and adults—to live and work together.

Multiple Perspectives on Language Development

The Steinhardt School of Culture, Education, and Human Development’s Department of Teaching and Learning has integrated its programs in bilingual education, foreign language education, and teaching English to speakers of other languages (TESOL) to provide a rich environment of language learning rarely found at other institutions.

The Bachelor of Science Programs in Teaching a Foreign Language, Grades 7-12, also interact with various foreign language programs in the College of Arts and Science and the graduate-level international education program at the Steinhardt School. As a consequence of this interaction, students mix with a diverse group to gain multilingual and multicultural awareness and appreciation.

Distinguished Faculty

Among our gifted faculty in foreign language education is Professor Frank Lixing Tang. He is deeply committed to bringing all voices into the increasingly complex urban educational setting, studying ways in which second and foreign language instruction are most effectively pursued, as well as the intimate connection between language and the study of culture.

A Broad Education

Our goal is to provide you with a broad education in language development, not just to train you in a single language. Through the baccalaureate program, we expose you to current research and diverse approaches to language acquisition; we prepare you to make appropriate instructional choices in the classroom; and we work with you to develop the cross-cultural sensitivity so critical in this field.

Language Options

You specialize in one of several languages: Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. Most language courses are taken in the College of Arts and Science. In the Steinhardt School of Culture, Education, and Human Development courses, you learn about teaching techniques and methods; creating curricula, materials, and audiovisual aids; and testing for language proficiency.

Study Abroad

You are encouraged to spend at least one semester abroad to immerse yourself in the target language environment. NYU has academic centers around the world in Madrid, Shanghai, Paris, Florence, Prague, Berlin, Buenos Aires, London, Accra (Ghana), and Tel Aviv.

Your Teaching Internship

During two semesters of classroom observation and student teaching in your junior and senior years, you test your own teaching techniques and instructional plans under the supervision of an experienced teacher and members of our faculty. Student teaching placements are arranged according to your target language of study in public and independent schools.
**Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

**Special NYU Resources**

Learning experiences can be enriched through several specialized University resources such as Deutsches Haus, La Maison Française, Casa Italiana Zerilli-Marimò, or the Hagop Kevorkian Center. These facilities have important reference materials and conduct cultural, academic, and social events. You may also use the NYU foreign language and computer laboratories. These will enable you to improve your language proficiency and to acquire telecommunications skills to participate in electronic conferences.

**Helping You Start Your Career**

The New York City Department of Education recruits prospective teachers on campus each year. The NYU Wasserman Center for Career Development helps students develop résumé writing and interviewing skills. Student teaching placements often lead to full-time employment upon graduation.

**Other Programs to See:**
- Early Childhood Education and Early Childhood Special Education
- Social Studies Education

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**YOUR CAREER OPPORTUNITIES**

As a foreign language educator, you have a wide range of career possibilities. Rising high school enrollments and increased interest in bilingual and multicultural education offer many opportunities. We prepare you for teaching a foreign language to students in grades 7 through 12. You may also extend your certification to K-6 by taking E29.1908 in the summer. In addition to the course work, to qualify for initial certification in New York, you are required to take the New York State Teacher Certification Examinations, and, in most other states, you are required to take the National Teachers Examination after graduation.

You may choose to use your preparation in foreign language education to find a position in publishing, the travel industry, government, international business, interpretation, and translation as well as with public, private, and community organizations involved in bilingual and multicultural activities.

The following positions are samples of those obtained by recent graduates:
- Teachers of foreign language (Spanish, French, German, Russian, Italian, Japanese, Chinese, etc.), New York City public schools
- Teachers of foreign language in New Jersey, Vermont, Maryland, Virginia, Pennsylvania, Arkansas, California, Westchester County, Rockland County, Albany, Long Island public schools
The 129-point foreign language curriculum offers students the training necessary to be teachers of Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. In addition to intensive linguistic work in the language of the student’s choice (to be selected by advisement), the core course of study exposes students to diverse approaches to second language acquisition and fosters cross-cultural sensitivity. In addition to the pedagogical core, in which students learn about teaching techniques and methods and creating curricula, students are also required to take a minimum of 60 points in liberal arts. The student’s program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture: Texts and Ideas. V55.04** ............4</td>
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<tr>
<td>Writing the Essay. V40.0100 ...4</td>
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<tr>
<td>Natural Science Course by Advisement</td>
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**MAJOR**

Nutrition and Health. E33.0119 ............4

**TOTAL** 17

**SPRING SEMESTER**

**LIBERAL ARTS**

Foundations of Contemporary Culture: Cultures and Contexts. V55.05** ............4

Field Observations in Schools and Other Educational Settings. E27.0005 ............1

Natural Science Course by Advisement or Nutrition and Health. E33.0119 ............4

**TOTAL** 16

#### Sophomore Year 32 Points

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06** ............4</td>
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<tr>
<td>Fundamentals of Mathematics. E12.0001 ............4</td>
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<tr>
<td>Liberal Arts Elective ............4</td>
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**MAJOR**

Foreign Language Content Core ............4

**TOTAL** 16

**SPRING SEMESTER**

**LIBERAL ARTS**

Foundations of Contemporary Culture: Expressive Culture. V55.07** ............4

Natural Science Course by Advisement or Nutrition and Health. E33.0119 ............4

**TOTAL** 16

#### Junior Year 31 Points

**FALL SEMESTER**

**MAJOR**

Education as a Social Institution. E20.1015 ............3

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030 ............4

Teaching Foreign Languages: Theory and Practice. E29.1999 ............4

Foreign Language Content Core ............4

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E27.1999 ............4

**TOTAL** 15

**SPRING SEMESTER**

**LIBERAL ARTS**

Mathematics Course by Advisement ............4

Speech Communication. E21.0003 ............4

(If exempt by exam, substitute will be a liberal arts concentration course or a content core course.)

**TOTAL** 16

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
<thead>
<tr>
<th>Senior Year</th>
<th>33 Points</th>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<td>Liberal Arts Elective</td>
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<td><strong>MAJOR</strong></td>
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<tr>
<td>The Second Language Classroom: Elementary and Secondary Schools. E29.1922</td>
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<tr>
<td>Supervised Student Teaching in Foreign Languages (High School). E29.1066</td>
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<tr>
<td>Foreign Language Content Core</td>
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<tr>
<td>Integrating Media in K-12 Curriculum</td>
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<tr>
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<tr>
<td><strong>MAJOR</strong></td>
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<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
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<td>Supervised Student Teaching in Foreign Languages (Middle School). E29.1911</td>
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<td>Foreign Language Content Core</td>
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<tr>
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</tbody>
</table>

**GRAND TOTAL: 129 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Mathematics Education

Department of Teaching and Learning • Steinhardt School of Culture, Education, and Human Development • New York University • East Building, Suite 200 • 239 Greene Street • New York, NY 10003-6674 • Telephone: 212-998-5200 • steinhardt.nyu.edu/teachlearn

Orit Zaslavsky
Program Director

Teaching the Power of Mathematics

Mathematics is a universal tool, applied by scientists, businesspeople, engineers, and others around the world as they tackle the exciting challenges of the 21st century. Mathematics also helps us all with the increasing complexities of daily living—family budgets, insurance and mortgages, tax returns, and investment and retirement funds. With the challenges of the new century both at home and abroad, the demand for outstanding mathematics teachers in our schools has become critical.

Focus on State-of-the-Art Methods

In the Bachelor of Science Program in Teaching Mathematics, Grades 7-12, in the Department of Teaching and Learning, our goal is to prepare teachers who believe that the best way to help their students learn mathematics is to think critically about their teaching and their students’ learning. We focus on current developments in mathematics teaching nationwide and keep the program up-to-date by integrating into our curriculum recommendations from research, teaching organizations, and national commissions.

We address the issues of ethnicity and gender in mathematics education and work with future teachers to develop strategies to help all students learn worthwhile mathematics.

Faculty on the Cutting Edge

Our faculty is involved in various projects funded by government agencies and foundations that are designed to assess and devise new teaching methods in mathematics education. Our students often become part of these efforts.

A Variety of Resources

Students take liberal arts as well as mathematics and computer science courses in the College of Arts and Science. Courses in teaching methods and curriculum development are taken in the Steinhardt School of Culture, Education, and Human Development. Special resources available to students include NYU’s internationally renowned Courant Institute of Mathematical Sciences, the University’s numerous microcomputer centers, and the diverse classrooms of New York City as laboratories for learning how to teach in an urban context.

Teaching Internship

In the junior year, future teachers start their internship preparation as learning partners. Learning partners are assigned to either a middle or high school where they will have the opportunity to observe teachers and work with students as the need and opportunity arise, in order to develop a deeper appreciation of how students learn.

In the senior year, future teachers have two semesters of student teaching in a public school affiliated with our program, under the supervision of experienced mathematics teachers and our own faculty. Recent student teaching placements include Baruch College Campus High School, Beacon High School, East Side Community High School, Fiorello H. LaGuardia High School of Music and Art and Performing Arts, High
School for Dual Language and Asian Studies, Hunter College High School, Manhattan Center for Science and Mathematics, Manhattan Comprehensive Night and Day High School, New Design High School, School of the Future, University Neighborhood High School, Dr. Sun Yat Sen Middle School, Isaac Newton Middle School, Mott Hall II, New York City Lab Middle School for Collaborative Studies, Tompkins Square Middle School, the Laboratory School of Finance and Technology, and many other middle schools and high schools.

Education in Comparative Perspectives
Future teachers are strongly encouraged to spend a semester abroad in one of NYU’s many study abroad sites in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Student Activities
Future teachers are required to become student members of the Association of Mathematics Teachers of New York State and the National Council of Teachers of Mathematics. These organizations hold many conferences where students meet current teachers and learn about important issues in classroom instruction. Students also receive professional newsletters, journals, and other publications that keep them apprised of research and educational issues.

Senior Honors
Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process
of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping Start Careers in Teaching Mathematics
Our faculty has extensive contacts in the field that lead to information about job openings, and our graduates continually call for recommendations to fill vacancies.

Other Programs to See:
- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Science Education

Prospects for mathematics teachers in the secondary schools are excellent in the next decade as the demand grows for increased student proficiency in mathematics. Retirement patterns also promise that the demand for mathematics teachers will be even stronger later in the decade.

The Program in Teaching Mathematics prepares future teachers to teach mathematics to students in grades 7 through 12 with an extension down to grade 5. To qualify for initial certification in New York State, future teachers take the New York State Teacher Certification Examinations in basic liberal arts, in basic teaching practices, and in mathematics. After graduating from the B.S. degree program, and while teaching, many of our graduates pursue a master's degree in our 30-point master's degree program that enables them to convert their initial certification into the higher-level professional certification. Some students also take advanced courses or degrees to enable them to become mathematics specialists in a school district, managers of mathematics programs, and assistant principals in charge of mathematics curriculum.

Examples of mathematics teaching positions in New York obtained by our graduates include the following:
- Manhattan Center for Science and Mathematics
- Stuyvesant High School
- Hunter College High School
- School of the Future
- Bard High School Early College
- Hostos-Lincoln Academy for Science
- Humanities Preparatory High School
- Manhattan Comprehensive Night and Day High School
- Baruch College Campus High School

Other graduates have put their mathematics and teaching skills to use in business, industry, science, and government agencies.
The 128-point curriculum in teaching mathematics, grades 7-12, focuses on courses that satisfy requirements in liberal arts, the student's major area of study, and the area of pedagogy. Students take at least 60 points in liberal arts courses. In mathematics, the major area of study, students take three semesters of calculus, linear algebra, modern algebra, geometry, statistics, and electives. The pedagogical core educates students in the techniques of teaching mathematics in secondary schools and in understanding the educational development of adolescents. The course of study incorporates a full range of experiences and observations culminating in two semesters of student teaching in public or independent school settings.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

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<tr>
<th>FALL SEMESTER</th>
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<td><strong>LIBERAL ARTS</strong></td>
<td>New Student Seminar. E03.0001 0</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Inquiries into Teaching and Learning I. E27.0001 4</td>
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<td>Foundations of Contemporary Culture: Texts and Ideas. V55.06** 4</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005 1</td>
<td>Calculus II. V63.0122 4</td>
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<td>Writing the Essay. V40.0100 4</td>
<td>Calculus I. V63.0121 4</td>
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<td>Natural Science Course by Advisement 4</td>
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#### Sophomore Year 32 Points

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<td><strong>LIBERAL ARTS</strong></td>
<td>Calculus III. V63.0123 4</td>
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<td>Human Development II: Application for Educators of Early Adolescents and Adolescents. E63.0023 2</td>
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<td>Foundations of Contemporary Culture: Societies and the Social Sciences by Advisement. V55.06** 4</td>
<td>Natural Science Course by Advisement 4</td>
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<td>Foreign Language 4</td>
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#### Junior Year 32 Points

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<td><strong>LIBERAL ARTS</strong></td>
<td>A geometry course such as Transformations and Geometrics. V63.0270 or A probability or probability and statistics course such as Theory of Probability. V63.0233 4</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>A probability or probability and statistics course such as Theory of Probability. V63.0233 4</td>
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<td>Liberal Arts Elective 4</td>
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<td>Education as a Social Institution. E20.1015 3</td>
<td>Teaching of Algebra, Grades 7-12. E12.1045 or</td>
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<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030 4</td>
<td>Mathematics by Advisement. V63.*** (such as Algebra I, V63.0046) 4</td>
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<tr>
<td>Teaching Secondary School Mathematics. E12.1043 3</td>
<td>A geometry course such as Transformations and Geometrics. V63.0270</td>
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Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
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<td>Student Teaching in Mathematics Education: Middle and High School II. E12.1922</td>
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</table>

**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
An Interdisciplinary Program

Our Bachelor of Science Program in the Department of Media, Culture, and Communication explores the social and cultural impact of communication and serves as a base for either a career in the communication professions or further specialization in graduate or professional school. Among the program's strengths is its internationally recognized faculty. Its most exciting feature is its global perspective, encouraging students to take advantage of study abroad opportunities to hone their critical understanding of intercultural communication, media and globalization, and transnational issues in production, regulation, and reception in the culture industries.

The major components of the program are the following: a strong liberal arts preparation, core courses in communication theory and analysis, upper-level courses in focused fields of study, and the opportunity for further specialized course work according to students’ own interests and goals. Through a rich diversity of courses, we train students to think deeply and broadly about culture and communication using theoretical and historical frameworks, in addition to specific case studies, building students' professional competencies through an understanding of technology, institutions, and social environments.

Distinguished Faculty

Students benefit from the diverse research and expertise of the department’s faculty. For example, Professor Mark Crispin Miller analyzes the economics of the media industry and is especially interested in the relationship between ownership of media and freedom of speech. Associate Professor Susan Murray's primary research interests include reality television, social and industrial histories of the media, gender studies, consumer culture, and the interrelationships between various media systems. Assistant Professor Gabriella Coleman is an anthropologist who examines hacker culture, ethics, and online collaboration, as well as the role of the law and new media technologies in political activism. Professor Charlton McIlwain examines the representation of minority groups in political culture and mass media, particularly the ways in which black and white Americans adopt different cultural norms. Assistant Professor Victor Pickard explores the intersections of U.S. and global media activism and politics, media history, democratic theory, and communications policy. Assistant Professor Helga Tawil-Souri focuses on international communication and globalization, specifically media, development, and modernization. Professor Marita Sturken’s work involves cultural memory and national identity, the social function of art, and the cultural effects of technology. The extensive seminal work of the department’s founder, the late Neil Postman, including his book *Amusing Ourselves to Death*, is renowned throughout the world for its important contribution to media studies.

The Liberal Arts Foundation

Understanding the human and technological systems of communication calls for a strong grounding in the humanities, natural sciences, mathematics, foreign languages, and social sciences. Students in all concentrations select from a wide range of such courses from across the University, including the College of Arts and Science and Steinhardt.
Upper-Level Fields of Study

Within the broad framework of communication, our undergraduates focus their course work via specialized fields of study. This component of the curriculum provides both structure and flexibility to suit students’ individual interests and goals. Students select three courses within two of the following fields:

- Global and Transcultural Communication
- Images and Screen Studies
- Interaction and Social Processes
- Persuasion and Politics
- Technology and Society

Specialization Electives

Specialization electives are courses related to the study of media, culture, and communication and are designed to provide students with the ability to explore applied or practical courses in their field of interest or to further explore an area of theoretical interest. Students may combine courses from several program areas.

Students who entered in fall of 2009 or after are required to take 8 points of specialization electives.

The following is a list of programs whose courses may qualify* as specialization electives for the Bachelor of Science in media, culture, and communication:
- V14.XXX Anthropology
- V18.XXX Social and Cultural Analysis
- V22.XXX Computer Science
- V30.XXX Dramatic Literature
- V31.XXX Economics
- V39.XXX Creative Writing
- V53.XXX Politics
- V54.XXX Journalism
- V61.XXX Linguistics
- V62.XXX Law and Society
- V71.XXX Music
- V93.XXX Sociology
- H36.XXX Cinema Studies International Program
- H42.XXX Performance Studies
- H48.XXX Center for Art, Society, and Public Policy
- H56.XXX Film and Television
- H72.XXX Cinema Studies
- H80.XXX Dramatic Writing
- H82.XXX Photography and Imaging
- H85.XXX Recorded Music
- H95.XXX Open Arts Curriculum
- K20.XXX Interdisciplinary Seminars
- C55.XXX Marketing
- C20.XXX Information Systems
- E59.XXX Media, Culture, and Communication
- H36.XXX Film and Television
- H72.XXX Cinema Studies
- H80.XXX Dramatic Writing
- H82.XXX Photography and Imaging
- H85.XXX Recorded Music
- H95.XXX Open Arts Curriculum
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- H85.XXX Recorded Music
- H95.XXX Open Arts Curriculum
- K20.XXX Interdisciplinary Seminars
- C55.XXX Marketing
- C20.XXX Information Systems
- E59.XXX Media, Culture, and Communication

Study Abroad: Our Global Focus

The NYU Office of Global Programs offers many sites where students can study abroad while earning course credit: Accra (Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, and Tel Aviv. While completing a semester abroad, our undergraduate students can take select courses that substitute for MAP requirements, as well as courses that can count toward specialization, liberal arts, or unrestricted electives. Please consult an adviser for a list of approved MAP substitutions and to discuss specialization electives.

Students can obtain more information on these programs, as well as on other international academic opportunities, through the

*Consult with your academic adviser prior to registration.
Steinhardt School Office of Academic Initiatives and Global Programs by e-mail at steinhardt.global@nyu.edu.

Undergraduate and graduate students considering programs abroad should meet individually with their academic adviser to make sure they can register without falling off schedule for graduation. Undergraduate students who begin the degree program as freshmen should have room in their curriculum to study abroad at least once during their four years at NYU.

Student Activities: Our Connection Outside the Classroom

The Department of Media, Culture, and Communication, the Steinhardt School, and programs offered across the University expose students to an array of talks, networking events, and other extracurricular opportunities available on campus and throughout New York City, the media capital of the world. Specifically, the department annually hosts an undergraduate conference, Student/Alumni Career Roundtables, and various lectures.

Study Options

Fields of Study: Given the breadth of the field and the range of expertise of our faculty, you may choose to focus your studies on any of the following areas: global and transcultural communication; images and screen studies; interaction and social processes; persuasion and politics; and technology and society. Each student selects three courses in two of these areas (for a total of 24 points).

Minor: A student may establish a minor, choosing psychology, sociology, or any other minor in the College of Arts and Science or Steinhardt School of Culture, Education, and Human Development. Students in the Department of Media, Culture, and Communication may take advantage of the Tisch School of the Arts minor in Producing or the Business Studies minor jointly offered by the College of Arts and Science and Stern School of Business.

Double Major: Students can pursue a double major, combining our program of study with, for example, journalism, politics, sociology, or another area of interest.

YOUR CAREER OPPORTUNITIES

INTERNSHIPS: OUR BRIDGE TO EXPERIENCE

Supplementing the classroom experience, internships are a core feature of our undergraduate program. Undergraduates of junior or senior standing and graduate students are eligible to intern for course credit. Our students average two internships during their college career.

Because of our location in New York City, a distinctive facet of being a media, culture, and communication major at NYU is the opportunity to develop professional skills during the academic year. Each fall, spring, and summer semester, our department posts more than 200 internship listings on our password-protected internship portal.

CAREER FIELDS: OUR PROFESSIONAL OUTLOOK

For our undergraduates, we provide the foundation for entry into a wide range of media and communication professions or graduate study in professions such as business or law. Our alumni work in an array of fields, including marketing, public relations, advertising, television, radio, film, new media, journalism, book and magazine publishing, and music business, and within nonprofit and government organizations.

A selection of positions obtained by graduates:

- Vice President of Public Relations, The Food Network
- Creative Recruiter/Manager, McCann-Erickson Advertising
- Director—National Publicity, Sony Pictures Entertainment
- Vice President—Programming, CBS Radio
- Account Manager—Search Engine Marketing, Avenue A|Razorfish
- Media Strategist, OMD
- Associate Producer, CNN
- Senior Recruiter, The New York Times
- Assistant Producer, NBC

In addition, many graduates have continued on to advanced study in media and communication or in fields such as law, business, and nonprofit administration.
The 128-point curriculum in communication studies combines 60 points of liberal arts with 16 points of required core courses that cover the history and perspectives of communication, media criticism, and human communication and culture. Majors are also required to take 24 points in upper-level areas of study that include global and transcultural communication, images and screen studies, interaction and social processes, persuasion and politics, and technology and society. In addition, students choose 8 points of restricted electives by advisement from some of the following areas: journalism; marketing and advertising; cinema and motion pictures; graphics; and video, film, and television, to name just a few. Students also have 16 points of unrestricted electives to select from across the University. As a capstone experience, students take a 4-point Senior Media Seminar.

**MEDIA, CULTURE, AND COMMUNICATION**

<table>
<thead>
<tr>
<th>Sample Curriculum Worksheet</th>
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<td><strong>Freshman Year</strong> 32 Points</td>
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<td><strong>FALL SEMESTER</strong></td>
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<td><strong>LIBERAL ARTS</strong></td>
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<td>Writing the Essay. V40.0100  . . 4</td>
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<tr>
<td>Foundations of Contemporary Culture. V55.***  . . 4</td>
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<td><strong>MAJOR</strong></td>
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<td>New Student Seminar. E03.0001 0</td>
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<td>Introduction to Media Studies. E59.0001  . . . . 4</td>
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<td><strong>SPRING SEMESTER</strong></td>
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<td><strong>LIBERAL ARTS</strong></td>
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<td>The Advanced College Essay. E52.0110  . . 4</td>
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<td>Foundations of Contemporary Culture. V55.***  . . 4</td>
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</tr>
<tr>
<td>Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01**  . . . . 4</td>
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**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
The Department of Music and Performing Arts Professions, which has historically functioned as NYU’s “school” of music, prepares music students to be the best performers, composers, educators, technologists, and business professionals they can be. But music professionals in the 21st century are expected to be much more than specialists. Performers and composers need to be astute in business and be able to work with new technologies. Music educators and technologists must be competent performers and/or composers. Music business leaders must command the history and theory of music within the context of the world of interdisciplinary ideas. At the cutting edge of music training, traditional walls separating music majors have been opened in our department as we urge students to develop skills across programmatic lines. Intense and broadly based curricula within an internationally recognized university located in New York City uniquely prepare our students to succeed in the music professions of the 21st century.

A Varied and Rich Environment
Established in 1925, Steinhardt’s Department of Music and Performing Arts Professions is marked by energy, vitality, innovation, and an openness to training across programs. In Steinhardt, traditional, contemporary, and jazz performers along with composers and educators collaborate with music technologists on state-of-the-art computerized learning and recording equipment. Music business students assess and market those collaborative efforts. Curricula in music performance, music theatre, film scoring, and educational theatre bring composers and performers together with choreographers, directors, actors, librettists, and filmmakers in exciting projects. Music business and music technology students study with top industry professionals and make connections that are only possible in New York City. Music education students study with a world-class artist faculty and perform, compose, and share learning strategies with music technologists, composers, and performance majors. Surrounded by the vibrant artistic energy of Greenwich Village, students enjoy cultural institutions, events, and artists that make New York City the artistic capital of the world. Our students graduate with a rich and diverse view and set of skills that prepare them for the music professions.

Distinguished Faculty
We draw on the world’s greatest artists, music industry leaders, teachers, and scholars for our faculty: active Broadway professionals direct our music theatre workshops, Metropolitan Opera Company stars teach voice, New York Philharmonic members and Village Vanguard Orchestra members provide instrumental instruction, leaders in the music industry teach music business and technology courses, and renowned music theorists and historians teach our core music courses. For example, Professor Robert Rowe is a pioneer in “real-time,” interactive computer music performance and composition and an internationally recognized composer and scholar whose compositions are performed throughout the world and whose books are adopted for study throughout the world. Professor Lawrence Ferrara is a pianist; an award-winning author of books and articles on music analysis, research methodologies,

Lawrence Ferrara
Director
Department of Music and Performing Arts Professions

Program Directors
Music Business
Catherine Fitterman, Radbill

Music Education
David Elliott
Cathy Benedict, Undergraduate Adviser
Ira Shankman, Undergraduate Adviser
Nancy Shankman, Graduate Adviser

Theory and Composition
Panos Mavromatis, Music Theory
Robert Rowe, Music Composition
Ron Sadoff, Film Scoring

Vocal Performance
William Wesbrooks, Musical Theatre
Dianna Heldman, Classical Voice

Piano Performance
Marilyn Nonken

Instrumental Performance
Stephanie Baer, Strings
Esther Lamneck, Woodwinds
Sean Scot Reed, Brass
Jonathan Haas, Percussion
Dave Schroeder, Jazz

Music Technology
Kenneth Peacock
and the philosophy of music; and an internationally acclaimed music copyright expert. Meg Bussert is a Broadway veteran, Tony Award nominee, and Theatre World Award-winner and has had leading roles in numerous Broadway productions and international tours. These are but a few examples of our distinguished full-time faculty.

State-of-the-Art Facilities
In addition to music performance, composition, music theory and history, and core technology courses, students may take elective courses in analog and digital electronics, recording technology, audio for video, game audio, concert recording, electronic and computer music synthesis, multimedia, and film scoring. We maintain 11 recording and computer music studios, and music technology students have access to the art technology facilities at NYU, where they can gain training in advanced hardware platforms for computer music, animation, and multimedia. The newly constructed James L. Dolan Music Recording Studio is one of the finest multichannel recording facilities available in higher education. We emphasize research opportunities, including study in digital signal processing, computational audio, immersive sound environments, and music information retrieval. Through our extensive internship program at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises, students gain hands-on and professional experience. Unlike those in other programs, our graduates are prepared for multiple job and career opportunities.

Audition
Audition requirements vary depending on your major area. It is expected that all music students will have musical reading skills and a commitment to professional study in one of our music curricula. Students are encouraged to consult with their program of interest for specific audition repertoire details.

Study Abroad
Steinhardt offers a full music curriculum every fall semester at NYU in Prague in the Czech Republic and every spring and summer semester at NYU in Florence in Italy. Students can study abroad at an NYU site and stay on track to graduate on time.

A Choice of Major
Music Performance
Our Bachelor of Music Degree Programs in Piano Performance, Instrumental Performance, and Vocal Performance provide highly accomplished students with the opportunity for intensive study with internationally acclaimed performers and teachers. Private instruction is combined with studies in music theory and history, chamber music, performance practices, practical experiences in solo recitals and chamber concerts, and fully staged music theatre and opera productions. The areas of specialization are jazz, piano, vocal (music theatre and classical voice), and classical instrumental study. Students perform in symphony and repertory orchestras, string and wind chamber groups, percussion ensembles, choirs, and jazz ensembles. In addition, almost every week, master classes with renowned faculty and visiting artists provide opportunities for performance, interaction, and learning. Our performance students interact with leading figures in the classical, jazz, and Broadway communities, offering an unmatched opportunity for professional development and placement.

Study Classical, Jazz, or Music Theatre Performance
Our classical performance students have access to and study with members of the great organizations of New York City, including the New York Philharmonic, the Metropolitan Opera, and the New York City Opera. NYU jazz students are regularly featured in the renowned jazz clubs of Greenwich Village, including the Blue Note. Faculty and visiting artists are drawn from internationally acclaimed jazz musicians living and performing in the city. Classical voice majors perform in opera scene programs and mainstage opera productions, working with renowned directors often affiliated with major opera companies. Our music theatre students are immersed in the excitement of New York City, the pulse and heartbeat of American music theatre. Music theatre students perform in fully staged productions viewed by producers, agents, and casting directors and are guided by directors, choreographers, conductors, designers, and guest artists who are active in the Broadway community.
Music Theory and Composition

Our Bachelor of Music Degree Program in Music Theory and Composition is for aspiring composers who wish to be in an environment that encourages openness to new musical styles and structures, as well as traditional, multimedia (including film scoring), and music theatre composition. Our celebrated faculty are joined by visiting composers-in-residence to provide the finest composition training in traditional, electronic, and jazz styles. Private instruction is coupled with studies in music theory and history, orchestration, and arranging. Composition students are also encouraged to pursue lessons in music performance. Each week, the Composers Forum features renowned composers who analyze their works. Composition students have access to world-class undergraduate and graduate solo performance majors, vocal choirs, small and large chamber ensembles, over 20 jazz ensembles, two symphony orchestras, a music theatre repertory group, and an opera workshop for the reading of their compositions. Many of our composers’ works performed in our concerts have been reviewed by the New York media, recorded in our state-of-the-art recording studios, and marketed on CDs we produce.

We are committed to providing curricula, training, and facilities that support the development of individual choices and compositional styles from song writing to film to traditional composition. In addition, many of our composition students choose to be involved with music technology students and faculty, many of whom are also active composers. Composition students have access to our state-of-the-art music technology facilities, curriculum, and faculty. By empowering students to make these choices, providing a faculty that continually supports and advises students, and making available cutting-edge facilities, the program prepares students for successful careers in the 21st century.

Dual Degree: B.Mus. and M.A., Teaching Music

Students in the B.Mus. in Piano Performance, Instrumental Performance, Vocal Performance, and Music Theory and Composition Programs have the option of enrolling in a B.Mus. program with a concentration in music education. This option allows students to take education and music education courses and gain an advanced start on their professional/academic aspirations. The students in the dual degree option complete course work in their junior and senior years that will also count toward the M.A. Teaching Music, All Grades, Program, thus enabling them to complete the M.A., Teaching Music, All Grades, in only one additional year of study. Please see the department Web site for curriculum and admissions requirements.
Music Business

Building on a solid foundation in the liberal arts, our Bachelor of Music Degree Program in Music Business combines courses in music theory and history with a strong grounding in the financial, economic, advertising, marketing, management, and technical aspects of the music industry. Music business students take their core music courses with other music majors and their core business courses at NYU's Stern School of Business. The music industry courses are taught by industry professionals active in New York. Liberal arts courses are taken at NYU's College of Arts and Science and in the Steinhardt School. In addition, students may select elective courses that broaden their worldview or reinforce an ongoing passion.

Music business courses begin in the freshman year and continue through the entire length of study. These specialized courses include concert production, music entrepreneurship, music in the media business, A&R, legal issues, and international music business.

Each Wednesday, students attend program seminars at which guest speakers from the music world discuss their unique perspective on the rapidly changing music industry.

INTERNSHIP OPPORTUNITIES

During the junior and senior years, all music business students are placed in internship settings with major and independent record companies; music publishers; artist managers; radio and TV companies; live-event producers; venues and promoters; digital music services; and international music companies. Students are supervised by company officials who assess their progress. NYU faculty oversee internships through communication with site supervisors. Upon graduation from our department, many of our students are offered positions in companies in which they had an internship.

Music Education

In our Bachelor of Music Degree Program in Teaching Music, All Grades, we seek to develop students’ awareness of the deep value of the arts and music as well as the importance of sharing these values with others. Our students experience a broad spectrum of music practices and pedagogies in New York City’s public and independent schools. Music education students have access to collaborative experiences in multimedia applications; traditional, multicultural, and jazz music performance and composition; music technology; arts therapies; dance education; and educational theatre, all within our diverse department.

Our students are equipped to teach music in elementary and secondary schools. We prepare our students to use a variety of approaches (including Kodály, Orff, Dalcroze, and Suzuki) so that they can draw on the most effective means for the various tasks of teaching. A systematic balance among music theory and history, music education, and liberal arts courses with the continuous development of each student’s artistry has marked our graduates as among the most prepared in the field.

TEACHING INTERNSHIPS

Two semesters of student teaching under the direct supervision of a certified music teacher in either a public or private school give our students hands-on experience. A member of our faculty visits each student teacher’s classroom three times each semester. Student teaching consists of one semester in an elementary school and one in a secondary school. As a result of our reputation for thorough music teacher preparation, our students are highly sought after, and many have assumed leadership roles in the profession. In the last several years, 100 percent of our graduates in music education who sought teaching positions in elementary and secondary schools obtained jobs.

Music Technology

Our Bachelor of Music Degree Program in Music Technology prepares students for careers as producers and recording engineers as well as in production and postproduction, audio/video mastering, audio maintenance and repair, synthesizer programming, and multimedia and software development. Our technology program emphasizes the integration of musical and technical skills by maintaining close collaborations with the performance and composition programs. Many of our music technology students are accomplished performers and composers who wish to broaden those skills with a degree in technology. Our unique position in a diversified department allows our technology students to continue performance and composition studies at the highest level while developing their technical skills.
In addition to music performance, composition, music theory and history, and core technology courses, students may take elective courses in analog and digital electronics, recording technology, audio for video, game audio, concert recording, electronic and computer music synthesis, multimedia, and film scoring. We maintain 11 recording and computer music studios, and music technology students have access to the art technology facilities at NYU, where they can gain training in advanced hardware platforms for computer music, animation, and multimedia. The newly constructed James L. Dolan Music Recording studio is one of the finest multichannel recording facilities available in higher education. We emphasize research opportunities, including study in digital signal processing, computational audio, immersive sound environments, and music information retrieval. Through our extensive internship program at leading recording studios, new-media Web-related companies, music-scoring houses, and other music industry enterprises, students gain hands-on and professional experience. Unlike those in other programs, our graduates are prepared for multiple job and career opportunities!

Dual Degree Program
During their junior year, qualified students in the B.Mus. in Music Technology Program may apply to the dual degree B.Mus./M.M. in Music Technology Program. This option allows students to pursue a master's degree while still fulfilling the requirements for their bachelor's degree with only one additional year of study. Please see the department Web site for curriculum and admissions requirements.

INTERNSHIP OPPORTUNITIES
Music technology students take advantage of the unmatched resources in New York City through internships at leading record companies, recording studios, publishing firms, and other music industry enterprises. During the junior and senior years, a site supervisor works with each intern and assesses his or her progress. In addition, NYU faculty oversee internships through site visits and regular communication with supervisors. The combination of a curriculum that ensures technical command, musicianship, and the academic standing of a great liberal arts university with hands-on experience through internships prepares our students for successful careers in the profession.

YOUR CAREER OPPORTUNITIES

MUSIC PERFORMANCE
Graduates of our instrumental programs perform in major symphony orchestras and noted chamber groups, perform internationally as solo recitalists and chamber musicians, manage their own ensembles, and play in Broadway show orchestras as well as opera and ballet orchestras. Vocalists have joined theatre and opera companies and perform in the casts of most of the shows on Broadway. Other graduates have found success as conductors and recording artists with major labels. Our jazz alumni are among the busiest and most famous performers in the world, including jazz legend Wayne Shorter.

MUSIC COMPOSITION
Music composition at NYU prepares you to compose in multiple styles. Graduates write music for orchestra, chamber groups, and solo instruments. Some alumni have written music theatre works that have enjoyed regional and off-Broadway runs while others (Cy Coleman, Betty Comden, and Alan Menken to name just three) have become preeminent in music theatre composition. Graduates often write for film (e.g., eight-time Academy Award-winner Alan Menken and four-time Academy Award-winner Elmer Bernstein) or have become famous in popular song creation (e.g., songwriting legend Carole Bayer Sager).

MUSIC EDUCATION
Music education at NYU prepares you to teach music in multiple ways and at multiple levels of instruction: early childhood, elementary, and secondary school and college teaching. Our emphasis is on educating complete musicians and critically reflective educators. Our graduates hold major positions as college professors, instrumental and choral directors, and school music educators around the world.

MUSIC BUSINESS
Music business prepares you for a career in the record industry, artist management, music entrepreneurship, concert promotion, music merchandising, public relations, music publishing, and record/CD manufacturing and distribution. Recent graduates have gone on to work for Universal Music Group, Sony BMG, MTV, EMI Music Publishing, William Morris Agency, and many other music companies, some founded by alumni of the program. Many graduates continue their studies in law school or an M.B.A. program.

MUSIC TECHNOLOGY
Graduates have careers as producers and recording engineers as well as in production and postproduction, audio/video mastering, Internet audio, and multimedia and software development for major record companies, throughout the broadcast media, and major performance arenas. Graduates have positions with CBS Records, Children's Television Workshop, Sony, Billboard magazine, and numerous other record and broadcast studios and concert halls.
The 131-point curriculum in music business combines 40 points of liberal arts courses with 34 points in music history and literature, piano class, theory and ear training, music technology, and music electives. Students are also required to take 57 points in courses covering music in the media industry, concert production, copyright law, music entrepreneurship, production and A&R, music publishing, and Village Records. Core business studies in statistics, accounting, marketing, management, and financial markets are taken at NYU's Stern School of Business. Internships in three of the many aspects of the music business are required.

### SAMPLE CURRICULUM WORKSHEET

**Freshman Year** 34 Points

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**Sophomore Year** 36 Points

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**Junior Year** 33 Points

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*By advisement.

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### TEACHING MUSIC, ALL GRADES

The 129-point Bachelor of Music curriculum in teaching music, all grades, prepares teachers of piano, instrumental, and vocal music for all elementary, middle, and high schools. The curriculum combines courses in the liberal arts, the student’s major area of study, and the area of pedagogy. The student is required to take 44 points in liberal arts courses. The major area of study includes course work in a variety of subjects such as aural comprehension, music theory, and the development of music throughout history. Students also have the opportunity to hone their talents in voice, piano, or other instruments. The area of pedagogy provides training in the teaching of instrumental and vocal music to schoolchildren. The curriculum, which includes a full range of field experiences and observations, culminates in two semesters of student teaching in public or independent school settings.

### SAMPLE PROGRAM OF STUDY

#### Liberal Arts (General Education Requirements) 42 Points

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#### Content Core* 57 Points

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*O-level courses for freshmen and sophomores; 1000-level courses for juniors and seniors.

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### Common Pedagogical Core 16 Points

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<td>Education as a Social Institution. E20.1015</td>
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<td>Human Development II: Application for Childhood Educators. E63.0022</td>
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### Specialized Pedagogical Core 14 Points

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**GRAND TOTAL: 129 Points**

### THEORY AND COMPOSITION

The 130-point curriculum in theory and composition combines 40-44 points of liberal arts courses with 24 required points in core courses that cover such areas as theory and ear training, music history, music literature, and conducting. Additionally, students in the theory and composition program take 66 points in courses ranging from ensemble, collegium, and recital to advanced orchestration, electronic music, and computer music.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 32 Points

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#### Sophomore Year 32 Points

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Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Junior Year  35 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Cultures and Contexts. V55.05......4

MAJOR
Composition (Private). E85.1021 .................3

TOTAL  18

SPRING SEMESTER

LIBERAL ARTS
Liberal Arts Elective .................4

MAJOR
Composition (Private). E85.1021 3

TOTAL  17

Senior Year  31 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06......4

MAJOR
Composition (Private). E85.1021 .................3

TOTAL  18

SPRING SEMESTER

LIBERAL ARTS
Integrated Liberal Arts. E...4

MAJOR
Composition (Private). E85.1021 .................3

TOTAL  15

GRAND TOTAL: 130 Points

VOCAL PERFORMANCE—CLASSICAL VOICE SPECIALTY

The 128-point curriculum in vocal performance with a specialty in classical voice combines 44 points of liberal arts courses with 26 required points in core courses that cover such areas as theory and ear training, music history, and music specialization. Additionally, students in this performance program take 56 points in such courses as ensemble, collegium, and recital.

SAMPLE CURRICULUM WORKSHEET

Freshman Year  35 Points

FALL SEMESTER

LIBERAL ARTS
Writing the Essay. V40.0100 ...4

MAJOR
New Student Seminar. E03.0001 .................0
Private Voice. E85.1063 .................3
Opera Workshop: Creative Movement. E85.1060 .............2
Italian Diction. E85.0161 .............1
Vocal Production. E85.1013 .......2

Professions in Vocal Performance. E85.0099 .................2
Choral Arts. E85.1085 .................0
Music Theory I. E85.0035 .................2
Aural Comprehension in Music I. E85.0006 .............1
Keyboard Harmony and Improvisation I. E85.0072 .......1
Collegium and Program Seminar. E85.0092 .................0

TOTAL  18

SPRING SEMESTER

LIBERAL ARTS
The Advanced College Essay. E52.0110 .................4

MAJOR
Private Voice. E85.1063 .................3
Opera Workshop: Alexander. E85.1060 .................2
English Diction. E85.0162 .............1
Dance. E89.................1
Vocal Coaching. E85.1163 .............2

Choral Arts. E85.1085 .................0
Music Theory II. E85.0036 .................2
Aural Comprehension in Music II. E85.0007 .............1
Keyboard Harmony and Improvisation II. E85.0073 .......1
Collegium and Program Seminar. E85.0092 .................0

TOTAL  77

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### Sophomore Year 32 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Foreign Language ...........4

**MAJOR**
- Private Voice. E85.1063 ........3
- Opera Workshop (Elective). E85.1060 ........2
- German Diction. E85.0163 ........1
- Music History I. E85.1067 ........2
- Choral Arts. E85.1085 ...........0
- Music Theory III. E85.0037 ........2
- Aural Comprehension in Music III. E85.0008 ........1
- Keyboard Harmony and Improvisation III. E85.0074 ........1
- Collegium and Program Seminar. E85.0092 ........0

**SPRING SEMESTER**

**LIBERAL ARTS**
- Foreign Language ...........4

**MAJOR**
- Private Voice. E85.1063 ........3
- Opera Workshop (Fundamentals). E85.1060 ........2
- French Diction. E85.0164 ........1
- Music History II. E85.1068 ........2

**TOTAL** 16

### Junior Year 35 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Foundations of Scientific Inquiry: Natural Science I or II. V55.02.............4
- Foundations of Contemporary Culture: Texts and Ideas. V55.04.............4

**MAJOR**
- Song Repertoire. E85.116 ........2
- Acting I for Singers. E85.0220 ........2

**SPRING SEMESTER**

**LIBERAL ARTS**
- Performing Arts in Western Civilization. E85.1505 ...........4

**MAJOR**
- Private Voice. E85.1063 ........3

**TOTAL** 17

### Senior Year 26 Points

**FALL SEMESTER**

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Cultures and Contexts or Expressive Culture. V55.05 or V55.07 ........4
- Dance Elective. E89.............1
- Liberal Arts Elective ...........4

**MAJOR**
- Song Repertoire. E85.116 ........2
- Opera Workshop (Elective). E85.1060 ........1
- Guided Elective. E85.............1

**SPRING SEMESTER**

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06 ...........4

**MAJOR**
- Private Voice. E85.1063 ........3

**TOTAL** 13

**GRAND TOTAL: 128 Points**
VOCAL PERFORMANCE—MUSIC THEATRE SPECIALTY

The 128-point curriculum in vocal performance with a specialty in music theatre combines 44 points of liberal arts courses with 25 required points in core courses that cover such areas as theory and ear training, music history, and music specialization. Additionally, students in this performance program take 58 points in such courses as ensemble, collegium, and recital.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 34 Points

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Sophomore Year 36 Points

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Junior Year 34 Points

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Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
The 130-point curriculum in piano performance combines 40 points of liberal arts courses with 24 required points in core courses that cover such areas as music theory, aural comprehension, keyboard harmony and improvisation, music history, and various music specialization courses. Additionally, piano students take courses in ensemble playing and collaborative work. Elective credits enable students to pursue related interests in music business, music technology, music education, or academic areas in the College of Arts and Science.

**PIANO PERFORMANCE**

**SAMPLE CURRICULUM WORKSHEET**

**Freshman Year 32 Points**

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**TOTAL 16**

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**Sophomore Year 33 Points**

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**TOTAL 16**

**GRAND TOTAL: 128 Points**
The 130-point curriculum in instrumental performance combines 40 points of liberal arts courses with 24 required points in core courses that cover such areas as theory and ear training, music history, music literature, and conducting. Additionally, students in this performance program take 66 points in courses ranging from ensemble, collegium, and recital to advanced orchestration, electronic music, and computer music.
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MUSIC TECHNOLOGY

The 128-point curriculum in music technology combines 40 points of liberal arts courses with 35-36 points in music requirements that cover diverse topics from music history and literature to piano class and theory and ear training. Students in the Music Technology Program are also required to take 9-12 points in core classes, which include fundamentals in computer and electronic music, as well as internship opportunities in many different aspects of the field. Students also choose 44-46 points in music technology specialization courses covering electronics technology, recording technology, MIDI technology, concert recording, and audio for video.

SAMPLE CURRICULUM WORKSHEET

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*By advisement.

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### Senior Year 32 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Liberal Arts Elective: E85.0092 (0 credits)

**MAJOR**
- Collegium and Program Seminar: E85.0092 (0 credits)
- Internship in Music Technology: E85.1820 (2 credits)
- Guided Specialization: E85.1420 (6 credits)
- Music Elective: E85.1420 (3 credits)
- Ensemble: E85.1420 (1 credit)

**TOTAL**: 16 credits

### SPRING SEMESTER

**LIBERAL ARTS**
- Integrated Liberal Arts: E85.0092 (4 credits)
- Liberal Arts Elective: E85.1420 (4 credits)
- Music Elective: E85.1420 (2 credits)
- Ensemble: E85.1420 (1 credit)

**MAJOR**
- Collegium and Program Seminar: E85.0092 (0 credits)
- Internship in Music Technology: E85.1820 (1 credit)
- Guided Specialization: E85.1420 (4 credits)

**TOTAL**: 76 credits

**GRAND TOTAL: 128 Points**

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*By advisement.

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Food and Health Are Universal

Everyone eats and drinks to stay fit and healthy and to enjoy the social and cultural experiences associated with food. Food choices vary according to taste, of course, but are also related to family background, health, economic status, and such factors as geography, climate, marketing and trade practices, and social trends. The fields of food and nutrition also encompass some of the most critically important—and hotly debated—issues affecting modern society, among them world hunger and malnutrition problems related to the safety, bioengineering, and globalization of food. This program helps you understand the significance of all of these factors so that you are well prepared for an almost limitless variety of food and nutrition careers.

Shaping Your Future

Food is a multibillion-dollar industry. Half of all meals are eaten outside the home, and 30 percent of all new food products are designed to meet nutritional goals. Career opportunities in dietetics and food-related professions are expanding rapidly. Employers increasingly seek university graduates with educational experience in liberal arts, food, nutrition, and management. You can use your education in nutrition and food studies as a step to becoming a nutritionist or dietitian, food reporter or editor, advertising or marketing specialist, equipment designer or distributor, consultant, or teacher or professor in a great variety of institutional, corporate, academic, or other professional settings.

The NYU Advantage

This unique program allows you to combine your interests in food and nutrition with an interest in health, culture, or business. Its strengths are a strong foundation in liberal arts; core lecture and laboratory courses that explore and integrate food studies, nutrition, and management; a concentration in one of two areas of professional study; and extensive opportunities for elective courses and internships designed to help you apply your knowledge to meet your own interests and career goals.

The New York City Advantage

As an international capital of health care and one of the world’s leading restaurant, catering, magazine, and media centers, New York City provides vast resources for our program. Nutrition and food professionals from outstanding local academic and business centers advise us about our curriculum, teach our courses, and supervise our internship placements. Our students take full advantage of our location through field trips and invited speakers and attending professional meetings and student clubs.

Liberal Arts Foundation

Careers in food and nutrition require writing, language, communication, and social skills as well as technical knowledge. A great strength of this program is that you select many of your credits from the vast array of humanities and social, behavioral, and natural science courses offered by the Steinhardt School of Culture, Education, and Human Development and the College of Arts and Science.

Nutrition and Food Studies Core

Students in all concentrations take courses in food
science, management theory, nutrition and health, food production and management, and food and society as an introduction to the full spectrum of ways in which food and nutrition intersect with society. You learn about the nutrient value of food, eating behavior, cultural determinants of food intake, food marketing and personnel management, and many other fascinating aspects of this field. You learn the basics of food preparation and management in our department’s foods laboratory facility.

Choosing Your Concentration
Nutrition and Food Studies lets you tailor your education to your own career goals. You focus your studies by selecting one of two areas of concentration: nutrition and dietetics or food studies. These areas are described in “Your Career Opportunities” on this page and continuing on page 81.

Internship Experience
Along with your academic courses, you apply your knowledge in supervised internship placements arranged to meet your specific area of interest and to further your career goals. Faculty work with students to locate challenging internships selected from New York City’s extensive professional resources: hospitals and health centers, restaurants, hotels, newspapers, magazines, consulting firms, food companies, and community agencies. Our internship courses help you develop the professional skills you need to prepare your résumé and to interview for jobs and often lead to future employment.

Opportunities for Study Abroad
Students are encouraged to spend a semester abroad at one of NYU’s many study abroad sites in Accra (Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv. Overseas learning and travel can greatly expand students’ understanding and appreciation of different culinary traditions, diet, culture, and history.

Helping You Start Your Career
Employers in the metropolitan area frequently ask our faculty for job referrals, and the department posts jobs on our listserv and maintains a notebook with position announcements. NYU’s Wasserman Center for

YOUR CAREER OPPORTUNITIES

NUTRITION AND DIETETICS
The concentration in nutrition and dietetics prepares you for entry-level positions such as assisting dietitians or nutritionists who work as consultants, writers, or consumer relations specialists.

If, after graduation, you meet further requirements and become a registered dietitian, your career choices expand even more. You will qualify for positions in clinical dietetics or food administration in hospitals, nursing homes, community nutrition programs, businesses, and other types of agencies. Our graduates have gone on to the following:

- Nutrition educators in schools, colleges, and community agencies
- Clinical dietitians or managers of nutrition programs in hospitals, nursing homes, and schools
- Private consultants for patients with chronic conditions or for corporate wellness programs
- Members of clinical specialty teams in pediatrics, family medicine, surgery, critical care medicine, nutrition therapy, and other services
- Staff members of private agencies, health departments, and federal agencies
- Food writers, editors, and nutrition communicators
- Product and marketing staff in food or media companies

FOOD STUDIES
The food studies concentration prepares graduates to enter food professions where knowledge of food and beverage, the use of food and food ingredients, and the role of food in society are at a premium. The program also prepares students for graduate study in such fields as humanities, social and behavioral science, and management. Although this is a relatively new field, our graduates have obtained the following entry-level positions:

- Food writers
- Food stylists
- Food photographers
- Caterers
- Cooks or cook managers
Career Development provides many resources for finding employment. Many of our graduates inform us of job openings and provide career guidance for our students.

**Student Activities**

We encourage our students to join the department’s Food and Nutrition Club, which sponsors events, field trips, and speakers, and to join and participate in local, regional, and national professional organizations such as the American Dietetic Association, the New York State Dietetic Association, the Association for the Study of Food and Society, and the James Beard Foundation. Such organizations provide technical information, career guidance, or scholarships for students in our program.

**Nutrition and Dietetics Concentration**

**PREPARING YOU FOR DIETETIC PRACTICE**

The nutrition and dietetics concentration meets national needs for professionals with a thorough understanding of human nutritional needs in health and illness and of ways to provide healthful diets through food service systems. In a dynamic and expanding field, nutritionists and dietitians are working in health care, business, government service, and their own private practices. Hospitals, nursing homes, the food industry, restaurants, schools, and community programs urgently need nutritional professionals with up-to-date knowledge and experience.

**HOW THE PROGRAM WORKS**

Students learn basic, community, clinical, and administrative dietetics, as well as food service management, food science, and nutrition science. Courses in nutrition assessment, diet modification, computer applications, and research help students develop analytical and decision-making skills critical to dietetic practice. Practicing dietitians from outstanding medical centers teach our clinical nutrition courses and provide guest lectures on the most interesting and current topics in the field.

**FIELD EXPERIENCE OPPORTUNITIES**

During your senior year, you do fieldwork in hospital dietetics under the close supervision of registered dietitians, helping patients and clients meet their special nutritional needs.

**YOUR CAREER OPPORTUNITIES**

(Continued from page 80.)

- Food or beverage directors
- Assistants to food operations, marketing, and design directors
- Sales associates
- Research assistants
- Consultants
- Test kitchen assistants
- Food product developers
- Food brokers
Recent settings for such field experiences have included NYU’s Langone Medical Center, the Hospital for Joint Diseases, the Memorial Sloan-Kettering Cancer Center, and Rockefeller University Hospital in Manhattan; Long Island College Hospital in Brooklyn; and Saint Barnabas Hospital in the Bronx.

**BECOMING A REGISTERED DIETITIAN**

Most students in this area of concentration decide to continue their studies to obtain credentials as a registered dietitian (R.D.). This credential qualifies students for specialized positions and a greater variety of career choices. The nutrition and dietetics concentration provides the curriculum accredited by the American Dietetic Association that you need to become eligible to obtain the R.D. After you graduate, you will also need to complete an accredited internship and pass the R.D. examination.

Our department offers two graduate options for a dietetic internship. Both enable you to earn a master’s degree, which is held by more than half of this country’s dietitians, and both are accredited by the ADA. They are as follows:

1. **NYU Dietetic Internship**
   You may apply for this internship, which provides clinical dietetics training at one of more than 20 hospitals and health care facilities affiliated with NYU. Upon completion, you are eligible to take the R.D. examination. If you choose to complete the internship and continue graduate studies, you will need 22 additional credits to complete a Master of Science degree in clinical nutrition and dietetics.

2. **Bronx VA MC Dietetic Internship/NYU Master’s Program**
   This highly selective program is offered by the James J. Peters Veterans Affairs Medical Center in the Bronx in affiliation with the NYU Department of Nutrition, Food Studies, and Public Health. After 16 months of clinical dietetics practice and course work, you earn a Master of Science degree in nutrition and dietetics: clinical nutrition and are eligible to take the R.D. examination.

**Food Studies Concentration**

**A UNIQUE AND INNOVATIVE PROGRAM**

This area of concentration focuses on the scholarly study of food, particularly its cultural and social dimensions. To our knowledge, this is the only undergraduate program offering this focus outside of a culinary institution and the only one to build on such a strong foundation in liberal arts and be accredited.

**YOUR COURSE OF STUDY**

Concentration courses cover food issues of contemporary societies, essentials of cuisine, beverage management systems, food science, food in the arts, and communications. Students may choose from a wide variety of theoretical and hands-on elective courses, such as catering, international nutrition, food demonstrations, international foods, and food photography. Courses are taught by outstanding NYU faculty as well as by highly qualified professionals who share their knowledge and experience, provide career advice, and supervise internships. Internships are available in every imaginable aspect of the food fields and are developed through consultation with faculty to meet individual interests and goals.

**Study Options**

**Areas of Concentration:**

Students select an area of concentration from the following two choices: (1) nutrition and dietetics and (2) food studies.

**Independent Study:**

Students can receive credit for independent study in advanced course work, field experience, or special projects that provide further education in specific areas of interest, under the supervision of a faculty adviser.

**Minor:**

Students in other fields may minor in nutrition and food studies by taking 16 points of core courses in food science, food production and management, management theory, nutrition and health, food sanitation, and food and society.

Depending on the area of concentration, nutrition and food studies majors may minor in another area of study, such as business, communication studies, history, anthropology, or foreign language.
NUTRITION AND FOOD STUDIES

Depending on the specific area of concentration selected, the 128-point curriculum in nutrition and food studies requires 60 points of liberal arts courses, 14 points of core courses, 25 to 35 points of specialization courses in an area of concentration, and the remaining 17 to 25 points as electives. Core courses taken by all students in the program include food science, food production and management, food management theory, nutrition, and food and society. Specialization and elective courses are discussed under each area of concentration.

SAMPLE CURRICULUM WORKSHEET

### NUTRITION AND DIETETICS CONCENTRATION

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**TOTAL:** 32 Points

#### Senior Year 32 Points

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**TOTAL:** 32 Points

**GRAND TOTAL:** 128 Points

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
## SAMPLE CURRICULUM WORSHEET
### FOOD STUDIES CONCENTRATION

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**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Public Health

Public health is a broad social enterprise. The field of public health is concerned with protecting, promoting, and improving the health and well-being of populations, particularly those most vulnerable in today's society.

Public health draws on an interdisciplinary approach to solving problems to extend the benefits of current knowledge in ways that will have the maximum impact on the health status of a population.

With social justice as the foundation of public health, those who study and practice in this field are concerned with the many conditions that influence health and well-being, including social, economic, political, and medical care factors.

Those engaged in this field are concerned with questions as diverse as these:

- What is the best way to reduce deaths from malaria in sub-Saharan Africa?
- What can governmental and nongovernmental agencies do to improve the safety of the nation's food supply?
- How can tobacco consumption be reduced worldwide?
- What types of strategies can be put in place in schools, neighborhoods, and communities to reduce violence?
- What public policies might help to reduce rates of childhood obesity?
- How can access to life-saving pharmaceutical drugs be improved in less developed countries?
- Should special consent be required for HIV testing?
- How can we improve access to health care in this country? What are the pros and cons of different policy proposals to do that?
- How is climate change affecting public health in different parts of the world?
- What kinds of systems need to be put in place to deal with natural disasters like Hurricane Katrina?
- What is the best way to reduce the use of illegal drugs?

While those who deliver essential health care services—in medicine (as doctors, emergency technicians, physician assistants), nursing (as nurses or nurse practitioners), dentistry, or other allied health fields—are part of our nation's public health workforce, those choosing to prepare themselves for a public health career typically focus their work on developing policies and programs that support the creation of well-being and the prevention of disease. They focus their studies on disease prevention and health promotion in neighborhoods, schools, communities, and in government, examining how to deliver services, craft public policies, improve environments, and equip people with information to protect their own health.

Curriculum

The curriculum in public health requires completion of 129 credits. These are divided into six categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts Requirements</td>
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<tr>
<td>Public Health Major</td>
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<td>Research</td>
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<td>Internship</td>
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Diana Silver  
Program Director
New Student Seminar
Students must enroll in New Student Seminar E03.0001 (0 points) during the first semester in residence, to review basic college-level skills and to obtain an introduction to NYU’s academic and personal resources and services.

Study Abroad
Overseas travel, study, and/or work provide extraordinary opportunities for students to deepen their understanding of other cultures and to gain new perspective on national and international public health issues and policies.

NYU Global Sites: Public health majors may study for one semester or one year at any of NYU’s global study sites in Accra (Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, and Tel Aviv. NYU in Ghana offers Health and Society, one of the core courses of the B.S. degree, as well as opportunities for students to do public health community service projects arranged through the NYU campus.

Alternative Breaks: NYU’s short-term alternative breaks program during winter and spring breaks may take students to such destinations as Mexico, Peru, or other countries to work on health and environmental projects in local communities.

Dean’s Research Travel Colloquia: Offered by Steinhardt to honors students, Dean’s Research Travel Colloquia (DRTC) combine student research with international travel over winter or spring break. Past colloquia, which are interdisciplinary and led by Steinhardt faculty, have examined Muslim youth identity in Turkey, the intersections between humans and nature in Greece, and public and private health care in Mexico.

Senior Year Research and Honors Option
As part of the program, students undertake a field-based research project in their senior year. Students who qualify for the honors track will also participate in an honors research seminar and work with a faculty mentor on their research project.

Public health faculty are engaged in research in such areas as HIV/AIDS and substance abuse prevention both in the U.S. and in South Africa; obesity and metabolic syndrome; reproductive health choices among adolescents; barriers to health care for vulnerable populations in the U.S.; primary care systems in Brazil; the design and evaluation of programs and policies aimed at improving health outcomes for children; and new methods of knowledge and resource acquisition around chronic health conditions.

YOUR CAREER OPPORTUNITIES
A recent Institute of Medicine report drew attention to the large number of jobs in public health currently filled by people with no formal public health training, and it called for public health to be integrated into all undergraduate curricula.

Students graduating with a B.S. in public health enter this workforce with greater credentials and training, allowing them to compete for jobs in agencies such as the American Lung Association, the American Red Cross, local and state health departments, health care organizations, and other human service groups.

Graduates with a B.S. in public health are also well equipped to attend graduate school in a variety of disciplines, including public health.
PUBLIC HEALTH

The B.S. in public health requires 129 points: 63 liberal arts points and 66 points in the major. Liberal arts points include 8 points in expository writing, 12 points in Foundations of Contemporary Culture, 8 points in foreign language, 11 points in social sciences, 8 points in natural science, 4 points in mathematics, 8 points in unrestricted liberal arts electives, and 4 points in restrictive liberal arts electives. Points for the major included 40 required points, 10 points in electives by advisement, and 16 points in unrestricted electives. In addition, all students enroll in their first semester in the department's New Student Seminar. A sample program for four years of study leading to a B.S. in public health appears below:

### SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
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<td>Writing the Essay. V40.0100</td>
<td>Health and Society. E33.0070</td>
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<tr>
<td>Human Biology. V23.0006</td>
<td>New Student Seminar. E03.0001</td>
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<td><strong>MAJOR</strong></td>
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<td>Medical Care and Health: Comparative Perspectives. P11.0030</td>
<td>The Advanced College Essay. E52.0110</td>
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<td>Mathematics (by advisement)</td>
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<td><strong>FALL SEMESTER</strong></td>
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<td>Advanced Social Science (by advisement)</td>
<td>Principles of Health Promotion and Education. E33.1321</td>
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<td>Environmental Health, Social Movements, and Public Policy. E33.1323</td>
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**GRAND TOTAL: 129 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Helping Others to Explore the Wonders of Science

Every day, science expands its profound role in our lives—for instance, through biotechnology, space exploration, medical research, and ecological discoveries. The goal of the science teacher is to stimulate in students a deep interest in understanding the world, to help them experience the challenge of exploring natural phenomena on this planet and beyond, and to encourage aptitudes that may lead to careers in science, teaching, research, or professional practice. But this goal can only be achieved if the teacher develops the abilities to be a creative, caring, lifelong learner with a strong science and pedagogical background. Our program is designed to help you achieve your goal and provide you with the resources for you to continue to evolve as an educator.

A Program in the National Forefront

Since its inception, the Bachelor of Science Program in Teaching Science, Grades 7-12, in the Department of Teaching and Learning has been a leader in the nationwide movement in teacher education to stimulate the study of science, technology, and society in the secondary school. Today, we supplement our emphasis on science, technology, and society with a focus on training teachers to adapt curricula to multicultural environments, especially in urban areas, so that all students can become scientifically literate.

Science, Education, and Liberal Arts

You prepare to teach one of the following: biology, chemistry, earth science, or physics. All science courses are taken in NYU’s College of Arts and Science, along with mathematics, humanities, and social science courses required for the liberal arts core.

In the Steinhardt School of Culture, Education, and Human Development, you take courses in methods for teaching science and the development of curricula for junior and senior high school students. The teaching strategies that you learn are designed to help make your own students feel more comfortable with scientific concepts and practices.

Small Program, Constant Feedback

Our program is small, permitting one-on-one academic and professional counseling from our faculty. We also use peer feedback and evaluation; student teaching is videotaped for critique sessions in which students review and discuss each other’s techniques and lesson plans.

Your Teaching Internship

To ensure continuity between the college classroom and the real teaching world, you complete 100 hours of observation prior to beginning your two semesters of student teaching in an urban public or independent school selected for its diversity of student population. You are supervised by experienced teachers of science and by our own faculty.

Recent placements, for example, have been in the School of the Future and the High School for Environmental Science in Manhattan, Manhattan Center for Science and Mathematics, Friends Seminary on Manhattan’s East Side, and Boys and Girls High School in Brooklyn.
Prospects for our graduates are excellent as secondary school enrollments rise and public interest in science education increases. To qualify for initial certification in New York State, you take the New York State Teacher Certification Examinations. These examinations have several parts, which may be taken during your course of study. Please see your adviser for more detailed information.

Our graduates are also successful in applying the knowledge and skills they gain in the program to pursue employment in industry, publishing, and research or at institutions placing special emphasis on making science accessible to the general public—in museums, zoos, and environmental centers, for example.

A sampling of teaching jobs accepted by recent graduates includes the following:

- Science teacher at the School of the Future, High School for Environmental Science, and Friends Seminary in Manhattan
- Science artist and illustrator of children’s books
- Research technician at the NYU Langone Medical Center
- Instructors at museums, halls of science, and zoos

Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad at one of NYU’s many study abroad sites in Accra (Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv. The NYU site in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Senior Honors
Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies, writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, students work independently on their projects under the direction of their own faculty supervisor, with whom they hold regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping You Start Your Career
Through the New York City Alliance for Science—our local network with science teachers—we learn about job openings in the schools. And student teaching placements frequently lead to full-time employment upon graduation.

Other Programs to See:
- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Mathematics Education
- Nutrition and Dietetics
SCIENCE EDUCATION

The 126- to 132-point curriculum in science education, grades 7-12, offers students a choice of program of study in biology, chemistry, earth science, or physics. These in-depth content core classes, directing the student’s focus of scientific study, are combined with a pedagogical foundation that exposes students to the methods for teaching science and the development of curricula for middle and high school students. The student’s program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

SCIENCE EDUCATION: TEACHING BIOLOGY, GRADES 7-12, SAMPLE CURRICULUM WORKSHEET

### Freshman Year 36 Points

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<th>FALL SEMESTER</th>
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<td>General Chemistry I Lab. V25.0103</td>
<td>General Chemistry I Lab. V25.0102</td>
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<td>Calculus I. V63.0121</td>
<td>General Chemistry I Lab. V25.0103</td>
<td>Foundations of Contemporary Culture: Texts and Ideas. V55.04**</td>
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### Sophomore Year 34 Points

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<tr>
<td>Foreign Language</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
<td>General Physics I. V85.0011</td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<td>Human Development I. E63.0020</td>
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### Junior Year 30 Points

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<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
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### Senior Year 28 Points

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<td>Supervised Student Teaching of Science in High School. E14.1150</td>
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**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
## SCIENCE EDUCATION: TEACHING CHEMISTRY, GRADES 7-12,  
**SAMPLE CURRICULUM WORKSHEET**

### Freshman Year 36 Points

**FALL SEMESTER**

<table>
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<tr>
<th>LIBERAL ARTS</th>
<th><strong>MAJOR</strong></th>
<th><strong>SPRING SEMESTER</strong></th>
<th><strong>LIBERAL ARTS</strong></th>
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<tr>
<td><strong>Writing the Essay. V40.0100</strong></td>
<td>New Student Seminar. E03.0001</td>
<td>The Advanced College Essay. E52.0110</td>
<td></td>
</tr>
<tr>
<td><strong>Foundations of Contemporary Culture: Texts and Ideas. V55.04</strong></td>
<td>General Chemistry I. V25.0101</td>
<td>Calculus I. V63.0121</td>
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<td><strong>Calculation I. V63.0121</strong></td>
<td>General Chemistry I Lab. V25.0103</td>
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### Sophomore Year 33 Points

**FALL SEMESTER**

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<td><strong>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06</strong></td>
<td>Organic Chemistry I. V25.0243</td>
<td>Human Development I. E63.0020</td>
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<td><strong>Foundations of Contemporary Culture: Cultures and Contexts. V55.05</strong></td>
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### Junior Year 31 Points

**FALL SEMESTER**

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<tr>
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### Senior Year 31 Points

**FALL SEMESTER**

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<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
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<td><strong>Liberal Arts Elective</strong></td>
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### Grand Total: 131 Points

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### SCIENCE EDUCATION: TEACHING EARTH SCIENCE, GRADES 7-12, SAMPLE CURRICULUM WORKSHEET

#### Freshman Year  33 Points

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<tr>
<th>FALL SEMESTER</th>
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<th>SPRING SEMESTER</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>New Student Seminar. E03.0001</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Inquiries into Teaching and Learning. E27.0001</td>
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<tr>
<td>Calculus I. V63.0121</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
<td>Earth System Science. V36.0200</td>
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<td>Evolution of the Earth. V36.0210</td>
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#### Sophomore Year  36 Points

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<td><strong>LIBERAL ARTS</strong></td>
<td>General Chemistry I. V25.0101</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Human Development I. E63.0020</td>
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<td>Liberal Arts Elective</td>
<td>General Chemistry I Lab. V25.0103</td>
<td>Foreign Language</td>
<td>V49.0008</td>
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<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>Environmental Systems Science. V36.0100</td>
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#### Junior Year  33 Points

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<td><strong>LIBERAL ARTS</strong></td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Earth Science Upper-Level Elective. V36.03**</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
<td>Principles of Biology II. V23.0012</td>
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#### Senior Year  27 Points

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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Supervised Student Teaching of Science in Middle School. E14.1149</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
</tr>
<tr>
<td>Earth Science Upper-Level Elective. V36.03**</td>
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**GRAND TOTAL: 129 Points**

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Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
### SCIENCE EDUCATION: TEACHING PHYSICS, GRADES 7-12, SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>32 Points</th>
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<td><strong>FALL SEMESTER</strong></td>
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</tr>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>New Student Seminar. E03.0001</td>
</tr>
<tr>
<td>Writing the Essay. V40.0100</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0009</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Texts and Ideas. V55.04**</td>
<td>Physics I. V85.0091</td>
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<tr>
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<td><strong>FALL SEMESTER</strong></td>
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</tr>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Calculus III. V63.0123</td>
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<tr>
<td>Foreign Language</td>
<td>Physics II. V85.0093</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06**</td>
<td>Physics II Lab. V85.0094</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
<td><strong>TOTAL</strong> 17</td>
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<tr>
<td>or Critical Study of Education. E55.1031</td>
<td>Electricity and Magnetism II. V85.0132</td>
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<tr>
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<tr>
<td>Modern Physics I. V85.0103</td>
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<td>Electricity and Magnetism I. V85.0131</td>
<td>Methods II: Teaching of Science in Middle School and High School. E14.1040</td>
</tr>
<tr>
<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
<td>Modern Physics II. V85.0104</td>
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<table>
<thead>
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<th>Junior Year</th>
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<td><strong>MAJOR</strong></td>
<td><strong>TOTAL</strong> 18</td>
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<tr>
<td>Education as a Social Institution. E20.1015</td>
<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
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<tr>
<td>or Critical Study of Education. E55.1031</td>
<td><strong>TOTAL</strong> 18</td>
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<td>Modern Physics I. V85.0103</td>
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<td>Electricity and Magnetism I. V85.0131</td>
<td>Methods II: Teaching of Science in Middle School and High School. E14.1040</td>
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<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
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<tr>
<td>Liberal Arts Elective. V**</td>
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<tr>
<td><strong>MAJOR</strong></td>
<td><strong>TOTAL</strong> 18</td>
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<tr>
<td>Supervised Student Teaching of Science in Middle School. E14.1149</td>
<td>Teaching Students with Disabilities in General Education Classrooms. E75.1005</td>
</tr>
<tr>
<td>Upper-Level Physics Course</td>
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**GRAND TOTAL: 130 Points**

Liberal arts requirements, see page 108. Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Social Studies Education

A New Generation of Teachers
Social studies classes should be the locus of middle and high school student learning about American society and the world, past and present. It is in social studies that students are supposed to prepare for their role as citizens by studying history, economics, geography, and government. The opportunities for exciting learning in social studies seem unlimited, since students can grapple with the great issues of our world: war and peace; democracy versus autocracy; poverty; racial, class, and sexual inequality; prejudice; technological change; and corporate economic dominance. Our Program in Teaching Social Studies, Grades 7-12, is dedicated to producing a new generation of middle and high school teachers who are equipped to take students beyond the world of bland textbooks and multiple choice tests, to generate real student interest in history, the social sciences, and the challenges of active citizenship.

Strong Liberal Arts Orientation
To teach social studies effectively, you have to start with a strong mastery of the content areas that students will be exploring with you. Since history is the core discipline in the social studies curriculum of New York and many other states, our program includes extensive historical study, which will introduce you to global and U.S. history and then enable you to develop an area of specialization, such as modern Europe, in which you will complete advanced coursework and a research seminar (in small class settings). To build a cross-disciplinary understanding of society and civilization, you will take a wide range of courses in the humanities, social sciences, foreign language, the natural sciences, and mathematics.

Educational Emphasis
The curriculum’s coursework in educational methods and theory builds on this strong foundation in the social sciences and the humanities. As you develop expertise, for example, in American history, your education classes will examine ways that you can use your knowledge to teach this subject effectively to young people. Social studies courses will familiarize you with ways to integrate history, literature, and the arts and will provide instruction in how to involve students in inquiry-based history workshops, which will engage them in analyzing historical controversies and primary sources. You will learn how community studies and local history can involve students in major research projects that relate to their own lives and neighborhoods and will encounter the latest programs to foster citizenship and participatory democracy via service learning. You will be exposed to research on how adolescents and children learn, and you’ll study the most innovative methods and materials being used in high school and middle school social studies classes. Other education course work will teach you how to deal with student reading and writing problems and ensure that you enter teaching with a strong grasp of the special education and educational policy issues that affect schooling.

The City as a Social Studies Laboratory
New York City is the home of some of the leading innovators in social studies education, and our social studies program involves these pacesetters in its course work. You will learn from them about projects that have succeeded in evoking student interest in politics and community studies, such as the Educational Video Center, which teaches high school...
students how to make documentary films about local issues. Our students have also explored ways that new technologies can be used to bring history to life by developing primary source activities for the Franklin and Eleanor Roosevelt Institute’s New Deal Web site and teaching materials for the “Witnessing the Early American Experience” Web site. Our program is a source of innovation on the New York educational scene and has involved our students in designing curricula for our urban school partners—so that, instead of merely completing course assignments, students have an opportunity to help in efforts to reform social studies education in the real world of public school students and teachers.

**Nationally Recognized Faculty**

Members of our faculty have participated in the key debates on issues such as multiculturalism, national history standards, and service learning that have shaped the fields of social studies over the past decade. Faculty publish regularly in leading social studies journals, including Social Education and the Organization of American Historians Magazine of History, and have also published influential books on education and community, school reform, and American history. They have spearheaded social studies curriculum reform projects in primary, middle, and secondary schools. Faculty in our program collaborate with colleagues in allied fields, most notably English education, Jewish education, and educational theatre, with whom we have developed courses that integrate the approaches of our respective disciplines. This collaboration helps our student teachers learn to take interdisciplinary approaches to social studies and to truly bring history alive to their own students.

**Education in Comparative Perspectives**

You are strongly encouraged to spend a semester abroad in one of NYU’s many study abroad sites in Accra (Ghana), Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Shanghai, or Tel Aviv.

**Fieldwork and Student Teaching**

In your junior year, you will begin your student teaching experience by observing middle and secondary school teachers and their students in their classrooms. Such observations in New York City’s public schools, along with methods courses taught by vet-
eran teachers, will prepare you for your senior year of student teaching. In the fall semester of your senior year, under the guidance of a cooperating teacher as well as an NYU supervisor and methods teacher, you will assume responsibility for teaching a daily middle school social studies class. This is followed in the spring with a semester of high school student teaching in social studies, which again will involve a collaborative effort among you, your cooperating school teacher, and your NYU faculty mentor.

Senior Honors
Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, students work independently on their projects under the direction of their own faculty supervisors, with whom they hold regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping You Start Your Career
Many of our students receive their first job offers from the schools where they do their student teaching internships, and the New York City Department of Education recruits on campus at the end of each semester. There are also many opportunities in New York City to work for nonprofit international agencies that employ educators.

Other Programs to See:
• Childhood Education and Childhood Special Education
• Early Childhood Education and Early Childhood Special Education
• Foreign Language Education

YOUR CAREER OPPORTUNITIES
Our program in social studies education prepares you for teaching middle and secondary school social studies anywhere in the United States or overseas. To qualify for initial certification in New York and most other states, you take the National Teachers Examination after graduation.

Our program also provides excellent preparation if you wish to work in other positions related to social studies education, such as a textbook editor in publishing or a curriculum developer in an educational agency.

Following is a small sampling of the positions obtained by recent graduates:
• Secondary school teacher at, for example, Hunter College High School, Stuyvesant High School, Norman Thomas High School, and Brooklyn Technical High School
• Educational filmmaker on an Australian aboriginal project
• Consultant on social studies curriculum materials
• Congressional aide on education issues
• Guidance counselor, Cleveland Board of Education
The 128-point curriculum in social studies education, grades 7-12, includes courses in the liberal arts, the student's major area of study, and the area of pedagogy. The program requires at least 60 points in liberal arts courses and a major area of study that permits students to explore the histories of Asia, Africa, or Latin America. Studies in U.S. history and the Western world, as well as a focus on social sciences and comparative politics, are also part of the curriculum. The pedagogical core provides students with a knowledge base in educational history and sociology. Emphasis is placed on the educational development of the adolescent and the role of the teacher within the school community. The course of study culminates in two semesters of student teaching in public or independent school settings.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

**FALL SEMESTER**

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<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Foundations of Contemporary Culture: Texts and Ideas. V55.04</td>
<td>4</td>
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<tr>
<td>Writing the Essay. V40.0100</td>
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<tr>
<td>Fundamentals of Mathematics. E12.0001</td>
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**SPRING SEMESTER**

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<tr>
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<tr>
<td>Foundations of Contemporary Culture: Cultures and Contexts. V55.05</td>
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<td>The Advanced College Essay. E52.0110</td>
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#### Sophomore Year 32 Points

**FALL SEMESTER**

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<tr>
<td>Natural Science Course by Advisement</td>
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<tr>
<td>Nutrition and Health. E33.0119</td>
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<td>Speech Communication. E21.0033</td>
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<td>History of East Asia Since 1850. V57.0053</td>
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<td>or History of East Asia to 1850. V57.0052</td>
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<td>or History of African Civilization to the 19th Century. V57.0055</td>
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<td>or History of African Civilization During the 19th and 20th Centuries. V57.0056</td>
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**SPRING SEMESTER**

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Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
<table>
<thead>
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<td>Classroom Practicum: Teaching Social Studies</td>
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<thead>
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<tr>
<td>Specialization: Seminar History Course</td>
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<td>Language Acquisition and Literacy Education</td>
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<td>Supervised Student Teaching of Social Studies in the Secondary School</td>
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<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers</td>
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<tr>
<td><strong>MAJOR</strong></td>
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<td>Integrating History and Literature with Adolescents</td>
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<tr>
<td>Community Studies: Political, Social, Historical</td>
<td>E23.1925</td>
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<tr>
<td>or Politics Course by Advisement</td>
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<tr>
<td>Teaching Students with Disabilities in General Education Classrooms</td>
<td>E75.1005</td>
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<tr>
<td>Supervised Student Teaching of Social Studies in the Middle School</td>
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<td>Teaching Social Studies in the Middle School</td>
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<tr>
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</tbody>
</table>

**GRAND TOTAL: 128 Points**

Liberal arts requirements, see page 108. • Steinhardt School of Culture, Education, and Human Development courses, page 113. Faculty, page 160.
Minors Available in the Steinhardt School

Academic programs at the Steinhardt School are designed to provide students with a broad understanding of the world at large while preparing them for a specific career. The Steinhardt School offers a series of minors to help students increase their knowledge in a particular field other than their major, gain skills that suit both their needs and their aspirations, and explore individual interests. These include teacher education, studio art, communication studies, educational theatre, music, nutrition, food studies, public health, and American Sign Language (see pages 99-107).

The College of Arts and Science, the Stern School of Business, the Tisch School of the Arts, and the Silver School of Social Work also offer minors for Steinhardt students (see steinhardt.nyu.edu/advisement/minors for more information).

Teacher Education Minor

The Steinhardt School of Culture, Education, and Human Development offers several official minors in education to students in the College of Arts and Science (CAS). The General Education Minor is designed to give CAS students an opportunity to look at contemporary education issues, to gain classroom experience, and to explore the merits of a career in teaching. Subject-specific education minors (English, math, etc.) enable students to get a head start toward a graduate degree in a teacher certification program. Students who complete courses in these minors may reduce the number of credits needed to complete an M.A. degree in the related area of study. The Steinhardt School has a teacher certification adviser who can assist CAS students with any of the minors in education. For more information, contact Mark Perez, Office for Student Services and Public Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, New York, NY 10003-6680; 212-998-5033.

AVAILABLE MINORS

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<thead>
<tr>
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<td>Foreign Languages Education Minor</td>
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<td>Mathematics Education Minor</td>
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<td>Science Education Minor</td>
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<td>Social Studies Education Minor</td>
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<td>Teaching English as a Second Language Minor</td>
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<tr>
<td>American Sign Language Minor</td>
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<td>Communicative Sciences and Disorders Minor</td>
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<td>Educational Theatre Minor</td>
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</tr>
<tr>
<td>Media, Culture, and Communication Minor</td>
<td>103</td>
</tr>
<tr>
<td>Music Minor</td>
<td>103</td>
</tr>
<tr>
<td>Nutrition Minor</td>
<td>104</td>
</tr>
<tr>
<td>Food Studies Minor</td>
<td>104</td>
</tr>
<tr>
<td>Public Health and Policy Minor</td>
<td>104</td>
</tr>
<tr>
<td>Studio Art Minor</td>
<td>105</td>
</tr>
<tr>
<td>Global Visual Art Minor</td>
<td>106</td>
</tr>
<tr>
<td>Cross-School Minor Application</td>
<td>107</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION MINOR
(NONCERTIFICATION 18-POINT SEQUENCE)

**Required Courses** 18 Points

| Inquiries into Teaching and Learning I.* | E27.0001 | 4 |
| Human Development I. | E63.0020 | 4 |
| Foundations of Special Education. | E75.0083 | 3 |
| Education as a Social Institution. | E20.1015 | 1.15 |
| Critical History of Education. | E55.1031 | 3 |
| Language Acquisition and Literacy Education.* | E27.1030 | 1.15 |
| Classroom Practicum: Planning, Assessment, Management, and Technology | E27.1050 | 4 |
| Open to College of Arts and Science and Steinhardt students |

*Includes 15 hours of fieldwork.
English Education Minor

Courses to be taken by undergraduate English majors in CAS (4 courses, 16 points) as a minor in English education.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
</tr>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning II.* E27.1002</td>
</tr>
<tr>
<td>4</td>
<td>Integrating Reading and Writing with Adolescents I.* E11.1600</td>
</tr>
<tr>
<td>4</td>
<td>Integrating History and Literature with Adolescents. E27.1020</td>
</tr>
</tbody>
</table>

Total Required Points........16

*Includes 15 hours of fieldwork.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.

Foreign Languages Education Minor

Courses to be taken by undergraduate language majors in CAS (5 courses, 19 points) as a minor in teaching foreign languages (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, Spanish).

Prerequisite: 30 points in the target language.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
</tr>
<tr>
<td>3</td>
<td>Adolescent Development. E63.1272</td>
</tr>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning II.* E27.1002</td>
</tr>
</tbody>
</table>

Junior Year

(3 courses, 11 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
</tr>
<tr>
<td>3</td>
<td>Adolescent Development. E63.1272</td>
</tr>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning II.* E27.1002</td>
</tr>
</tbody>
</table>

Senior Year

(2 courses, 8 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teaching Secondary Mathematics.* E12.1043</td>
</tr>
<tr>
<td>4</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context.* E27.1030</td>
</tr>
</tbody>
</table>

Electives: Choose Two:

1. Teaching of Rational Numbers, Grades 7-12. E12.1041
2. Teaching of Algebra, Grades 7-12. E12.1045
3. Teaching of Geometry, Grades 7-12. E12.1046

Total Required Points..........17

*Includes 15 hours of fieldwork.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.

Mathematics Education Minor

Courses to be taken by undergraduate CAS mathematics majors (5 courses, 17 points) as a minor in mathematics education.

Prerequisites: an overall GPA during the first two years of study of at least 3.0 and an overall GPA in mathematics content courses during the first two years of at least 3.0.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teaching Secondary Mathematics.* E12.1043</td>
</tr>
<tr>
<td>4</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context.* E27.1030</td>
</tr>
</tbody>
</table>

Electives: Choose Two:

1. Teaching of Rational Numbers, Grades 7-12. E12.1041
2. Teaching of Algebra, Grades 7-12. E12.1045
3. Teaching of Geometry, Grades 7-12. E12.1046

Total Required Points..........17

*Includes 15 hours of fieldwork.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.
### Science Education Minor
Courses to be taken by undergraduate science majors in CAS (5 courses, 18 points) as a minor in science education.

**Prerequisite:** an overall GPA during the first two years of study of at least 2.5 and an overall GPA in science content courses during the first two years of at least 3.0.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II.* E27.1002</td>
<td>4</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context.* E27.1030</td>
<td>4</td>
</tr>
<tr>
<td>Human Development I E63.0020</td>
<td>2</td>
</tr>
<tr>
<td>Human Development II E63.0023</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Required Points</strong> 18</td>
<td></td>
</tr>
</tbody>
</table>

*Includes 15 hours of fieldwork.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.

### Social Studies Education Minor
Courses to be taken by undergraduate CAS majors (5 courses, 19 points) as a minor in social studies education.

**Prerequisites:** (at least 9 points to be taken as part of the College of Arts and Science degree):
- Principles of Economics I. V31.0001, or other economics course
- Comparative Politics. V53.0500, or other politics course
- Additional course in either economics or politics, V**. V**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Practicum: Methods in Teaching Social Studies.* E23.1039</td>
<td>3</td>
</tr>
<tr>
<td>Post-1865 U.S. History, Geography, and the Social Studies.* E23.1073</td>
<td>4</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context.* E27.1030</td>
<td>4</td>
</tr>
<tr>
<td>Human Development I E63.0020</td>
<td>2</td>
</tr>
<tr>
<td>Human Development II E63.0023</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Required Points</strong> 19</td>
<td></td>
</tr>
</tbody>
</table>

*Includes 15 hours of fieldwork.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.

### Teaching English as a Second Language Minor
Courses to be taken by undergraduates in CAS (5 courses, 19 points) as a minor in teaching English as a second language.

**Prerequisites:**
- 6 points in each of the following areas: English, math, science, social studies, and foreign languages.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Practicum: Methods in Teaching Social Studies.* E23.1039</td>
<td>3</td>
</tr>
<tr>
<td>Post-1865 U.S. History, Geography, and the Social Studies.* E23.1073</td>
<td>4</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning I.* E27.0001</td>
<td>4</td>
</tr>
<tr>
<td>Adolescent Development. E63.1272</td>
<td>3</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II.* E27.1002</td>
<td>4</td>
</tr>
<tr>
<td><strong>Senior Year</strong> (2 courses, 8 points)</td>
<td></td>
</tr>
<tr>
<td>Second Language Classroom: Elementary and Secondary Schools.† E29.2201</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Second Languages: Theory and Practice.‡ E29.2002</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Required Points</strong> 19</td>
<td></td>
</tr>
</tbody>
</table>

†Includes 15 hours of fieldwork. ‡Seniors may register for these graduate-level courses with permission.

For more detailed information on the recommended sequence, please visit steinhardt.nyu.edu and select Future Undergraduates.
American Sign Language Minor

The Department of Applied Psychology offers a course sequence in American Sign Language (ASL): ASL: Level I (introductory, requiring no prior knowledge), ASL: Level II, ASL: Level III, and ASL: Level IV.

ASL satisfies the foreign language requirement in the Steinhardt School of Culture, Education, and Human Development.

ASL can be declared as a minor if the student takes the full four-course sequence. ASL I and II are offered each fall and spring semester. ASL III is offered only in the fall; ASL IV is offered only in the spring.

American Sign Language:
Level I. E64.0091 ............... 4
Level II. E64.0092 .............. 4
Level III. E64.0093 ............. 4
Level IV. E64.0094 ............. 4

Total Required Points .......... 16

Please contact Randolph L. Mowry at 212-998-5224 or rm5@nyu.edu for more information.

Communicative Sciences and Disorders Minor

Speech-language pathologists work in such diverse environments as schools, general hospitals, intensive care units, otolaryngology units, early intervention centers, institutes for individuals with developmental disabilities, rehabilitation centers, skilled nursing facilities, private practices, and corporate offices. This minor enables students to complete prerequisite courses that are required for graduate programs in speech pathology.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Communicative Sciences and Disorders I or II. E34.0017 or E34.0018 ....... 2</td>
</tr>
<tr>
<td>Anatomy and Physiology of the Speech and Hearing Mechanism. E34.0008 ........... 3</td>
</tr>
<tr>
<td>Phonetics and Phonemics. E34.0061 ................................ 3</td>
</tr>
<tr>
<td>Language Development in the Preschool Years. E34.1601 ......................... 3</td>
</tr>
<tr>
<td>Total ........................................ 11</td>
</tr>
</tbody>
</table>

Elective Courses (students must choose 2 courses from the following):

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Communicative Sciences and Disorders I or II. E34.0017 or E34.0018 ....... 2</td>
</tr>
<tr>
<td>Neuroanatomy and Physiology of Communication. E34.0009 ......................... 3</td>
</tr>
<tr>
<td>Acoustic Phonetics. E34.0402 .................................. 3</td>
</tr>
<tr>
<td>Introduction to Neurogenic Communication Disorders. E34.1012 ......................... 3</td>
</tr>
<tr>
<td>Communication and Aging. E34.1015 .................................. 3</td>
</tr>
<tr>
<td>Science and Neurology of Language. E34.1045 ......................... 3</td>
</tr>
<tr>
<td>Introduction to Articulation Disorders. E34.1101 ......................... 3</td>
</tr>
<tr>
<td>Introduction to Language Disorders. E34.1207 .......................... 3</td>
</tr>
<tr>
<td>Reading and Writing in Children with Speech and Language Disorders. E34.1210 ......................... 3</td>
</tr>
<tr>
<td>Introduction to Audiology. E34.1230 .......................... 3</td>
</tr>
<tr>
<td>Audiology: Intervention Strategies with Children. E34.1205 ......................... 3</td>
</tr>
<tr>
<td>Total ........................................ 5-6</td>
</tr>
</tbody>
</table>

Total Required Points ........ 16-17

Educational Theatre Minor

Required Courses by Advisement

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting: Fundamentals. E17.1050 ......................... 3</td>
</tr>
<tr>
<td>Introduction to Educational Theatre I or II. E17.0050 or E17.0051 ......................... 3</td>
</tr>
<tr>
<td>Theory of Creative Drama. E17.1065 .......................... 2</td>
</tr>
<tr>
<td>Introduction to Theatre for Young Audiences I. E17.1005 .......................... 2</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Introduction to Theatre for Young Audiences II. E17.1006 ......................... 2</td>
</tr>
</tbody>
</table>

Elective Courses

(6-10 points)

Select two to three elective courses through advisement from the educational theatre course listings; examples may include the following:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stagecraft I. E17.0009 ......................... 3</td>
</tr>
<tr>
<td>Directing. E17.1081 ......................... 3</td>
</tr>
<tr>
<td>Masters of Modern Drama. E17.1057 ......................... 3</td>
</tr>
<tr>
<td>Styles of Acting and Directing. E17.1099,1100 ......................... 3-4</td>
</tr>
<tr>
<td>Beginning Playwriting. E17.1105 ......................... 2</td>
</tr>
</tbody>
</table>
Methods of Conducting Creative Drama.
E17.1067............................3

Theatre of the Oppressed.*
E17.2965............................3

Applied Theatre I.*
E17.2101............................3

*Seniors may be eligible to take graduate-level courses.

Total Required Points...16-20

For information on the educational theatre minor, contact Dr. Nancy Smithner, Department of Music and Performing Arts Professions, Program in Educational Theatre, 212-998-5250, ns23@nyu.edu.

Media, Culture, and Communication Minor

Required Courses
Choose two of the four core courses in the major. While we will allow any two of the following core courses, we strongly suggest that students complete E59.0001 and E59.0005:

- Points
  - Introduction to Media Studies. E59.0001 ..........4
  - History of Communication. E59.0003 .................4
  - Introduction to Human Communication and Culture. E59.0005 ........4
  - Introduction to Media Criticism. E59.0014 ..........4
  - Plus two 4-point courses from the media, culture, and communication fields of study course options.*

Total Required Points........16

*Note: Courses must be from the department's list of approved courses in the fields of study and not applied electives.

For information on this minor, please contact the Department of Media, Culture, and Communication, 212-998-5635.

Music Minor

Required Courses* (12 points)

- Points
  - Music Theory I. E85.0035....................2
  - Music Theory II. E85.0036....................2
  - Aural Comprehension I. E85.0006................1
  - Aural Comprehension II. E85.0007............1
  - Keyboard Harmony and Improvisation I. E85.0071..1
  - Keyboard Harmony and Improvisation II. E85.0073 ...1
  - and any two of the following:
    - Music History I. E85.1067....................2
    - Music History II. E85.1068....................2
    - Music History III. E85.1077....................2
    - Music History IV. E85.1078....................2

Elective Courses (4-12 points)

- Aural Comprehension III. E85.0008................1
- Aural Comprehension IV. E85.0009................1
- Music Theory III. E85.0037....................2
- Music Theory IV. E85.0038....................2
- Sight Reading for Vocalists. E85.0103................2
- The Business Structure of the Music Industry. E85.0221.002 ........2
- MIDI Technology. Synthesis. E85.1037 ...........3
- Audio for Video I. E85.1010........................3
- Recording Technology for Nonmajors. E85.1022...........4
- Electronic Music Synthesis. E85.1037..................3
- Jazz Theory and Ear Training. E85.1039.............2 (prerequisites: E85.0035,0036,0037,0038)
- Jazz Improvisation. E85.1075.....................2 (prerequisites: E85.0035,0036,0037,0038)
- Chamber Ensemble. E85.1080........................1
- Choral Arts Society. E85.1085........................1
- Jazz Ensemble. E85.1089...........................1
- Reference and Research in Jazz. E85.1121.............3
- Music for Children. E85.1201.....................2
- Music Theatre History I. E85.1264..................2
- Music Theatre History II. E85.1265..................2
- Film Music: Historical Aesthetics and Perspectives. E85.1500................3
- MIDI for Nonmajors. E85.1810.....................3
Private Lessons
Wind/Percussion.
E85.1034 .............. 2-8 (total)
String Instrument.
E85.1045 .............. 2-8 (total)
Piano/Organ.
E85.1056 .............. 2-8 (total)
Voice. E85.1063 .... 2-8 (total)
Composition.
E85.1021 .............. 2-8 (total)

Total Required Points ......... 16

Nutrition Minor

Required Courses
(Must be taken in sequential order; see department curriculum handout for correct sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Foods and Food Science. E33.0085</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition and Health. E33.0119</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Human Physiology. E33.1068</td>
<td>3</td>
</tr>
<tr>
<td>Diet Assessment and Planning. E33.1260</td>
<td>3</td>
</tr>
<tr>
<td>Food Microbiology and Sanitation: Safety Certification. E33.1048</td>
<td>1</td>
</tr>
<tr>
<td>Nutrition and the Life Cycle. E33.1269</td>
<td>3</td>
</tr>
</tbody>
</table>

With adviser’s approval, 3 points may be substituted:
Food Management Theory. E33.0091
Computers in Nutrition and Food Service. E33.1021
Beverages. E33.1025

Total Required Points ......... 16

Minimum

Food Studies Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Issues of Contemporary Societies. E33.0071</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Foods and Food Science. E33.0085</td>
<td>3</td>
</tr>
<tr>
<td>Food and Society. E33.1051</td>
<td>2</td>
</tr>
<tr>
<td>Food and Nutrition in a Global Society. E33.1180</td>
<td>4</td>
</tr>
<tr>
<td>Human Society and Culture. V14.0001</td>
<td>4</td>
</tr>
</tbody>
</table>

With adviser’s approval, 3 points may be substituted:
Food Management Theory. E33.0091
Computers in Nutrition and Food Service. E33.1021
Beverages. E33.1025

Total Required Points ......... 16

Minimum

Public Health and Policy Minor

The minor in public health and policy provides students from across the University with an introduction to the vital principles of public health. Through two required courses in public health and epidemiology, students explore the ways social, political, and economic forces influence the health of populations and learn about the causes and control of disease, including epidemics and pandemics, as well as chronic diseases. Elective courses allow students either to continue to focus generally on public health, through courses on global public health and public health nutrition, or to explore public health policy, through courses that introduce students to democratic public policy making, ethics, and health care.

This minor is appropriate for students considering careers and/or further study in the health professions, particularly in medicine, community or global public health, public health policy, health management, social work, nursing, medical journalism, and other fields.

For more information on the nutrition minor and food studies minor, contact Domingo Piñero, Department of Nutrition, Food Studies, and Public Health, 212-998-5580.

For information on the music curriculum minor, contact Dr. Paul Horan, music minor coordinator in the Department of Music and Performing Arts Professions, 212-998-5771, or pgh1@nyu.edu.

*All music minor students must take the music theory and aural comprehension placement examinations administered by the music theory director prior to registering. Students who need remedial theory/aural comprehension will be assigned to E85.0018, Basic Musicianship, 2 points, and E85.0019, Basic Musicianship, 2 points, as a prerequisite for Music Theory I and Aural Comprehension I. Basic Musicianship, E85.0018 and E85.0019, cannot be used toward the 16-24 points total for the music minor.
The minor in public health and policy is offered and administered by the Department of Nutrition, Food Studies, and Public Health in the Steinhardt School in collaboration with the Robert F. Wagner Graduate School of Public Service and the College of Arts and Science.

Public Health and Policy Minor
(4 courses, 16 points)

1. Required Courses
Health and Society: Introduction to Public Health (Steinhardt). E33.0070 ...... 4
Introduction to Epidemiology (Steinhardt). E33.1306 ............................ 4

2. Elective Options
Choose either A or B.
A. General Public Health
Introduction to Public Health Nutrition (Steinhardt). E33.1315.................. 4
Introduction to Global Public Health (Steinhardt). E33.1310.................... 4

B. Public Health Policy
Choose one course:
Introduction to Public Service (Wagner). P11.0020 ............ 4
The Politics of Public Policy: City, Nation, Globe (Wagner). P11.0022 ........... 4

Choose one course:
Health Policy: City and Globe (Wagner). P11.0030......................... 4
Topics in Health, Politics, and Power (Wagner). P11.0036...................... 4
Global Public Health: Policies, Politics, and Institutions (Wagner). P11.0032................. 4
Medical Anthropology (College of Arts and Science). V14.0035 ............ 4
Medical Ethics (College of Arts and Science). V83.0050 ..................... 4

Global Visual Art Minor

The Department of Art and Art Professions offers studio courses at several NYU global sites: Accra (Ghana), Berlin, Florence, and Shanghai. Combining course work from NYU in English by artists and faculty who introduce students to local art scenes and help them to understand the differences in global cultures that are influencing contemporary art. These global sites have enhanced art facilities for students working in media such as photography, video, drawing, and painting. Students may combine courses from multiple NYU global sites.

Students in the minor select a minimum of four (maximum of six) courses from Steinhardt’s offerings in the Department of Art and Art Professions and from the College of Art and Science’s offerings in the Department of Art History, both here in New York and at several sites abroad.

Minimum total points for minor: 16. New York: 7-8 points. One critical studies course (3-4 points) and one studio art course (4 points). Abroad: 8 or more points, as listed. Courses from multiple sites may be combined to achieve the total required minimum points.

This global visual art minor is open to all undergraduate students at NYU with the exception of students majoring in studio art through Steinhardt. Also please note: courses cannot be double-counted for the major in art history in the College of Arts and Science.

Prior to declaring the minor, students are encouraged to meet with the global visual art minor adviser and show a portfolio of at least five artworks that demonstrate basic art skills as well as a spirit of curiosity and adventure. Students in the minor must take a minimum of four courses or 16 points from the approved list of courses, and they may take up to a maximum of six courses or 24 points with approval from both the major and the minor advisers.

Students may not use courses in the minor to satisfy major requirements, but they may with their major adviser’s approval be able to count courses in the minor for other nonmajor requirements and/or electives. (Example: Steinhardt students may count E94.0010/E52.0941, Art: Practice and Ideas, for their MAP requirement in Expressive Culture.) Students may transfer one course into the minor from another accredited college.

Courses

Component I. Two courses (one critical studies and one studio art) taken in New York (7-8 points):

A. Select one critical studies course from among the following:

| Points | Art and Contemporary Culture I (fall). E94.0037 | 2 |
| Points | Modern Art and Contemporary Culture (summer, fall, spring). E94.0050 | 3 |
| Points | Art: Practice and Ideas (fall, spring). E94.0010/E52.0941 | 4 |

| Points | May also satisfy Expressive Cultures MAP requirement for Steinhardt students. |

B. Select one studio art class in New York from among the following:

| Points | Introduction to Drawing I, II (summer, fall, spring). E90.0101,0102 | 4 |
| Points | Introduction to Painting I, II (summer, fall, spring). E90.0103,0104 | 4 |
| Points | Introduction to Sculpture I, II (fall, spring). E90.0201,0202 | 4 |
| Points | Introduction to Video Art I, II (fall, spring). E90.0305,0306 | 4 |
| Points | Introduction to Digital Art I, II (fall, spring). E90.0303,0304 | 4 |
| Points | Introduction to Photography I, II (summer, fall, spring). E90.0301,0302 | 4 |
| Points | Introduction to Digital Photography (summer, fall, spring). E90.0300 | 4 |

South Asian Art I: Indus Valley to 1200 (fall). V43.0550

| Points | South Asian Art II: Indus Valley 1200 to Present (spring). V43.0551 | 4 |
| Points | Art in the Islamic World I: From Prophet to Mongols (fall). V43.0540 | 4 |
| Points | Art in the Islamic World II: Mongols to Present (spring). V43.0541 | 4 |
| Points | Art and Architecture of Sub-Saharan Africa and the South Pacific (fall). V43.0560 | 4 |
Component II. Select two or more courses from one or more study abroad locations (8 or more points):

A. Course options in Accra (Ghana)
Projects in Photography (fall). E90.1380 ................... 3
Postcolonial Practices in Studio Art (fall). E90.0801 ............................ 4
African Art Past and Present (fall). E90.0802 ................... 4

B. Course options in Berlin
Points
Interdisciplinary Projects (spring). E90.19•• .............. 3
Projects in Drawing (spring). E90.1180 ...................... 3
Contemporary Art (spring). E94.0052 ...................... 3
Advanced Seminar: The Art Worlds of Berlin. V43. •••• ............................ 4 (Course under development by Department of Art History)

C. Course options in Florence
Points
Introduction to Drawing (fall, spring). E90.0101 ............... 4
Introduction to Painting (fall, spring). E90.0103 .................. 4
Projects in Drawing: The Figure (fall, spring). E90.1121 ...................... 3
Florence: Architecture and Urban Photography (fall, spring). V43.9652 .................. 4
Drawing and Painting: Seeing Florence (fall, spring). V43.9655 .................. 4
Renaissance Apprenticeship (fall, spring). V43.9661 .................. 4

D. Course options in Shanghai
Points
Projects in Photography: China (fall). E90.1380 ........... 4
Interdisciplinary Projects: “Art in Translation”: Calligraphy and Modern Ink as a Contemporary Art Medium (fall). E90.19•• .............................. 3
Contemporary Art and New Media in China (fall). E90.0810 ............... 4
For more information, please contact Adjunct Professor Ann Chwatsky, studio art minor adviser, 212-998-5731; ac31@nyu.edu.

Cross-School Minor Application

Students matriculated in the following undergraduate schools may apply for a cross-school minor in the Steinhardt School of Culture, Education, and Human Development:
• College of Arts and Science
• College of Nursing
• Gallatin School of Individualized Study
• School of Continuing and Professional Studies
• Leonard N. Stern School of Business
• Liberal Studies Program
• Silver School of Social Work
• Tisch School of the Arts

Cross-school minors are listed alphabetically and by school at www.nyu.edu/advisement/majors.minors/crossminors.html.

Students must apply for the cross-school minor in Albert and should contact the minor department with questions regarding the satisfaction of the minor. If students decide that they no longer wish to pursue the cross-school minor, they must contact their Advising Office to have it removed from their transcript.

It is recommended that the minor application be submitted before students apply for graduation so that, if needed, a confirmation of minor completion can be sent in time to meet graduation deadlines.

Steinhardt Students

Note: Steinhardt students may not apply for a minor that is offered by their home school using the cross-school minor application. Students who wish to undertake a minor should see their faculty adviser for permission and for information concerning courses required to complete minors in other areas of specialization. The declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student, the faculty adviser, the program director of the minor department, and the associate dean for student affairs. The necessary form may be obtained from the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 2nd Floor. A minor can be declared at any time prior to the completion of 96 credits.
Note: Steinhardt students meet their liberal arts requirements through the all-University Morse Academic Plan, as described below. Students may also choose from a number of Steinhardt courses, grouped as the Liberal Arts Core (ES2) and listed in this section, in addition to courses in the College of Arts and Science, to satisfy these requirements.

The Morse Academic Plan (MAP) is an approach that immerses students in comparative, critical, exploratory, and interdisciplinary studies and seeks to build students’ knowledge base through sequentially designed courses in the liberal arts. Named for Samuel F. B. Morse, an early faculty member of the University who was an artist as well as a scientist and inventor, MAP exposes students to methods of analysis and forms of expression that are the bedrock of intellectual development in the humanities, social sciences, and natural sciences. Each major in the Steinhardt School of Culture, Education, and Human Development requires completion of some liberal arts courses through MAP. MAP requirements are tailored to complement course work in the major and vary slightly by fields and programs of study.

MAP has four components: (1) expository writing; (2) foreign language; (3) the humanities/social science sequence called Foundations of Contemporary Culture (FCC); and (4) the mathematics/natural science sequence called Foundations of Scientific Inquiry (FSI).

Although Freshman Honors Seminars, V50.02, are not a part of the MAP, qualifying students are strongly urged to register for one of these courses in their first semester. These seminars with distinguished faculty members promise an intellectually stimulating experience right at the beginning of college.

In designing the MAP and the Steinhardt Liberal Arts Core courses, the faculty seek to assure that all students receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the liberal arts courses encourage students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.

Expository Writing

It would be hard to exaggerate the value of the ability to communicate clearly and effectively in writing. The Expository Writing Program at NYU assumes that writing is not merely a useful skill but also a way of learning and knowing. Its courses focus on the examination of evidence, the development of ideas, and the clear expression of those ideas in a variety of different kinds of essays. During the first semester, students move from exploration to argument as they read and make use of various texts—written, visual, experiential—to create a spectrum of persuasive essays. In the second semester, the examined texts become more complex, the writing tasks more difficult. The semester’s work moves students closer to the academic disciplines in Steinhardt and requires them to grapple with intriguing questions that lead to richer ideas and more interesting forms of expression. The essays students write become more formal and argumentative, and more compelling.

Foreign Language

The study of foreign languages is an integral part of a liberal arts education. It nurtures an awareness of the diversity of human culture and serves the practical need for language skills in fields such as government, business, and
research. New York University is a particularly exciting setting for language study because of its location in a great cosmopolitan city, its international student body, its many renowned language programs and centers, and its numerous opportunities for study abroad.

In addition to foreign languages offered through the College of Arts and Science or at Columbia University through an exchange agreement, students may complete their foreign language requirement with courses in American Sign Language, E64.009*, Levels 1-4.

In addition to the foreign language courses offered for academic credit, the College of Arts and Science offers opportunities for students of modern languages to practice their skills in real-world situations outside the classroom. NYU Speaking Freely is a free, noncredit program that allows students to practice their speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. For more information about this popular program, contact the Office of the Associate Dean for Students, Silver Center, Room 909.

College graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about undergraduate study abroad programs, visit NYU Office of Global Programs, 110 East 14th Street, Lower Level, and consult the study abroad section of this bulletin.

Foundations of Contemporary Culture

The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual courses. Overall, the structure of the FCC ensures that every student gains a common core of skills and experiences in the liberal arts.

In addition to the information on the Foundations of Contemporary Culture provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

TEXTS AND IDEAS

Through exploration of contrasting and complementary works in the humanities from different periods, Texts and Ideas provides a historical, literary, and philosophical context for education in the liberal arts. The course is not a survey, but rather an examination of how texts influence subsequent thinking, create traditions, and reflect societal ideals. Texts and Ideas thus aims to provide a richer understanding of how cultures are constructed, modified, and represented.

CULTURES AND CONTEXTS

Cultures and Contexts prepares students for life in a globalized world by introducing them to the ways in which humans come to understand themselves as members of societies and by fostering their appreciation of the dynamics of cultural interaction and influence. Courses in this area share a common concern to examine the ways cultures have interacted, for example, through trade, colonization, and immigration; how groups define themselves against internal and external differences; and how people understand, experience, and imagine their lives.

Offerings include emergent traditions, diaspora formations, and societies understood as nationally, geographically, or culturally distinct from the West. Courses focusing on ancient civilizations apart from Greece and Rome are also included.

SOCIETIES AND THE SOCIAL SCIENCES

Over the past several centuries, enormous social transformations have taken place around the world. To understand the complexity of these phenomena, new methods have been developed to study societal structures and human behavior. Each of the courses under Societies and the Social Sciences begins from a particular disciplinary approach, social concern, or topic, in order to orient students to the characteristic methods of these social sciences. Students learn how issues are objectified for study, how data are collected and analyzed, and how new understanding is thereby achieved. Whether through an interdisciplinary approach, consideration of their historical development, or reflection on critical and positivistic debates, the courses help students both to appreciate the unique insights afforded by these methods and to recognize the limits of such inquiry. In this way, students move beyond the particular focus of the class to a broader understanding of methods and problems in the social sciences generally.

EXPRESSIVE CULTURE

In Expressive Culture, students explore the complexities of artistic expression by focusing on one of five media: sounds, images, words, performance, or film. Each course introduces requisite historical, formal, and critical vocabularies; examines fundamental issues associated with interpretation of the arts taking use of these media; and investigates the complex relations between artistic expression and other facets of social organization. The courses also make use, whenever possible, of the rich cultural resources of New York City.
Foundations of Scientific Inquiry

The Foundations of Scientific Inquiry (FSI) component of the Morse Academic Plan is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through other course work, FSI courses are especially designed to meet the need of nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual courses.

In addition to the information on the Foundations of Scientific Inquiry provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

QUANTITATIVE REASONING

Students in Quantitative Reasoning engage mathematical concepts in a variety of contexts in the natural or social sciences. All courses include a substantial amount of problem solving that requires both conceptual and computational work.

NATURAL SCIENCE I

Scientific knowledge has its basis in our natural curiosity about the world around us and our place in it. These courses approach the physical sciences with the intent of asking and trying to answer interesting questions, dealing with topics ranging from the origin of our universe and planet to how human activity affects our environment. Students consider the important roles played by laws of physics and chemistry in biology, earth and environmental sciences, astrophysics, and cosmology and develop an understanding of how the physical sciences inform the natural sciences generally. Mathematics is introduced in each course with frequent applications to the subject matter. Predictions that can be made only with the use of mathematics are clearly delineated, showing the powerful role it plays in our understanding of the universe. Wherever possible the courses relate science to societal problems and develop a historical perspective.

NATURAL SCIENCE II

The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.

Courses

In addition to the information listed below, detailed descriptions of each year’s course offering may be found on the Steinhardt dean of students’ Web site, steinhardt.nyu.edu/advisement/undergraduate, and on the MAP Web site, map.cas.nyu.edu.

EXPOSITORY WRITING

Writing the Essay

V40.0100 Required of all CAS, Stern, Steinhardt, and Silver School of Social Work freshmen and transfer students who have not completed an equivalent course at another college. No exemptions. May not be taken on a pass/fail basis. 4 points.

The Advanced College Essay: Education and the Professions

E52.0110 Required of Steinhardt and Silver School of Social Work students who have not completed an equivalent course at another college. No exemptions. Prerequisite: V40.0100. May not be taken on a pass/fail basis. 4 points.

TEXTS AND IDEAS

Texts and Ideas sections all share a recommended reading list of works from Greek, Roman, and Near Eastern antiquity. Typically, the classes have the following readings in common: the books of Genesis and Exodus from the Hebrew Scriptures, the Gospel According to Luke and Acts of the Apostles from the Christian New Testament, a Platonic dialogue and a Sophoclean or Euripidean tragedy, Vergil’s Aeneid, and Augustine’s Confessions. Additional readings for each class are selected by the individual instructors, who take their guidance from the recommended reading lists for the several tracks.

In addition to the traditional lecture/recitation format, selected sections of Texts and Ideas are also offered in writing-intensive versions in conjunction with V40.0100, Writing the Essay. Consult the Directory of Classes for each semester’s schedule.

Learning and the Meaning of Life

E52.0501, E50.1010 4 points.

Texts and Ideas: Antiquity and the Middle Ages

V55.0401 4 points.

Texts and Ideas: Antiquity and the Renaissance

V55.0402 4 points.

Texts and Ideas: Antiquity and the Enlightenment

V55.0403 4 points.
Cultures and Contexts: Islam in Asia
V55.0523 4 points.

Cultures and Contexts: Russia Since 1917
V55.0528 4 points.

Cultures and Contexts: Contemporary Latino Cultures
V55.0529 4 points.

Cultures and Contexts: The African Diaspora
V55.0532 4 points.

Cultures and Contexts: The Ancient Near East and Egypt
V55.0501 4 points.

Cultures and Contexts: Islamic Societies
V55.0502 4 points.

Cultures and Contexts: Africa
V55.0505 4 points.

Cultures and Contexts: The Chinese and Japanese Traditions
V55.0506 4 points.

Cultures and Contexts: Japan—A Cultural History
V55.0507 4 points.

Cultures and Contexts: The Caribbean
V55.0509 4 points.

Cultures and Contexts: Middle Eastern Societies
V55.0511 4 points.

Cultures and Contexts: China
V55.0512 4 points.

Cultures and Contexts: Ancient Israel
V55.0514 4 points.

Cultures and Contexts: Latin America
V55.0515 4 points.

Cultures and Contexts: India
V55.0516 4 points.

Cultures and Contexts: India
V55.0516 4 points.

Cultures and Contexts: Ancient Israel
V55.0514 4 points.

Educational and the American Dream: Historical Perspectives
E52.0552 (same as E55.0610) 4 points.

A History of American Professions
E52.0553 (same as E55.1010) 4 points.

Culture Wars in America
E52.0551 (same as E55.1033) 4 points.

Introduction to Media Studies
E52.0591 (same as E59.0001) 4 points.

History of Communication
E52.0592 (same as E59.0003) 4 points.

Introduction to Human Communication and Culture
E52.0593 (same as E59.0005) 4 points.

Survey of Developmental Psychology
E52.0631 (same as E63.0010) 4 points.

Introduction to Personality Theories
E52.0632 (same as E63.0019) 4 points.

Expressive Culture: Film
V55.0750 4 points.

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 4 points.

Power, Resistance, Identity: American Social Movements
E52.0202 (same as E20.0020) 4 points.

Art and the City: A Sociological Perspective
E52.1030 (same as E20.1030) 4 points.

Interdisciplinary Perspectives on the New Immigration
E52.0531 (same as E53.1545) 4 points.

Expressive Culture: Words
V55.0710 4 points.

Expressive Culture: Images
V55.0720 4 points.

Expressive Culture: Images—Architecture in New York Field Study
V55.0721 4 points.

Expressive Culture: Sounds
V55.0730 4 points.

Expressive Culture: Performance
V55.0740 4 points.

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 4 points.

Societies and the Social Sciences
The Societies and the Social Sciences component can be satisfied through completion of an approved course from Steinhardt or the College of Arts and Science. CAS courses are listed on the MAP Web site at map.cas.nyu.edu. Current Steinhardt courses are listed below and more courses may be added from time to time. Students should consult with their academic advisers on current course listings.

Power, Resistance, Identity: American Social Movements
E52.0202 (same as E20.0020) 4 points.

Art and the City: A Sociological Perspective
E52.1030 (same as E20.1030) 4 points.

Interdisciplinary Perspectives on the New Immigration
E52.0531 (same as E53.1545) 4 points.

Expressive Culture: Words
V55.0710 4 points.

Expressive Culture: Images
V55.0720 4 points.

Expressive Culture: Images—Painting and Sculpture in New York Field Study
V55.0721 4 points.

Expressive Culture: Sounds
V55.0730 4 points.

Expressive Culture: Performance
V55.0740 4 points.

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 4 points.
Quantitative Reasoning: Mathematical Patterns in Society  
V55.0103 4 points.

Quantitative Reasoning: Elementary Statistics  
V55.0105 4 points.

Quantitative Reasoning: Computers, Number Theory, and Cryptography  
V55.0106 4 points.

Quantitative Reasoning: Probability, Statistics, and Decision Making  
V55.0107 4 points.

Natural Science I

Note that the prerequisite for all Natural Science I courses is completion of Quantitative Reasoning/Mathematics Requirement.

Introduction to Human Physiology  
E52.0331 (same as E33.1068) 3 points.

Science in the Community  
E52.0141 (same as E14.0210) 4 points.

Natural Science I: The Cosmos and the Earth  
V55.0202 4 points.

Natural Science I: Energy and the Environment  
V55.0203 4 points.

Natural Science I: Einstein’s Universe  
V55.0204 4 points.

Natural Science I: Exploration of Light and Color  
V55.0205 4 points.

Natural Science I: From Plato to Pluto—Scientists View the Solar System  
V55.0206 Given every year. 4 points.

Natural Science I: The Human Body—The Ultimate Machine  
V55.0208 Given every year. 4 points.

Natural Science II

Note that the prerequisite for all Natural Science II courses is completion of the Quantitative Reasoning/Mathematics Requirement.

Natural Science II: Human Genetics  
V55.0303 4 points.

Natural Science II: Human Origins  
V55.0305 4 points.

Natural Science II: Brain and Behavior  
V55.0306 4 points.

Natural Science II: The Body—How It Works  
V55.0309 4 points.

Natural Science II: The Molecules of Life  
V55.0310 4 points.

Natural Science II: Lessons from the Biosphere  
V55.0311 4 points.

Natural Science II: Earth, Life, and Time  
V55.0312 4 points.
# Courses

## CLASSIFICATION OF COURSES

The following pages contain listings of the courses offered at the Steinhardt School of Culture, Education, and Human Development. Courses are listed in numerical order, assigned the letter E as a prefix, and a number. For complete course descriptions, visit steinhardt.nyu.edu/courses.

For example:

- **E 11.1 601**
  - *E* indicates the course is given at the Steinhardt School.
  - These two digits indicate the department, program, or unit offering the course (e.g., E11 = English Education).
  - The first digit after the decimal indicates eligibility to take the course:
    - 0 = Freshmen and sophomore students
    - 1 = Junior and senior students
  - The last three digits constitute the course number within the given department, program, or unit.

- Indicates a course in English education for juniors and seniors only.
- *A hyphen between numbers indicates that neither term of the course may be taken for credit without the other term.*
- *A comma between numbers indicates that either term of the course may be taken without the other term.*
- *A full course is the work prescribed for a class that meets at least two hours each week for a period of 30 weeks or the equivalent.*
- *A half course is the work prescribed for a class that meets at least two hours a week for a period of 15 weeks or the equivalent.*

### Notes to Courses

*Registration closed to special students.*
†See Supervised Student Teaching, pages 157-58. Students must also register with the Student Teaching Office the term before assigned student teaching begins.
‡Pass/fail basis.

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For complete course descriptions, see steinhardt.nyu.edu. For information on Independent Study, see page 146.
E10: INTERDEPARTMENTAL RESEARCH STUDIES

Basic Statistics I
E10.1085 45 hours: 3 points. Fall, spring. May not be taken concurrently with E10.1086 or E10.1005. Credit is not granted to students who have received credit for E10.1005.

Basic Statistics II
E10.1086 45 hours: 3 points. Fall, repeated spring. Prerequisites: a course in algebra and E10.1085 or E10.1005. May not be taken concurrently with E10.1085 or E10.1005.

E11: ENGLISH EDUCATION

Literature as Exploration
E11.0071 60 hours: 4 points. Fall.

The Reading of Poetry
E11.0193 60 hours: 4 points. Spring.

Independent Study
E11.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Intermediate Expository Writing
E11.1005 45 hours: 3 points. Fall, spring.

Literature Seminar for English Education
E11.1030 60 hours: 4 points. Spring.

Advanced Composition
E11.1185 45 hours: 3 points. Spring.

Teaching English in a Multidialectal Society
E11.1589 60 hours: 4 points. Spring.

Integrating Reading and Writing with Adolescents I
E11.1600 60 hours: 4 points. Fall.

Integrating Reading and Writing with Adolescents II
E11.1601 60 hours: 4 points. Spring.

Student Teaching the English Language Arts in Middle School
E11.1911 4-8 points. Fall, spring. Prerequisite: E11.1600 or equivalent.

Student Teaching the English Language Arts in High School
E11.1922 4-8 points. Fall, spring. Prerequisite: E11.1600 or equivalent.

E12: MATHEMATICS EDUCATION

Independent Study
E12.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Teaching Elementary School Mathematics I
E12.1023 15 hours per point: 1-2 points. Fall.

Teaching Elementary School Mathematics II
E12.1024 15 hours per point: 1-2 points. Spring.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum I
E12.1032 45 hours: 2 points. Spring. Prerequisite: E25.1357.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum II
E12.1033 30 hours: 2 points. Fall. Prerequisite: E12.1032; corequisite: E75.1509.

Teaching of Rational Numbers, Grades 5-12
E12.1041 45 hours: 3 points. Fall, spring.

Teaching Secondary School Mathematics
E12.1043 45 hours: 3 points. Fall, summer.

Teaching of Algebra, Grades 5-12
E12.1045 45 hours: 3 points. Spring.

Teaching of Geometry, Grades 7-12
E12.1046 45 hours: 3 points. Spring.

Student Teaching in Mathematics Education: Middle and High School I
E12.1911 6 points. Fall, spring.

Student Teaching in Mathematics Education: Middle and High School II
E12.1922 8 points. Fall, spring.

E14: SCIENCE EDUCATION

Independent Study
E14.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

The Teaching of Science in the Elementary School I and II
E14.1001,1002 30 hours: 2 points each. Fall, spring. Primarily for ELED and PRE students.

Methods I: The Teaching of Science in Middle School and High School
E14.1039 45 hours: 3 points. Fall. Prerequisites or corequisites: course in human development and a major in science, or its equivalent, or by permission of instructor.

Methods II: The Teaching of Science in Middle School and High School
E14.1040 45 hours: 3 points. Spring. Prerequisite: Methods I.

Using New York’s Nonformal Science Resources to Teach Science
E14.1050 45 hours: 3 points. Available to seniors only.

Student Teaching in Science Education: Middle School
E14.1911 3 points. Fall, spring; hours to be arranged.

Student Teaching in Science Education: High School
E14.1922 3 points.
E17: EDUCATIONAL THEATRE

Stagecraft I
E17.0009 45-60 hours: 3-4 points. Fall.

Introduction to Educational Theatre I
E17.0050 45 hours: 3 points. Fall.

Introduction to Educational Theatre II
E17.0051 45 hours: 3 points. Spring.

Independent Study
E17.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Introduction to Theatre for Young Audiences I and II
E17.0005, 1006 30-60 hours: 2-4 points each term. Fall, spring.

Design for the Stage
E17.1017 45 hours: 3 points. Fall, spring.

Dramatic Activities in the Elementary Classroom
E17.1029 30 hours: 2 points. Fall, spring. Fieldwork required: 15 hours.

Acting: Fundamentals
E17.1050 30-45 hours: 2-3 points. Fall, spring.

Acting: Scene Study
E17.1051 30-45 hours: 2-3 points. Fall, spring.

Acting: Character Study
E17.1052 30-45 hours: 2-3 points.

Voice and Speech for the Actor
E17.1055 30 hours: 2 points. Fall.

Masters of Modern Drama
E17.1057 45 hours: 3 points. Fall.

Theory of Creative Drama
E17.1065 30 hours: 2 points.

Methods of Conducting Creative Drama
E17.1067 45 hours: 3 points.

Dramatic Activities in the Secondary Classroom
E17.1068 30 hours: 2 points. Fall, spring. Fieldwork required: 15 hours.

Masks and Puppetry
E17.1079 45 hours: 3 points. Fall.

Directing
E17.1081 45 hours: 3 points. Fall.

Styles of Acting and Directing I and II
E17.1099, 1100 45 hours: 3 points each term. Fall, spring.

American Musical Theatre: Background and Analysis I and II
E17.1101, 1102 45 hours and hours arranged: 3 points each term. Fall, spring.

Beginning Playwriting
E17.1105 30 hours: 2 points. Fall.

Physical Theatre Improvisation
E17.1113 45 hours: 3 points. Fall, spring.

Student Teaching: Theatre in the Elementary Classroom
E17.1134 60 hours: 4 points. Fall, spring.

Stage Lighting
E17.1143 45-60 hours: 3-4 points. Fall, spring.

Student Teaching: Theatre in the Secondary Classroom
E17.1174 60 hours: 4 points. Fall, spring.

Costume Design
E17.1175 45-60 hours: 3-4 points. Fall, spring.

Images of Women in Theatre*
E17.2023 45 hours: 3 points. Spring.

Theatre-in-Education Practices*
E17.2090 45 hours: 3 points. Summer, intersession.

Applied Theatre I and II*
E17.2101, 2102 45 hours: 3 points each term. Fall, spring.

Drama in Education I and II*
E17.2193, 2194 45 hours: 3 points each term. Fall, spring.

Introduction to Boal’s Theatre of the Oppressed*
E17.2965 45 hours: 3 points.

E20: SOCIOLOGY OF EDUCATION

Independent Study
E20.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

American Social Movements, 1950-Present: Power, Resistance, Identity
E20.0020/E52.0202 60 hours: 4 points. Spring.

An Introduction to the Sociology of Education
E20.1002 30 hours: 3 points.

Education as a Social Institution
E20.1015 30 hours plus 15 hours arranged in field participation experiences: 3 points. Fall, spring.

The Sociology of Urban Life and Education
E20.1025 45 hours: 3 points.

The Sociology of Work and Occupations
E20.1026 45 hours: 3 points.

E23: SOCIAL STUDIES EDUCATION

Contemporary Problems: Educational Reform and Social Education
E23.0062 60 hours: 4 points. Fall.

*Seniors may register, through advisement, for graduate-level courses.
Teaching Social Studies in the Middle School
E23.1037 30 hours:
2 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1045.

Classroom Practicum: Teaching Social Studies
E23.1039* 30 hours:
3 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1046.

Teaching of Social Studies in the Secondary School II
E23.1040 30 hours:
2 points.

Student Teaching in Social Studies Education: Middle School
E23.1911 4 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1037.

Student Teaching in Social Studies Education: High School
E23.1922 4 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1039.

Post-1865 U.S. History, Geography, and the Social Studies
E23.1073 60 hours:
4 points.

Participatory Democracy, Service Learning, and the Social Studies
E23.1090 60 hours:
4 points.

Current Trends and Problems in Social Studies
E23.1135 60 hours:
4 points. Fall, spring.

Global History, Geography, and the Social Studies
E23.1800 60 hours:
4 points.

New York Politics and Community Studies in the Social Studies
E23.1925 60 hours:
4 points.

E25: EARLY CHILDHOOD AND ELEMENTARY EDUCATION
Orientation to Early Childhood and Elementary Education School Visitations
E25.0087 45 hours:
3 points. Fall.

Independent Study
E25.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Principles and Practices of Montessori Education I
E25.1002 60 hours:
4 points. Fall. Registration by permission of instructor.

Principles and Practices of Montessori Education II
E25.1003 60 hours:
4 points. Spring.

Learning and Experience in Family, School, and Community I
E25.1019 30 hours:
2 points.

Learning and Experience in Family, School, and Community II
E25.1020 30 hours:
2 points. Spring.

Integrated Curricula in Early Childhood/Special Education I: Science and Social Studies
E25.1026 30 hours:
2 points.

Integrated Curricula in Early Childhood/Special Education II: Science and Social Studies
E25.1031,1032 30 hours:
2 points each term. Fall. Prerequisite: a course in child development or the equivalent.

Integrating Seminar in Childhood and Special Education I: Contexts and Learning Environments of Diverse Learners
E25.1005 30 hours:
1 point.

Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction
E25.1006 30 hours:
1 point.

Integrating Seminar in Childhood and Special Education III: Curricular Design and Instruction for Diverse Learners
E25.1007 30 hours:
1 point.

Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals
E25.1008 30 hours:
1 point.

Integrated Curricula in Early Childhood/Special Education I: Science and Social Studies
E25.1026 30 hours:
2 points.

Curriculum in Social Studies in Childhood Education I, II
E25.1060 45 hours:
3 points. Fall, spring. Prerequisite: one term in child development or equivalent. (Course required of students who seek American Montessori Society certification. Please consult with program director before enrolling.)

Integrated Arts in Childhood Education
E25.2055 30 hours:
2 points.

Learning and Experience in Family, School, and Community I
E25.1019 30 hours:
2 points.

Learning and Experience in Family, School, and Community II
E25.1020 30 hours:
2 points. Spring.

Integrated Curricula in Early Childhood/Special Education I: Science and Social Studies
E25.1026 30 hours:
2 points.

Microcomputer Applications in Early Childhood and Elementary Education I
E25.1132 45 hours:
3 points. Fall.
Microcomputer Applications in Early Childhood and Elementary Education II
E25.1133 45 hours: 3 points. Spring.

Integrated Curricula in Science, Health, and Mathematics in Childhood Education
E25.1141 45 hours: 2 points.

Integrated Curricula in Multicultural Education, and Social Studies and Curricular Design in Childhood Education I, II
E25.1142,1143 45 hours: 3 points each term.

Integrated Curricula in Children’s Literature, the Arts, and Technology in Childhood Education
E25.1144 45 hours: 3 points.

Study of Teaching
E25.1351 45 hours: 3 points. Fall.

Student Teaching in Childhood I
E25.1901 2 points.

Student Teaching in Childhood II
E25.1902 3 points.

Student Teaching in Early Childhood
E25.1904 3-4 points. Number of points set by program requirements.

Language and Literacy for Young Children
E26.1185 30-45 hours: 2-3 points.

Language and Reading Instruction in Early Childhood
E26.1176 30-45 hours: 2-3 points.

Language and Reading Instruction for Childhood I
E26.1177 45 hours: 2 points.

Language and Reading Instruction for Childhood II
E26.1178 20 hours: 1 point.

E27: TEACHING AND LEARNING

Inquiries into Teaching and Learning I
E27.0001 60 hours plus 15 hours of classroom observation/participation: 4 points. Fall, spring.

Inquiries into Teaching and Learning II
E27.1002 60 hours: 4 points. Fall, spring.

Field Observations in Schools and Other Educational Settings
E27.0005 30 hours of field observations: 1 point. Taken concurrently with E03.0001, New Student Seminar. Fall, spring.

Integrating English and History with Adolescents
E27.1020 60 hours: 4 points.

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context
E27.1030 60 hours: 4 points.

Senior Honors in Teaching and Learning
E27.1090 30 hours: 2 points each semester.

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers
E27.1999 1 point: 15 hours each semester.

E29: FOREIGN LANGUAGE EDUCATION

Teaching a Foreign Language to Elementary School Children
E29.1018 30 hours: 3 points. Summer.

Student Teaching in Foreign Language Education (Grades 7-9)
E29.1911 4 points.

Student Teaching in Foreign Language Education (Grades 10-12)
E29.1922 4 points.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals, Elementary
E29.1489 30 hours and hours arranged: 3 points. Fall, spring.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals, Intermediate
E29.1490 30 hours and hours arranged: 3 points. Fall, spring.

E33: NUTRITION, FOOD STUDIES, AND PUBLIC HEALTH

Computers in Nutrition and Food Service
E33.0021 30 hours: 2 points. Fall, spring.

Health and Society: An Introduction to Public Health
E33.0070 4 points: 60 hours. Fall.

Food Issues of Contemporary Societies
E33.0071 45 hours: 3 points. Fall.

Introduction to Foods and Food Science
E33.0085 60 hours: 3 points. Fall, spring, summer.

Food Management Theory
E33.0091 45 hours: 3 points. Fall, spring, summer.

Nutrition and Health
E33.0119 45 hours: 3 points. Fall, spring, summer.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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<tbody>
<tr>
<td>E33.0120</td>
<td>Theories and Techniques of Nutrition Education and Counseling</td>
<td>30</td>
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<td>E33.1000</td>
<td>Independent Study</td>
<td>45</td>
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<td>Fall, spring summer; hours to be arranged</td>
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<td>E33.0123</td>
<td>Food Microbiology and Sanitation</td>
<td>45</td>
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<td>Fall, spring</td>
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<td>E33.1025</td>
<td>Beverages</td>
<td>45</td>
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<td>Fall</td>
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<td>E33.1033</td>
<td>Food Systems: Food and Agriculture in the 20th Century</td>
<td>45</td>
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<td>Food Service Supervision and Training</td>
<td>45</td>
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<td>E33.1048</td>
<td>Food Microbiology and Sanitation: Safety Certification</td>
<td>15</td>
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<td>E33.1051</td>
<td>Food and Society</td>
<td>30</td>
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<td>Fall, spring</td>
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<td>E33.0122</td>
<td>Food Production and Management</td>
<td>75</td>
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<td>25 hours lecture, 50 hours laboratory; 3 points; Fall, spring</td>
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<td>E33.1054</td>
<td>Food Facility Design and Equipment</td>
<td>45</td>
<td>3</td>
<td>Fall, in even calendar years. Prerequisites: E33.1052, E33.0091</td>
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<td>E33.1056</td>
<td>Internship in Food Studies and Food Management</td>
<td>45</td>
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<td>Spring, must be a junior</td>
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<td>E33.1064</td>
<td>Nutritional Biochemistry</td>
<td>45</td>
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<tr>
<td>E33.1066</td>
<td>Introduction to Human Physiology</td>
<td>45</td>
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<td>Fall, spring</td>
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<tr>
<td>E33.1101</td>
<td>Food Service Accounting Management</td>
<td>45</td>
<td>3</td>
<td>Spring, in even calendar years. Prerequisite: C10.0001 or equivalent</td>
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<tr>
<td>E33.1109</td>
<td>Food Laws and Regulations</td>
<td>45</td>
<td>3</td>
<td>Spring, in odd calendar years. Prerequisites: E33.0085, E33.0091</td>
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<tr>
<td>E33.1117</td>
<td>Current Research in Nutrition</td>
<td>30</td>
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<td>Spring, senior status</td>
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<tr>
<td>E33.1130</td>
<td>Communications Workshop in Foods and Nutrition</td>
<td>30</td>
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<td>Fall, in even calendar years. Prerequisite: a basic accounting course</td>
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<td>E33.1135</td>
<td>Essentials of Cuisine: International</td>
<td>15</td>
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<td>Fall, in odd calendar years. Prerequisite: E33.0085</td>
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<tr>
<td>E33.1137</td>
<td>Food Demonstrations</td>
<td>15</td>
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<tr>
<td>E33.1138</td>
<td>Food and Nutrition in a Global Society</td>
<td>60</td>
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<td>Fall, spring, seniors only</td>
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<td>E33.1180</td>
<td>Techniques of Regional Cuisine</td>
<td>15</td>
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<tr>
<td>E33.1184</td>
<td>Food Science and Technology</td>
<td>45</td>
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<td>Fall, spring, summer</td>
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<td>E33.1185</td>
<td>Clinical Nutrition Assessment and Intervention</td>
<td>45</td>
<td>3</td>
<td>Fall, spring, summer</td>
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<td>E33.1187</td>
<td>International Nutrition</td>
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<td>E33.1188</td>
<td>Food Finance</td>
<td>45</td>
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<td>E33.1189</td>
<td>Food Marketing</td>
<td>45</td>
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<td>Spring, in odd calendar years.</td>
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<tr>
<td>E33.1198</td>
<td>Fieldwork</td>
<td>120</td>
<td>4</td>
<td>Fall, spring, application must be filed during the previous term</td>
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<tr>
<td>E33.1204</td>
<td>Food in the Arts</td>
<td>30</td>
<td>2</td>
<td>Fall, spring</td>
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<tr>
<td>E33.1209</td>
<td>Community Nutrition</td>
<td>45</td>
<td>3</td>
<td>Fall, spring</td>
</tr>
<tr>
<td>E33.1217</td>
<td>Advanced Foods</td>
<td>15</td>
<td>1</td>
<td>Fall, may be taken concurrently</td>
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<tr>
<td>E33.1260</td>
<td>Diet Assessment and Planning</td>
<td>45</td>
<td>3</td>
<td>Fall, spring</td>
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<tr>
<td>E33.1269</td>
<td>Nutrition and the Life Cycle</td>
<td>45</td>
<td>3</td>
<td>Fall, spring, E33.0119, E14.1035, E33.1260 (may be taken concurrently)</td>
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<tr>
<td>E33.1271</td>
<td>Food Photography</td>
<td>15</td>
<td>1</td>
<td>Summer</td>
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</tbody>
</table>
### Introduction to Food History
E33.1210  30 hours: 2 points. Spring, in even calendar years.

### Introduction to Epidemiology
E33.1306  4 points: 60 hours. Fall.

### Introduction to Global Public Health
E33.1310  4 points: 60 hours. Spring.

### Introduction to Public Health Nutrition
E33.1315  4 points: 60 hours. Spring.

### Principles of Health Promotion and Education
E33.1321  60 hours: 4 points. Fall. Prerequisite: E33.0070.

### Environmental Health, Social Movements, and Public Policy
E33.1323  60 hours: 4 points. Spring. Prerequisite: E33.0070.

### Understanding Risk Behavior and Social Context
E33.1325  60 hours: 4 points. Spring.

### Public Health Profession and Practice: Public Health in the City
E33.1327  60 hours: 4 points. Fall. Prerequisites: E33.0070, E33.1306, E33.1325, E33.1315.

### Introduction to Public Health Research
E33.1335  60 hours: 4 points. Fall. Prerequisites: E33.0070, E33.1306, E33.1325, E33.1315.

### Public Health Internship
E33.1330  60 hours: 4 points. Spring. Prerequisite: E33.1327.

### E34: COMMUNICATIVE SCIENCES AND DISORDERS

#### Anatomy and Physiology of Speech and Hearing Mechanism
E34.0008  45 hours: 3 points. Spring.

#### Neuroanatomy and Physiology of Communication
E34.0009  45 hours: 3 points. Fall.

#### Introduction to Communicative Sciences and Disorders I, II
E34.0017,0018  45 hours: 2 points each term. Fall, spring.

#### Phonetics and Phonemics of American English
E34.0061  45 hours: 3 points. Fall.

#### Speech for International Students and Nonnative Speakers of English
E34.1005  30 hours: 2 points. Fall, spring. For undergraduate students.

#### Introduction to Neurogenic Communication Disorders
E34.1012  45 hours: 3 points. Fall.

#### Communication Disorders and Aging
E34.1015  45 hours: 3 points. Spring.

#### An Introduction to Methods and Materials for Diagnosis and Therapy in Communication Disorders
E34.1065  45 hours plus 25 hours field observation: 3 points. Spring. Prerequisites: E34.0017, E34.0018, and E34.1601, or permission of instructor.

#### Introduction to Articulation Disorders
E34.1101  45 hours: 3 points. Spring. Prerequisites: E34.0017 and E34.0061 or permission of instructor.

#### Audiology: Intervention Strategies with Children
E34.1205  45 hours: 3 points. Spring. Prerequisite: E34.1230 or equivalent, or permission of instructor.

#### Introduction to Language Disorders in Children
E34.1207  45 hours: 3 points. Spring. Prerequisite: E34.1601.

#### Reading and Writing in Children with Speech and Language Disorders
E34.1210  45 hours: 3 points. Spring.

#### Introduction to Audiology
E34.1230  45 hours: 3 points. Fall.

#### Acoustic Phonetics
E34.0402  45 hours: 3 points. Spring. Prerequisites: E34.0008 (may be taken concurrently) and E34.0061 or permission of instructor.

### Language Development in the Preschool Years
E34.1601  45 hours: 3 points. Fall.

### E36: SCIENCE AND MATHEMATICS EDUCATION

#### Application of Microcomputers to Mathematics and Science Instruction
E36.1002  45 hours: 3 points. Fall, spring.

### E53: INTERNATIONAL EDUCATION

#### Terrorism, Extremism, and Education
E53.1532  42 hours: 4 points.

#### Approaches to Study Abroad
E53.1009  19 hours: 1 point.

#### Interdisciplinary Perspectives on the New Immigration
E53.1545  45 hours: 4 points.

### E55: HISTORY OF EDUCATION

#### Education and the American Dream: Historical Perspectives
E55.0610  60 hours: 4 points.

#### A History of the Professions in the United States
E55.1010  60 hours: 4 points. Fall.

### Critical Study of Education
E55.1031  30 hours plus 15 hours arranged in field participation experiences: 3 points.
The Historical Quest for Human Nature  
E55.1032 45 hours: 3 points. Fall, spring.

The “Culture Wars” in America: Past, Present, and Future  
E55.1033 60 hours: 4 points.

E59: MEDIA, CULTURE, AND COMMUNICATION

Introduction to Media Studies  
E59.0001 60 hours: 4 points.

History of Media and Communication  
E59.0003 60 hours: 4 points.

Introduction to Human Communication and Culture  
E59.0005 60 hours: 4 points.

Introduction to Media Criticism  
E59.0014 60 hours: 4 points.

Independent Study  
E59.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Space and Place in Human Communication  
E59.1002 60 hours: 4 points.

Introduction to Digital Media  
E59.1003 60 hours: 4 points.

The Culture Industries  
E59.1005 60 hours: 4 points.

Television: History and Form  
E59.1006 60 hours: 4 points.

Film: History and Form  
E59.1007 60 hours: 4 points.

Video Games: Culture and Industry  
E59.1008 60 hours: 4 points.

Psychoanalysis: Desire and Culture  
E59.1009 60 hours: 4 points.

Censorship in American Culture  
E59.1010 60 hours: 4 points.

Media and Migration  
E59.1011 60 hours: 4 points.

Crime, Violence, and Media  
E59.1012 60 hours: 4 points.

Political Communication  
E59.1013 60 hours: 4 points.

Mass Persuasion and Propaganda  
E59.1014 60 hours: 4 points.

Advertising and Society  
E59.1015 60 hours: 4 points.

Media Audiences  
E59.1016 60 hours: 4 points.

Youth Media: Communication, Community, and Social Change  
E59.1017 60 hours: 4 points.

Kids in Media Culture  
E59.1018 60 hours: 4 points.

Media and Identity  
E59.1019 60 hours: 4 points.

The Business of Media  
E59.1020 60 hours: 4 points.

Dead Media Research Studio  
E59.1021 60 hours: 4 points.

Latino Media  
E59.1022 60 hours: 4 points.

East Asian Media  
E59.1023 60 hours: 4 points.

Amateur Media  
E59.1024 60 hours: 4 points.

Race and Media  
E59.1025 60 hours: 4 points.

Ethics and Media  
E59.1028 60 hours: 4 points.

New Media Research Studio  
E59.1029 60 hours: 4 points.

Architecture as Media: Communication Through the Built Environment  
E59.1030 60 hours: 4 points.

Media, Technology, and Society  
E59.1034 60 hours: 4 points.

Internship  
E59.1100 45 hours per point: 1 to 4 points.

Media Fieldwork  
E59.1150 60 hours: 4 points.

Media History of New York  
E59.1151 60 hours: 4 points.

Senior Media Seminar  
E59.1200 60 hours: 4 points. Open only to seniors in the Department of Media, Culture, and Communication or by permission of the instructor.

Senior Honors in Media, Culture, and Communication  
E59.1210 30 hours: 2 points. Prerequisites: senior standing and department approval to pursue honors in the major.

Media and Global Communication  
E59.1300 60 hours: 4 points.

Privacy and Media Technology  
E59.1303 60 hours: 4 points.

Global Media and International Law  
E59.1304 60 hours: 4 points.
Communication and International Development
E59.1305 60 hours: 4 points.

Transnational Media Flows
E59.1306 60 hours: 4 points.

Religion and Media
E59.1340 60 hours: 4 points.

Islam, Media, and the West
E59.1341 60 hours: 4 points.

Sounds In and Out of Africa
E59.1342 60 hours: 4 points.

Fashion and Power
E59.1345 60 hours: 4 points.

Culture of the Screen: From the Cinematic to the Handheld
E59.1347 60 hours: 4 points.

War As Media
E59.1351 60 hours: 4 points.

Empire, Revolution, and Media
E59.1352 60 hours: 4 points.

Communication and Cultural Contexts
E59.1400 60 hours: 4 points. Offered as study abroad.

Global Cultures and Identities
E59.1401 60 hours: 4 points.

Marxism and Culture
E59.1402 60 hours: 4 points.

Postcolonial Visual Culture
E59.1403 60 hours: 4 points.

Copyright, Commerce, and Culture
E59.1405 60 hours: 4 points.

Hacker Culture and Politics
E59.1406 60 hours: 4 points.

Gender, Sex, and the Global
E59.1407 60 hours: 4 points.

Global Visual Culture
E59.1410 60 hours: 4 points.

Visual Culture of Science and Technology
E59.1411 60 hours: 4 points.

Global Media Seminar
E59.1450 4 points.

E59.1451 Global Media Seminar: Media in China
E59.1452 Global Media Seminar: TV and Democracy in Italy
E59.1453 Global Media Seminar: Post-Communist Media Systems
E59.1454 Global Media Seminar: France and Europe
E59.1455 Global Media Seminar: Latin America

Print: History and Form
E59.1508 60 hours: 4 points.

Photography and the Visual Archive
E59.1517 60 hours: 4 points.

Gender and Communication
E59.1700 60 hours: 4 points.

Listening: Noise, Sound, and Music
E59.1717 60 hours: 4 points.

Interviewing Strategies
E59.1740 60 hours: 4 points.

Organizational Communication
E59.1745 60 hours: 4 points.

Public Relations: Theory and Process
E59.1750 60 hours: 4 points.

Public Relations: Principles and Practices
E59.1755 60 hours: 4 points.

Innovations in Marketing
E59.1760 60 hours: 4 points.

Advertising and Marketing
E59.1775 60 hours: 4 points.

Advertising Campaigns
E59.1780 60 hours: 4 points.

Political Rhetoric
E59.1800 30 hours: 2 points.

Media Policy and Regulation
E59.1801 60 hours: 4 points.

Public Speaking
E59.1805 60 hours: 4 points.

Persuasion
E59.1808 60 hours: 4 points.

Conflict Management Communication
E59.1815 60 hours: 4 points.

Interpersonal Communication
E59.1830 60 hours: 4 points.

Argumentation and Debate
E59.1835 60 hours: 4 points.

E63: APPLIED PSYCHOLOGY

Introduction to Psychology and Its Applications
E63.0002 60 hours: 4 points. Spring, summer.

Introduction to Community Psychology
E63.0005 60 hours: 4 points. Spring.

Survey of Developmental Psychology: Introduction
E63.0010 60 hours: 4 points. Fall.
Social Psychology
E63.0013  60 hours:
4 points. Spring.

Theories of Personality
E63.0019  60 hours:
4 points. Fall.

Human Development I
E63.0020  30 hours plus 10
hours of field experience:
2 points. Course meets first
half of spring semester.
Nonmajors only.

Human Development II: 
Application for Early
Childhood Educators
E63.0021  30 hours plus 15
hours of field experience:
2 points. Course meets sec-
ond half of spring semester.
Prerequisite: E63.0020. 
Nonmajors only.

Human Development II: 
Application for 
Childhood Educators
E63.0022  30 hours plus 15
hours of field experience:
2 points. Course meets sec-
ond half of spring semester.
Prerequisite: E63.0020. 
Nonmajors only.

Human Development II:  
Applications for 
Educators of Early 
Adolescents and 
Adolescents
E63.0023  30 hours plus 15
hours of field experience:
2 points. Course meets first
half of spring semester.
Prerequisite: E63.0020. 
Nonmajors only.

Research Methods in 
Applied Psychology I
E63.0025  60 hours:
4 points. Fall, spring. 
Program/departmental 
majors only.

The Counseling 
Interview
E63.1012  60 hours:
4 points. Fall, spring. 
Program/departmental 
majors only.

Educational Psychology
E63.1014  60 hours:
4 points. Fall, even years.
Prerequisite: a course in 
general psychology.

Mental Health: Historical, 
Social, and Political 
Perspectives
E63.1031  60 hours:
4 points. Spring.
Prerequisite: a course in 
general psychology.

Abnormal Psychology
E63.1038  60 hours:
4 points. Spring.
Prerequisite: a course in 
general psychology.

Women and Mental 
Health: A Life Cycle 
Perspective
E63.1041  60 hours:
4 points. Fall, odd years.
Prerequisite: a course in 
general psychology.

The Cultures of 
Psychology
E63.1050  60 hours:
4 points. Spring.
Prerequisite: a course in 
general psychology. Not 
open to freshmen or soph-
omores.

Psychosexual Aspects of 
Human Behavior
E63.1081  60 hours:
4 points. Fall, spring.
Prerequisite: a course in 
general psychology.

Sexual Identities Across 
The Life Span
E63.1110  60 hours:
4 points. Spring, even 
years.
Prerequisite: a course in 
general psychology.

Fieldwork in Applied 
Psychology I
E63.1123  60 hours:
4 points. Fall, spring.
Program/departmental 
majors only.

Fieldwork in Applied 
Psychology II
E63.1124  120 hours:
4 points. Fall, spring.
Program/departmental 
majors only.

Fieldwork in Applied 
Psychology III
E63.1125  120 hours:
4 points. Fall, spring.
Program/departmental 
majors only.

Research Methods in 
Applied Psychology II
E63.1137  60 hours:
4 points. Fall, spring. 
Program/departmental 
majors only.

Psychology of Human 
Learning
E63.1214  60 hours:
4 points. Fall. 
Prerequisite: a course in 
general psychology.

Social Intervention in 
Schools and 
Communities
E63.1270  60 hours:
4 points. Fall, even years. 
Prerequisite: an introducto-
ry course in developmental 
psychology.

Developmental 
Psychology Across the 
Life Span
E63.1271  45 hours:
3 points. Fall, spring.
Nonmajors only.
Prerequisite: a course in 
general psychology.

Adolescent Development
E63.1272  60 hours:
4 points. Spring. 
Prerequisite: a course in 
general psychology.

Families, Schools, and 
Child Development
E63.1278  60 hours:
4 points. Fall, odd years.
Prerequisite: an introducto-
ry course in developmental 
psychology.

Child Development and 
Social Policy in a Global 
Society
E63.1279  60 hours:
4 points. Spring, odd years. 
Prerequisite: an introducto-
ry course in developmental 
psychology.

Parenting and Culture
E63.1280  60 hours:
4 points. Spring, even 
years.
Prerequisite: an introducto-
ry course in developmental 
psychology.

Introduction to Group 
Dynamics
E63.1620  60 hours:
4 points. Fall, spring. 
Prerequisite: a course in 
general psychology.

Honors Seminar in 
Applied Psychology
E63.1995-1996  60 hours:
4 points each semester.
Fall and spring. Select 
departmental/program 
seniors only.
American Sign Language: Level I
E64.0091 60 hours: 4 points. Fall, spring.

American Sign Language: Level II
E64.0092 60 hours: 4 points. Fall, spring. Prerequisite: E64.0091 or equivalent.

American Sign Language: Level III
E64.0093 60 hours: 4 points. Fall. Prerequisite: E64.0092 or equivalent.

American Sign Language: Level IV
E64.0094 60 hours: 4 points. Spring. Prerequisite: E64.0093 or equivalent.

Intergroup Dialogue
E66.1010 10 hours: 1 point. Fall, spring.

Diversity and Professional Life
E66.1011 60 hours: 4 points.

Foundations of Special Education
E75.0083 45 hours plus 10 hours of fieldwork: 3 points.

Independent Study
E75.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.

Teaching Students with Disabilities in General Education Classrooms
E75.1005 60 hours: 4 points. Spring. Open to nonmajors.

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I
E75.1007 30 hours: 2 points.

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II
E75.1008 60 hours: 3 points.

Principles and Practices for Teaching Students with Severe and Multiple Disabilities
E75.1010 45 hours: 3 points.

Integration Seminar in Early Childhood and Special Education
E75.1012 15 hours: 1 point.

Classroom Assessment
E75.1035 15 hours per point: 2-3 points.

Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I, II
E75.1047,1048 30 hours: 2 points each semester.

Strategies for Teaching Children with Challenging Behavior
E75.1161 30 hours: 3 points.

Observation in Special Education
E75.1501 45 hours: 1 point. Fall, spring.

Observation and Participation in Early Childhood Special Education
E75.1503 30 hours plus 40 hours of fieldwork: 2 points.

Observation and Participation in Special Education
E75.1504 120 hours: 2 points.

The Role of the Professional in Early Childhood/Special Education
E75.1510 30 hours: 2 points.

Student Teaching in Special Education: Childhood
E75.1901 3 points.

Student Teaching in Special Education: Early Childhood
E75.1903 3-4 points. Number of points set by program requirements.

International Music Business Marketplace
E80.0300 30 hours: 2 points. Fall. Required of all students in the Music Business Program.

Independent Study
E80.1000 45 hours per point: 1-6 points. Fall, spring, summer.

Landmark Cases in Music Copyright Law
E80.1305 30 hours: 2 points. Fall, spring.
Village Records: Practicum in the Recorded Music Industry
E80.1310 30 hours: 2 points. Fall, spring. Prerequisites: E80.0105, E80.0210.

Village Records: Leadership Practicum in the Recorded Music Industry
E80.1311 15 hours: 1 point. Fall, spring. Enrollment is by special permission only. Prerequisites: E80.0105, E80.0210.

Internship in Music Business
E80.1320* 50 hours per point: 1-6 points. Fall, spring, summer. Junior or senior standing only.

Entrepreneurship for the Music Industry
E80.1400 15 hours per point: 2-3 points. Fall. Prerequisites: E85.0221, C10.0001 (financial accounting), junior standing.

Interactive, Internet, and Mobile Music
E80.1405 30 hours: 2 points. Fall, spring.

Collegium and Program Seminar in Music Business
E80.1500 30 hours: 0 points.

E85: MUSIC AND PERFORMING ARTS PROFESSIONS
Aural Comprehension in Music I
E85.0006 45 hours: 1 point. Fall. Corequisite: E85.0035.
Aural Comprehension in Music II
E85.0007 45 hours: 1 point. Fall. Prerequisite: E85.0006; corequisite: E85.0036.
Aural Comprehension in Music III
E85.0008 45 hours: 1 point. Fall. Prerequisite: E85.0007; corequisite: E85.0037.
Aural Comprehension in Music IV
E85.0009 45 hours: 1 point. Spring. Prerequisite: E85.0008; corequisite: E85.0038.
String Practicum for Composers
E85.0016 30 hours: 2 points. Fall. There is a fee for renting instruments.
Woodwind/Brass Practicum for Composers
E85.0017 30 hours: 2 points. Spring. There is a fee for renting instruments.
Music Theory I
E85.0035 45 hours: 2 points. Fall. Corequisite: E85.0006.
Music Theory II
E85.0036 45 hours: 2 points. Fall. Prerequisite: E85.0035; corequisite: E85.0007.
Music Theory III
E85.0037 45 hours: 2 points. Fall. Prerequisite: E85.0036; corequisite: E85.0008.
Music Theory IV
E85.0038 45 hours: 2 points. Spring. Prerequisite: E85.0037; corequisite: E85.0009.
Keyboard Harmony and Improvisation I, II
E85.0072,0073* 15 hours: 1 point each term. Fall, spring. For department majors only. Section determined by examination.
Keyboard Harmony and Improvisation III, IV
E85.0074,0075* 15 hours: 1 point each term. Fall, spring. For department majors only. Section determined by examination.
Collegium and Program Seminar
E85.0092 ‡ 30 hours: 0 points. Fall, spring. Required each term of all undergraduates.
Professions in Vocal Performance
E85.0099 45 hours: 3 points. Fall.
Sight Reading for Vocalists
E85.0103 30 hours: 2 points. Fall, spring.
Italian Diction
E85.0161 30 hours: 1 point. Fall.
English Diction
E85.0162 30 hours: 1 point. Spring.

German Diction
E85.0163 30 hours: 1 point. Fall.

French Diction
E85.0164 30 hours: 1 point. Spring.

Acting I for Singers
E85.0220 30 hours: 2 points. Fall, spring.

Independent Study
E85.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.

Recording Technology I
E85.1001 60 hours: 4 points. Fall, summer. Prerequisites: E85.1817, E85.1818.

Recording Technology I Laboratory
E85.1002 30 hours: 2 points. Fall, summer. Corequisite: E85.1001.

Recording Technology II
E85.1003 60 hours: 4 points. Spring, summer. Prerequisites: E85.1001, E85.1002.

Recording Technology II Laboratory

Recording Practicum III
E85.1005 60 hours: 4 points. Fall, summer. Prerequisites: E85.1003, E85.1004.

Recording Practicum IV
E85.1006 60 hours: 4 points. Spring, summer. Prerequisites: E85.1003, E85.1004, and E85.1005.
MIDI Technology I  
E85.1007  45 hours: 3 points. Fall, spring, summer.

Fundamentals of Audio Technology I: Studio Maintenance  
E85.1008  45 hours: 3 points. Fall, summer.

Fundamentals of Audio Technology II: Studio Maintenance  
E85.1009  45 hours: 3 points. Spring, summer.

Audio for Video I  
E85.1010  45 hours: 3 points. Fall, summer.

Concert Recording I  
E85.1011  15 hours per point: 2 points in fall, 3 points in summer.

Concert Recording II  
E85.1012  15 hours per point: 2 points in spring, 3 points in summer.

Vocal Production for Singers  
E85.1013  30 hours: 2 points. Fall. Juniors, seniors, and graduate students.

MIDI Technology II  
E85.1014  45 hours: 3 points. Fall, spring, summer.  
Prerequisite: E85.1007.

Form and Analysis  
E85.1015  30 hours: 2 points. Fall.

Electronic Music Performance  
E85.1019  45 hours: 2 points. Spring, summer.

Composition (Private Lessons)  
E85.1021*  7.5-15 hours: 2-4 points. May be repeated. Fall, spring.  
Open to students in theory and composition.

Recording Technology for Nonmajors  
E85.1022  60 hours: 4 points. Fall, spring. Open to students without previous experience in recording technology.

Composition for the Music Theatre  
E85.1023  30-45 hours: 2-3 points. Fall, spring.

Voice (Group)  
E85.1024  15 hours: 2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Teaching of Music in the Junior and Senior High School  
E85.1027*  45 hours: 2 points. Spring.

Wind or Percussion Instruments (Group)  
E85.1032  15 hours: 2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Wind/Brass or Percussion Instruments (Private Lessons)  
E85.1034*  7.5-15 hours: 2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.

Musical Acoustics  
E85.1035  30 hours: 3 points. Fall, spring, summer.

Electronic Music Synthesis: Fundamental Techniques  
E85.1037  45 hours: 3 points. Fall, spring, summer.

Clinical Improvisation in Music Therapy  
E85.1038  30 hours: 2 points. Fall. Restricted to music therapy students.

Jazz Theory and Ear Training  
E85.1039  30 hours: 2 points. Fall.  
Prerequisites: E85.0009, E85.0036, and E85.0038.

Stringed Instruments (Group)  
E85.1041  15 hours: 2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Teaching of Music in the Elementary Grades  
E85.1048  45 hours: 2 points. Fall. For music education majors only.

Materials and Technology in Music and Music Education  
E85.1054  30 hours: 2 points. Spring.

Integrated Arts in Childhood Education  
E85.1055  30 hours: 2 points.

Piano (Private Lessons)  
E85.1056*  7.5-15 hours: 2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.

Electronic Piano (Group)  
E85.1059  15 hours: 2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Opera Workshop  
E85.1060  A minimum of 15-45 hours: 2 points. Fall, spring. Enrollment by permission of instructor.

Voice Improvisation for Music Therapists  
E85.1062  30 hours: 2 points. Spring.

Voice (Private Lessons)  
E85.1063*  7.5-15 hours: 2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.
Music Theatre Workshop Techniques and Materials
E85.1065 15 hours per point and hours arranged: 2 points. May be repeated for a total of 14 points. Fall, spring. Registration by permission of department. Students are encouraged to bring materials that may be used for audition as well as special material that they may wish to try out in the music revue.

Music History I: Medieval and Renaissance
E85.1067 30 hours: 2 points. Fall.

Music History II: Baroque and Classical
E85.1068 30 hours: 2 points. Spring.

Electronic and Computer Music Literature
E85.1070 45 hours: 3 points. Spring.

Jazz Improvisation Techniques I
E85.1075 30 hours: 2 points. Fall. Prerequisite: E85.0039.

Jazz Improvisation Techniques II
E85.1076 30 hours: 2 points. Spring.

Music History III: 19th Century
E85.1077 30 hours: 2 points. Fall.

Music History IV: 20th Century
E85.1078 30 hours: 2 points. Spring.

New York University Chamber Ensembles
E85.1080 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of music majors and those registered for other ensembles.

New York University Brass Choir
E85.1080.19 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of music majors and those registered for other ensembles.

Piano Literature I
E85.1081 45 hours: 3 points. Spring.

Participation in New York University Choral Arts Society
E85.1085‡ 100 hours: no points, no tuition fee. Fall, spring. Open to the University community.

New York University Orchestra
E85.1087 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of junior and senior instrumental students.

Jazz Ensemble
E85.1089 60 hours: 1 point. Fall, spring. Open to the University community. Registration by audition only.

Recital
E85.1092 30-60 hours: 1 point. Fall, spring. Registration by permission of department.

Intermediate Conducting
E85.1093 30 hours: 2 points. Spring.

Piano Literature II
E85.1096 45 hours: 3 points. Fall.

Piano Literature III
E85.1097 45 hours: 3 points. Fall.

Live Sound Reinforcement
E85.1112 45 hours: 3 points. Fall, spring.

Jazz Arranging Techniques I, II
E85.1119,1120 30 hours and 15 hours arranged: 3 points each term. Fall, spring. Prerequisites: E85.0036 and E85.0039 or by permission of instructor. E85.1119 is prerequisite to E85.1120.

Reference and Research in Jazz
E85.1121 30 hours and 15 hours arranged: 3 points. Open to the University community.

Techniques of Contemporary Music
E85.1122 30 hours: 2 points. Spring.

Supervised Student Teaching of Music in the Secondary School
E85.1145 A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.

Vocal Coaching
E85.1163 30 hours: 2 points. Fall, spring.

Song Repertoire: English
E85.1164 30 hours: 2 points each term. Fall, spring.

Song Repertoire: Italian/Spanish
E85.1166 30 hours: 2 points each term. Fall, spring.

Song Repertoire: French
E85.1167 30 hours: 2 points each term. Fall, spring.

Music for Children

Music for Exceptional Children
E85.1204 30 hours: 2 points. Fall. Prerequisites: course work or experience in working with exceptional children and permission of instructor.

Supervised Student Teaching of Music in the Elementary School
E85.1141‡ A minimum of 20 school days (100 hours): 3-4 points. Fall, spring. Prerequisite: E85.1204.
Audio for Video II  
E85.1225  45 hours:  
3 points. Spring, summer.

Aesthetics of Recording  
E85.1227  30 hours:  
3 points. Fall.

Music Theatre History I  
E85.1264  30 hours:  
2 points. Fall, spring.

Music Technology Practicum  
E85.1405  15 hours:  
1 point. Fall, spring.

Woodwind/Brass Practicum for Music Education  
E85.1425  15 hours:  
1 point. Fall. There is a fee for renting instruments.

String Practicum for Music Education  
E85.1426  15 hours:  
1 point. Spring. There is a fee for renting instruments.  
Prerequisite: E85.1425 or equivalent.

Percussion Practicum  
E85.1427  15 hours:  
1 point. Fall.

Vocal/Choral Conducting Practicum for Music Education  
E85.1428  15 hours:  
1 point. Fall.

Vocal and Choral Conducting Practicum  
E85.1433  15 hours:  
1 point. Fall.

Fundamentals of Conducting  
E85.1465  15 hours:  
1 point. Fall.

Film Music: Historical Aesthetics and Perspectives  
E85.1500  45 hours:  
3-4 points. Fall, spring.

Acting II for Singers  
E85.1502  30 hours:  
2 points. Fall, spring.

Performing Arts in Western Civilization  
E85.1505  60 hours:  
4 points.

MIDI for Nonmajors  
E85.1810  45 hours:  
3 points. Fall, spring.

Electronic Technology I  
E85.1817  45 hours:  
3 points. Fall, summer.

Electronic Technology II  
E85.1818  45 hours:  
3 points. Spring, summer.

Internship in Music Technology  
E85.1820  50-300 hours:  
0-6 points. 50 hours per point. 150 hours minimum.  
Fall, spring, summer.

E89: DANCE EDUCATION

Introduction to Modern Dance  
E89.0012  60 hours:  
2 points. May be repeated for a total of 6 points. Fall, spring.

Beginning Ballet  
E89.0014*  45-60 hours:  
1 point. Fall, spring. For music theatre, voice, and nondance majors.

Beginning Modern Dance Techniques  
E89.0016  45-60 hours:  
1 point. Fall. Spring. For music theatre, voice, and nondance majors.

Beginning Jazz Dance Technique  
E89.0029  45-60 hours:  
1 point. May be repeated for a total of 4 points. Fall, spring. For music theatre, voice, and nondance majors.

Tap Dance  
E89.1013  45 hours:  
2 points. Fall, spring.

Jazz Dance Technique  
E89.1029  30 hours:  
2 points. May be repeated for a total of 4 points. Fall, spring. For music theatre, voice, and nondance majors.

African Dance  
E89.1542  45 hours:  
3 points.

Advanced Dance Practicum: Hip Hop  
E90.0176  45 hours per point: 1-3 points.

E90: ART AND ART PROFESSIONS: STUDIO ART

Introduction to Craft Arts: Metalsmithing  
E90.0501  60 hours:  
4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Painting  
E90.0103  60 hours:  
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Ceramics  
E90.0508  60 hours:  
4 points. Fall. Open only to art majors or by permission of undergraduate adviser.

Fundamentals of Drawing I-II  
E90.0107-0108  60 hours:  
4 points each term. Fall: E90.0107; spring: E90.0108. Open only to art majors. Yearlong course required for all studio art majors.

Introduction to Painting  
E90.0109  60 hours:  
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser.

Introduction to Sculpture  
E90.0201  60 hours:  
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Sculpture I-II  
E90.0211-0212  60 hours:  
4 points. Fall: E90.0211; spring: E90.0212. Open only to art majors. Yearlong course required for all studio art majors.
Introduction to Video Art  
E90.0305  60 hours:  4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Digital Art  
E90.0303  60 hours:  4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Video Art  
E90.0312  60 hours:  4 points. Fall, spring. Open only to art majors.

Fundamentals of Digital Art  
E90.0310  60 hours:  4 points. Fall, spring. Open only to art majors.

Introduction to Photography  
E90.0301  60 hours:  4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Digital Photography  
E90.0300  60 hours:  4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Photography  
E90.0308  60 hours:  4 points. Fall, spring. Open only to art majors.

Fundamentals of Digital Photography  
E90.0307  60 hours:  4 points. Fall, spring. Open only to art majors.

Introduction to Printmaking  
E90.0105  60 hours:  4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Printmaking  
E90.0111  60 hours:  4 points. Fall. Open only to art majors or by permission of undergraduate adviser.

Independent Study  
E90.1000  45 hours per point:  1-6 points. Fall, spring; hours to be arranged. Open only to art majors.

Undergraduate Projects in Studio Art  
E90.1910  60 hours:  3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Topics vary. Prerequisite: sophomore standing or above.

Interdisciplinary Undergraduate Projects in Studio Art  
E90.1980  60 hours:  3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Topics vary. Prerequisite: sophomore standing or above.

Craft Arts I: Glass  
E90.1514  60 hours:  3 points. Fall, spring. Open only to Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-level students. Held at UrbanGlass in Brooklyn.

Craft Arts II: Metalsmithing  
E90.1515  60 hours:  3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser.

Undergraduate Internship  
E90.1010  45 hours per point:  1-6 points. Fall, spring. Open only to art majors by faculty approval. Prerequisite: sophomore standing or above by advisement.

Topics in Sculpture  
E90.1230  60 hours:  3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisites: one sculpture course. Topics vary.

Topics in Drawing: The Figure  
E90.1121  60 hours:  3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one drawing course.

Drawing II  
E90.1115  60 hours:  4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one drawing course.

Painting II  
E90.1117  60 hours:  4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisites: two drawing courses.
Projects in Painting
E90.1181  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two painting courses.

Ceramics II
E90.1518  60 hours:
3 points. Fall, spring. Open to all students.
Prerequisite: one ceramics course.

Projects in Glass
E90.1582  60 hours:
3 points. Fall, spring. Held at UrbanGlass in Brooklyn. Open only to all Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-
level students.

Projects in Ceramics
E90.1584  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two ceramics courses.

Projects in Sculpture
E90.1280  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two sculpture courses.

Projects in Video Art
E90.1382  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two video courses.

Advanced Projects in Sculpture
E90.1290  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three sculpture courses. Junior or senior standing.

Projects in Digital Art I
E90.1381  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two digital art courses.

Advanced Projects in Video Art
E90.1392  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three video art courses. Junior or senior standing.

Projects in Photography
E90.1380  60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two photography courses.

Advanced Projects in Digital Art I
E90.1391  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three digital art courses. Junior or senior standing.

Projects in Printmaking
E90.1160  60 hours:
3 points. Fall, spring. Open to all students.
Prerequisite: one printmaking course.

Advanced Projects in Photography
E90.1390  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three semesters of photography. Junior or senior standing.

Advanced Projects in Drawing
E90.1190  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three drawing courses. Junior or senior standing.

Advanced Projects in Painting
E90.1191  60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three painting courses. Junior or senior standing.

Costume as Art
E93.1085  45 hours:
3 points. Fall, spring.

E94: ART AND ART PROFESSIONS: ART THEORY AND CRITICAL STUDIES

Art, Practice, and Ideas
E94.0010  60 hours:
4 points.

Art and Contemporary Culture I
E94.0037  45 hours:
2 points. Fall. Required for art majors.

Art and Contemporary Culture II
E94.0038  45 hours:
2 points. Spring. Required for art majors.

Modern Art and Contemporary Culture
E94.0050  30 hours:
3 points. Open to all students.

History of Art Since 1945
E94.0051  45 hours:
3 points. Fall. Required for art majors. Open only to art majors.
Prerequisite: one course in art history.

Contemporary Art
E94.0052  45 hours:
3 points. Spring. Required for art majors. Open only to art majors.
Prerequisite: E94.0051 or equivalent.

Art, Culture, and Society
E94.1095  60 hours:
4 points. Fall. Spring. Required for senior art majors. Open only to art majors with senior standing.
The Office of the Associate Dean for Student Affairs is responsible for the administration of various student development and administrative services, which includes Advisement and Registration Services, Counseling and Student Services, International Student Services, Special Student Advisement, Teacher Certification, and the Office of Graduate Studies.

The office works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school action, such as student academic progress, the Steinhardt Honors Program, student discipline, student awards and honors, and the New Student Seminars.

The Office of the Associate Dean for Student Affairs maintains close liaison with the various student services administered by the University, including the health center, financial aid, career services, undergraduate admissions, housing, and student life. For further information, contact Student Affairs, Joseph and Violet Pless Hall, 2nd Floor; steinhardt.student.matters@nyu.edu; steinhardt.nyu.edu/studentaffairs; 212-998-5065.

Counseling and Student Services
To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff, which includes on-site counselors from the University’s Counseling and Behavioral Health Services and the Wasserman Center for Career Development, offers a range of individual and group counseling, as well as skills development workshops and seminars.

Advisement and counseling, as well as the Early Intervention Program—which assists students in monitoring academic success—are components of the staff’s role in fulfilling
basic, yet essential, support. New Student Orientation Programs, the New Student Seminars, student receptions, and graduation celebrations are carefully planned to ensure the quality of campus life. The Senior Legacy Project is an initiative that connects graduating seniors with their roles as active alumni.

The Dean’s Research Travel Colloquium, the Dean’s Grant for Student Research, and the Scholars’ Programs underscore the Steinhardt School’s commitment to outstanding achievement, community service, and leadership.

Student leadership initiatives are a vital facet of student development and engagement. Staff assist and advise numerous Steinhardt student organizations.

All Steinhardt undergraduate students are members of the Undergraduate Student Government (USG), which includes in its objectives developing programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. USG is governed by an executive board of officers and representatives from each program curriculum in the school and plays an active role in the governance of the school and University.

USG Office, Joseph and Violet Pless Hall, 3rd Floor; 212-998-5350, steinhardt.usg@nyu.edu. Web site: steinhardt.nyu.edu/usg

**Student Activities**

**Student Resource Center**
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

**Center for Student Activities, Leadership, and Service**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: www.osa.nyu.edu

**Program Board**
Kimmel Center for University Life
60 Washington Square
South, Suite 707
Telephone: 212-998-4700
E-mail: program.board@nyu.edu
Web site: www.osa.nyu.edu/ph.html

**Fraternity and Sorority Life**
Kimmel Center for University Life
60 Washington Square
South, Suite 704
Telephone: 212-998-4710
E-mail: fsl@nyu.edu

**Ticket Central Box Office**
Skirball Center for the Performing Arts
566 La Guardia Place (side entrance of Kimmel Center)
Telephone: 212-998-4941
E-mail: ticket.central@nyu.edu
Web site: www.nyu.edu/ticketcentral

**Alumni Activities**
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

**Athletics**
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

**Palladium Athletic Facility**
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticfacility

**Bookstores**
Main Bookstore
726 Broadway
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

**Computer Store**
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

**Career Services**
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment

**Computer Services and Internet Resources**
Information Technology Services (ITS)
10 Astor Place, 4th Floor
(Client Services Center)
Telephone Help Line: 212-998-3333
Web site: www.nyu.edu/its

**Counseling Services**
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

**Dining**
NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nydining.com

**Disabilities, Services for Students with**
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Web site: www.nyu.edu/csd

**Health**
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

**Student Health Center (SHC)**
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/shc
Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.

For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shcl/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/shcl/about/insurance.html

Housing
Department of Residence Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

International Students and Scholars
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students.scholars@nyu.edu
Web site: www.nyu.edu/oiss

American Language Institute
48 Cooper Square, Room 200
Telephone: 212-998-7040
E-mail: ali@nyu.edu
Web site: www.scps.nyu.edu

Lesbian, Gay, Bisexual, and Transgender Students
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

Multicultural Education and Programs
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
E-mail: cmep@nyu.edu
Web site: www.cmep.nyu.edu

Religious and Spiritual Resources
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-741-1274
Web site: washingsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4123
Web site: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

Hindu Students Council
Web site: www.nyu.edu/bronsc/hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-4712
Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

Safety on Campus
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety
Every year, thousands of NYU students devote their time and energy to community service, both in volunteer settings and in paid work-study positions. In addition to the satisfaction they receive from helping their neighbors, they also gain valuable work experience.

A number of such opportunities are especially relevant for Steinhardt students. The premier NYU work-study opportunity, America Reads and America Counts—the largest such program in the nation—provides community service jobs for 1,000 students each year in 100 New York City public schools. America Reads and Counts tutors, working under the direction and supervision of classroom teachers, help elementary-grade students improve their literacy and math skills. America Reads and Counts positions are well paid and are open to work-study–eligible students in any academic program, not only to students in teacher training programs.

America Reads hires tutors at the beginning of both fall and spring semesters. You can read about the program and sign up for the waitlist at steinhardt.nyu.edu/americareads.

Another popular volunteer program for Steinhardt students is College Connection, where small groups of NYU students host middle school students on the NYU campus for a morning to give them their first taste of college life. The NYU guides, who know what needs to be done to get ready for college, work in small groups with the visiting students to urge them to put college in their future plans. The work is easy and enjoyable, but teachers tell us it has a profound impact in the classroom. You can sign up by indicating which days of the week you are available, and the program then invites you to participate on those days when you are able to do so.

More information is available at steinhardt.nyu.edu/collegeconnection.

In addition, more than 400 NYU undergraduates are members of the President’s C-Team, donating their time to 17 preschool and after-school programs, senior centers, and hospitals throughout Lower Manhattan. Information about the President’s C-Team and other volunteer opportunities can be explored at the University’s Center for Student Activities, Leadership, and Service.
Admission

General Standards
Web: admissions.nyu.edu

Admission to the Steinhardt School of Culture, Education, and Human Development is selective. Candidates are accepted on the basis of predicted success in the specific programs in which they are interested. If the applicant meets formal course requirements, his or her capacity for successful undergraduate work is measured through careful consideration of secondary school records; the personal essay; recommendations from guidance counselors, teachers, and others; and scores on standardized tests. An audition, interview, or creative portfolio is required for certain programs.

New York University actively seeks students who are varied in interests, talents, and goals, as well as in social and economic backgrounds. Particular attention is paid to the degree to which candidates have made effective use of the opportunities available to them, however great or limited those opportunities may have been.

Evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its urban environment. Participation in meaningful school and community activities is an important factor.

Applicants for admission who are uncertain which specific school or college of the University offers the program they desire may obtain information and guidance through the Web at admissions.nyu.edu or by telephone, 212-998-4500.

Applicants who are neither U.S. citizens nor permanent residents of the U.S. should see pages 137-38.

Recommended High School Preparation

The quality of an applicant’s secondary school record is more important than a prescribed pattern of courses. The minimum requirements for consideration include four years of English, with heavy emphasis on writing; three to four years of academic mathematics; three to four years of laboratory science; three to four years of social studies; and two to three years of foreign language. Students most competitive for admission will exceed these minimums. The Admissions Committee pays particular attention to the number of honors, AP, and IB courses the applicant has completed in high school. It is strongly recommended that all applicants take mathematics and language courses in the senior year of high school.

The Admissions Process

All candidates for undergraduate admission to the University should send the following to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339:

a. Undergraduate Application for Admission (online application only) or the Common Application (online or paper version) at admissions.nyu.edu.

b. Supplement is required for applicants using the Common Application. The online Common Application will not be processed without the supplement.

c. Nonreturnable $65.00 application fee (nonreturnable $75.00 application fee for international applicants and U.S. citizens living abroad).

d. Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores if applicable).

e. All required testing should be completed and official results forwarded electronically by one testing agency to the Undergraduate Admissions Processing Center.

f. Recommendations.

g. Personal statement/essay.

No admission decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the Admissions Committee.

Applications submitted after the filing deadline will be considered in the order received as long as space is available.

Freshman candidates for September admission are notified beginning in early to mid-April. Transfer candidates for September admission are notified beginning in early to mid-May. Transfer candidates for January admission are notified on a rolling basis, usually within a month after their applications are received, but not before November 15. Transfer candidates for summer admission are notified beginning in late April. Early decision candidates are notified beginning in the middle of December.
Required Testing

All freshman applicants must submit standardized test scores. Beginning with students entering in September 2010, applicants for admission to NYU will be able to submit:

• The SAT Reasoning Test and two SAT Subject Tests or
• The ACT (with Writing Test) or
• The SAT Reasoning Test and two Advanced Placement (AP) Exam scores or
• Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student’s choice) or
• Three AP exam scores (one in literature or the humanities, one in math or science, and one non-language of the student’s choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition, or the equivalent, will be required to provide only an SAT score, or two SAT Subject Test scores, or two AP exam scores.

Note: Freshman candidates entering in the fall of 2011 should submit official score reports for standardized tests. Visit admissions.nyu.edu for the latest required testing information.

Note: The AP exams must be taken prior to the senior year to be applicable during the admissions cycle. International students who are in an area where the ACT Writing Test is not offered must choose one of the other test score options.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or Advanced Placement (AP) Test scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy. (Our policy has always been to consider an applicant’s best scores, using the higher of the SAT or the ACT if we had both, and using the higher score from different test dates, so we are used to doing this!

If you are applying as a regular decision freshman, we recommend that you complete your testing by the November test date, and you must finish by the December test date. We strongly recommend that early decision applicants complete all testing by the October test date, although November scores usually arrive in time to be considered.

If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Please see the Applicants with International Credentials section, page 137, for additional information.)

Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT Subject Tests, SAT II Examinations, and TOEFL) is 2562; the ACT code for NYU is 2838.

Detailed information on the SATs and Advanced Placement examination may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

Admission Application Filing Deadlines

For entrance in September, applications for admission, including all required supporting credentials, should be received by January 1 for freshman candidates, by April 1 for transfer applicants, and by November 1 for early decision applications (freshmen only).

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1.

Applications for admission received after these dates will be considered only if space remains in the program desired.

Please contact the Office of Undergraduate Admissions at admissions.nyu.edu or call 212-998-4500 for information regarding program availability.

Financial Aid Application

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for most student aid programs. We recommend that students apply electronically; see our NYU Web site at www.nyu.edu/financial.aid. There is no fee charged to file the FAFSA. Students must include the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.nyu.edu/financial.aid/tap.html. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.
Early Decision Plan for
High School Seniors

Entering freshmen with clearly acceptable high school records and SAT Reasoning Test or ACT (with Writing Test) scores may be considered under the Early Decision Plan. Every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Under the Early Decision Plan, students should submit their application, all supporting credentials, and all standardized test scores no later than November 1.

Applicants for certain programs will be required to submit creative materials or to audition for the performance areas.

In addition, each applicant must complete on the application a signed statement agreeing that he or she will withdraw any applications submitted to other colleges if accepted by New York University. Another form must be signed by the student, parent, and counselor agreeing to the early decision commitment to enroll if admitted to NYU. Action on these applications will be taken by the Office of Undergraduate Admissions beginning in mid-December.

Early decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 1, so that the University will be able to provide a financial aid estimate for need- and merit-based assistance by the early decision notification date. Early decision applicants must also file the Free Application for Federal Student Aid (FAFSA) by February 15.

Transfer Applicants

Students are generally admitted in September, January, or May. (See The Admissions Process, page 134.) Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the admissions Web site at admissions.nyu.edu. All transfer applicants are encouraged to submit scores from two SAT Subject Tests if previously taken while in high school. An audition, interview, or creative portfolio is required for certain majors.

Transfer Credit

If a transfer applicant is admitted to New York University, his or her records are examined carefully to determine how much transfer credit can be granted. Credits over 10 years old are reviewed by the dean’s office prior to matriculation. In granting transfer credit, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades attained by the applicant; and the suitability of courses taken elsewhere for the program of study chosen here.

Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU.

A tentative statement of transfer credit is provided to each student upon notification of admission to the school. The applicant will be notified on the tentative transfer statement if additional transcripts are required. A final statement of transfer credit is provided during the student's first semester of matriculation. Requests for reevaluation of transfer credit must be made within the semester during which the final statement of transfer credit is received by application to the assistant director of undergraduate advisement and registration services in the Office of Student Affairs. Thereafter, a student's transfer credits may be changed only with the written permission of the associate dean for student affairs.

Transfer Residence Requirement

The total number of points required for our school's baccalaureate degrees varies by program, but the minimum number is 128 points. The incoming transfer student may transfer up to 72 points from previous accredited institutions. Each academic program of study reserves the right to determine the level and number of courses that are acceptable. Of the remaining courses required for their degree programs, students must complete a minimum of 32 taken in residence under the auspices of the Steinhardt School of Culture, Education, and Human Development. Grades of C or better (no credit is awarded for grades of C-) must have been earned in transfer courses within the last 10 years in order to be applied toward degree requirements. For students transferring from institutions where a grade of C is the lowest passing grade, then one full grade above the lowest passing mark, a grade of B, may be considered transferable. The lowest passing grade from other institutions will not be considered for transfer credit.

All students must complete a minimum of 32 points with an average of 2.0 or higher in courses held under the auspices of the Steinhardt School of Culture, Education, and Human Development.

Community College Transfer Opportunity Program

The Community College Transfer Opportunity Program works exclusively with students who are transferring to the Steinhardt School of Culture, Education, and Human Development from any of the following community colleges: Bergen
Community College, Bronx
Community College, Borough of Manhattan
Community College, Hostos
Community College, Housatonic
Community College, Kingsborough
Community College, LaGuardia
Community College, Middlesex
Community College, Nassau
Community College, Queensborough
Community College, Rockland
Community College, Suffolk
County Community College, and Westchester
Community College.

Students applying to transfer to Steinhardt from any of these institutions have access to preadmission advisement, including financial aid and transfer credit guidance, and may be eligible for special need- and merit-based scholarship assistance.

For more information, visit the Community College Transfer Opportunity Program Web site at www.steinhardt.nyu.edu/cc topp or contact the director at 212-998-5139.

Transfer Applicants Within the University

Students who wish to transfer from one school to another within the University must file an Internal Transfer Application available online at admissions.nyu.edu prior to the application deadline (November 1 for the spring term and April 1 for the summer or fall terms).

Special Students (Visiting)

All special students must meet the academic standards of the school.

Undergraduate students may enroll in 2000-level courses with senior status and only with special permission. Special students are not eligible for financial aid or University housing.

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at the University. Special students may be permitted to take a maximum of 32 credits in the Steinhardt School of Culture, Education, and Human Development. The Special Student Application Form for undergraduate students may be obtained online at admissions.nyu.edu. A $55 application fee is required. Deadlines for applications are August 1 for the fall term and December 1 for the spring term.

Applicants with International Credentials

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online at admissions.nyu.edu. Please indicate on the application for admission your country of citizenship and, if currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 1. Transfer applicants (those currently or previously attending a university or tertiary school) must submit applications and all required credentials on or before April 1. Transfer candidates seeking admission for the spring (January) semester must submit their applications and credentials on or before November 1. Applications will not be processed until all supporting credentials are received by the Undergraduate Admissions Processing Center.

All freshman applicants are required to submit official test results. Please visit the admissions Web site at admissions.nyu.edu to learn about the admissions requirements.

If the applicant’s secondary education culminated in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school official or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL-ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Undergraduate Admissions Processing Center, code 2562. In lieu of the TOEFL, acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit their Web site at www.ielts.org.

Applicants residing in the New York area may elect to take the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars in order for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or
her own savings, parental support, outside private or
government scholarships,
or any combination of
these, he or she must
arrange to send official let-
ters or similar certification
as proof of such support.
New students may wish to
view the multimedia tutorial
for new international stu-
dents at www.nyu.edu/oiss/
documents/tutorialHome/
index.htm.

Student Visas and
Orientation
Matters pertaining to stu-
dent visas and new student
orientation are adminis-
tered by the Office for
International Students and
Scholars (OISS), 561 La
Guardia Place, 1st Floor;
telephone 212-998-4720.
In addition, the staff of this
office endeavors to aid
international students in
taking full advantage of
various social, cultural, and
recreational opportunities
offered by the University
and New York City. Specific
information on programs
and events can be found at
www.nyu.edu/oiss.

The staff in the Office of
Counseling and Student
Services in the Steinhardt
School of Culture,
Education, and Human
Development is available
for assistance in areas of
special concern to interna-
tional students. Students
who have been admitted
are expected to make an
appointment to see a
Student Services counselor.
The office is located in
Joseph and Violet Pless
Hall, 82 Washington Square
East, 2nd Floor; telephone
212-998-5065.

The American Language
Institute
The American Language
Institute of the School of
Continuing and
Professional Studies of New
York University offers intensive
courses in English for
students with little or no
proficiency in the language.
It also offers the Advanced
Workshop Program in
English for students with
substantial English profi-
cency, but insufficient profi-
cency for undertaking a
full-time academic pro-
gram. Qualified students in
this program can often
combine English study with
a part-time program in
their major. This combina-
tion may constitute a full-
time program of study. The
institute also offers special-
ized courses in accent
reduction, grammar,
idioms/vocabulary, and
American business English.

Individuals who wish to
obtain additional infor-
mation about the American
Language Institute are invit-
ed to visit the office of the
American Language Institute
weekdays throughout the
year between the hours of
9 a.m. and 6 p.m. (Fridays
until 5 p.m.). They may
also visit the Web site,
www.scps.nyu.edu/ali; write
to The American Language
Institute, School of
Continuing and Professional
Studies, New York University,
48 Cooper Square, Room
200, New York, NY 10003-
7154; telephone: 212-998-
7040; fax: 212-995-4135; or
e-mail: ali@nyu.edu.

Readmission of Former
Students
An undergraduate student
who has not completed at
least one 3-point course
each year under the aus-
pices of the Steinhardt
School of Culture,
Education, and Human
Development or, in lieu of
such completion, has not
paid a maintenance of
matriculation fee of $300,
plus registration and servic-
es fee, must, if he or she
wishes to return to the
school, contact the Office
of the Associate Dean for
Student Affairs, Steinhardt
School of Culture,
Education, and Human
Development, New York
University, 82 Washington
Square East, 2nd Floor,
New York, NY 10003-6680.

The readmission procedures
for former students who
are in good academic
standing are as follows:

1. Former students in the
Steinhardt School of
Culture, Education, and
Human Development who
have taken courses at
another college or univer-
sity and who wish to be con-
sidered for readmission to
the school must complete
the regular application
for transfer admission and
submit an official transcript.
Applications should be sub-
mitted well in advance of
the following deadlines:
August 1 for the fall term,
December 1 for the spring
term, and April 1 for the
summer term.

2. If students have not
attended another college or
university and have been
out of school for a consec-
tive two-year period, they
must file the special read-
mismission application online
at admissions.nyu.edu.

Although readmission deci-
sions are based primarily on
the applicant’s previous
academic record, other fac-
tors will be considered.
Students may contact the
Office of the Associate
Dean for Student Affairs for
more information.

3. If students have been out
of school for less than a
consecutive two-year period
and have not attended
another college or universi-
ty, they must remit the
maintenance of matricula-
tion fee. Enrollment in prior
year maintenance of matric-
ulation requires the
approval of the program
adviser and the Office of
the Associate Dean for
Student Affairs. Students
should schedule an appoint-
ment with their adviser and
proceed accordingly.

Credit by Examination
The Advanced Placement
Program (AP) (College
Entrance Examination
Board), International
Baccalaureate Program (IB),
and the results of some for-
ign maturity certificate
examinations enable under-
graduate students to receive
credit toward the bachelor’s
degree on the basis of per-
formance in college-level
examinations or proficiency
examinations related to the
school’s degree require-
ments, subject to the
approval of the school.

The maximum number of
transferable credits by
examination shall not
exceed a total of 32 for all
applicants.

International Baccalaureate
(IB)
The school recognizes for
advanced standing credit,
higher level examinations
passed with grades of 6 or
7. No credit is granted for standard level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for review.

**Maturity Certificate Examinations**

The school will consider the results of certain foreign maturity certificate examinations for advanced standing credit, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

**Advanced Placement Program (AP)**
The Steinhardt School of Culture, Education, and Human Development participates in the Advanced Placement Program of the College Entrance Examination Board.

According to University policy, students may receive college credit toward their degree for test results of 5 or 4 depending on the subject examination. Students receiving credit toward their degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement credit. Please refer to the chart on page 140.

For additional information, students should contact the Office of Undergraduate Admissions at admissions.nyu.edu or by telephone at 212-998-4500.

**Placement Examination**

Foreign language placement examination results are used in the school. A student who wishes to continue in a language previously studied in high school or in college must take a language placement test or submit scores from the College Entrance Examination Board or receive a recommendation for placement from the appropriate language department in the College of Arts and Science.

**The Enrollment Process**

To be enrolled, an admitted undergraduate candidate must do the following:
1. Accept the University’s offer of admission and pay the required nonreturnable tuition deposit.
2. If applicable, pay the required nonrefundable housing deposit.
3. Have his or her high school and/or college forward final transcripts to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Make an appointment with the Steinhardt School of Culture, Education, and Human Development for academic advisement and/or attend orientation.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All Steinhardt School of Culture, Education, and Human Development programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th Floor.

Information on full-time undergraduate retention and graduation rates may be reviewed in the Office of the Associate Dean for Student Affairs, 82 Washington Square East, 2nd Floor.

**Campus Visits**

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions Web site at admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended.

It is suggested that arrangements be made well in advance of your visit.

**NYU Guest Accommodations**

Prospective students and their families visiting New York University are invited to stay in Club Quarters, a private hotel convenient to the Washington Square area. Located in a turn-of-the-century building in New York’s historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006.

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1New York State Education Department Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone: 518-474-5851.
### Advanced Placement Equivalencies

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Points</th>
<th>MAP Area Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Chinese Language and Culture*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>Texts and Ideas</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>French Literature†</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Human Geography</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>Japanese Language and Culture*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Latin Language</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Music Theory</td>
<td>NA</td>
<td>NA</td>
<td>No Credit</td>
</tr>
<tr>
<td>Physics nonmajors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics majors:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Politics (U.S. Government and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Politics (Comparative Government and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Spanish Literature†</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>Texts and Ideas</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>Texts and Ideas</td>
</tr>
</tbody>
</table>

*In order to receive credit for a score of 4 or 5 on Chinese Language and Culture and/or Japanese Language and Culture, students must successfully place above Intermediate II on language placement exams administered by the Department of East Asian Studies. This satisfies the MAP foreign language proficiency requirement. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian Studies major or minor.

†Students may choose one course only and corresponding MAP satisfaction.
Registration and Advisement

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses. The responsibility for meeting the degree requirements rests with the candidate. A student is not permitted to be matriculated for more than one degree at a time.

Degree Students

The adviser assigned to each student is familiar with the requirements and opportunities within the student’s program of study. The adviser will consult with the individual student concerning (1) the selection of courses where alternate choices are possible, (2) the sequence in which courses may best be taken, (3) the methods by which exemptions may be secured, and (4) the method by which desirable and necessary substitutions may be authorized.

Special (Nonmatriculated) Students

Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at the Steinhardt School of Culture, Education, and Human Development. Those who are not currently attending another school may apply for admission upon presentation of evidence of appropriate high school averages and SAT scores or transcripts from prior colleges attended. The approval as a special undergraduate student is for one semester but may be extended on reapplication. The Special Student Application Form for undergraduate students may be obtained online at admissions.nyu.edu.

All special students must meet the academic standards of the school.

Veterans Benefits

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the veteran will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

All Veterans. Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar. For further information, visit www.nyu.edu/Registrar/forms-procedures/veterans-benefits.html.

Yellow Ribbon GI Education Enhancement Program

NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post 9/11 GI Bill tuition benefit, which
will only pay up to the highest public in-state undergraduate tuition.

Beginning in the 2009-2010 academic year, NYU began to provide funds toward the tuition of each qualifying veteran who had been admitted as a full-time undergraduate, with the VA matching NYU’s tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/She served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/She was honorably discharged from active duty for a service connected disability and had served 30 continuous days after September 10, 2001.
- He/She is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs Web site.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, you must apply to the VA. The VA will then determine your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility.

**Note:** You can apply using the VA Form 22-1990 (PDF), and the form includes the instructions needed to begin the process.

After you are issued your Certificate of Eligibility from the Department of Veterans Affairs indicating that you qualify for the Yellow Ribbon Program, please contact Clara Fonteboa, at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student in order for the funds to be paid under the Yellow Ribbon Program.

For further information, visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.

**Permitted Course Loads**

The normal full-time undergraduate program is 12-18 points. Students may, by advisement, register for 20 points. Students are required to have successfully completed 32 points per academic year as one of the conditions for eligibility for financial aid. Under no circumstances may students register for more than 16 points during the term in which they are taking 6 points of student teaching. It is the adviser’s prerogative to set such limits on registration as are deemed appropriate. The regulations and procedures are more detailed than are indicated in this bulletin. They are, furthermore, subject to modification from time to time.

**Withdrawal from Courses and Drop/Add**

By approval and signature, the adviser holds the responsibility for the student’s program requirements and courses selected. Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s drop/add form.

Students are permitted to add to their program via Albert, NYU’s Web-based registration system, during the first two weeks of regular classes. A student wishing to add an additional course to the program during the third week of the term must have the approval of the instructor in addition to that of the adviser. Beyond the end of the third week of the term, a student may not add a course with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class through a Change of Program Form and must have approval of the academic adviser and the Steinhardt Office of Registration Services.

Students may drop courses via Albert (no forms required) through the second week of classes. After the second week, student may only withdraw with the permission of the academic adviser and approval of the Steinhardt Office of Registration Services.

No change in schedule is valid unless it is reported to the Office of the University Registrar and the Office of the Bursar on the forms provided. Change of Program Forms may be obtained from the program adviser. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course. See page 151 for refund schedule.

**Leave of Absence**

Students who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete an interview as part of the official “leave” procedure.

A leave of absence may not exceed two semesters or
one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

**Termination of Matriculation**

Students who are planning to withdraw from the school are referred to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete the exit interview as part of the termination process. Terminating matriculation requires withdrawal from all coursework registered for unless the termination will occur at the end of the semester.

**Change of Curriculum**

Students who are changing their curriculum must complete an official change of curriculum form, available in the Office of Counseling and Student Services or in the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor. This form is to be completed by students who are changing their curriculum from one program to another within the same department in the Steinhardt School of Culture, Education, and Human Development or from one department to another in the Steinhardt School. Students who are transferring from this school to another school of New York University must apply to make the change through the Office of Undergraduate Admissions, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339 (admissions.nyu.edu). These students are reminded, however, to also fill out a Steinhardt School withdrawal form in the Office of Counseling and Student Services.

**Minors**

Students may complete their undergraduate degree with an academic major and a second field, an academic minor. Like the major, a completed minor will be listed on the student’s transcript. A minor consists of a minimum of 16 points, with the actual number of points to be determined by the faculty in the program in which the minor is elected.

Students who wish to undertake a minor should see their faculty adviser for permission and for information concerning courses required to complete minors in other areas of specialization. The declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student, the faculty adviser, the program director of the minor department, and the associate dean for student affairs. The necessary form may be obtained from the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 2nd Floor. A minor can be declared at any time prior to the completion of 96 points.
General Information

Classification of Students
Undergraduate students are classified as follows:
1. Matriculated students—those who have been approved for study toward a baccalaureate.
2. Special students—those who have filed a formal application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same requirements for admission as matriculants.
3. Freshmen—students who have successfully completed 1-32 points.
Sophomores—students who have successfully completed 33-64 points.
Juniors—students who have successfully completed 65-96 points.
Seniors—students who have successfully completed over 96 points.

Attendance
Regulations governing required or voluntary class attendance in the school are determined by individual instructors.

Grades
The scale of grades is based on a 4-point scale as follows:
A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C+ = 2.3 points
C = 2.0 points
C- = 1.7 points
D+ = 1.3 points
D = 1.0 point
F = 0 points. If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the grade point average.

Note: There are no A+, D-, or F+ grades.
W = Official withdrawal. If withdrawal occurs after the midpoint of the term and the student is failing at that time, the grade will be reported as F.
R = Registered paid auditor, not graded.
P = Pass, not counted in average.
N = Not counted (see Note below).
IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see Note below). If not made up, grade lapses to N.
IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

Note: “E” courses: Under exceptional circumstances and at the discretion of the course instructor, an Incomplete Pass (IP) or an Incomplete Fail (IF) may be granted, based on the student's performance throughout the course of the semester. The length of the contract period is fixed by the instructor, but will be no longer than six months after the close of the semester. If outstanding work has not been completed by the end of the agreed time, an “IP” becomes an “N” (No Credit) and an “IF” becomes an “F.” If the contract has been completed in a timely manner, it will be considered along with the remainder of the course performance, to determine the student's earned grade. No extension will be granted beyond the end of the contract date.
Students with 9 points or more of IP, IF, or N on their transcripts at any one time will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such points on their transcripts at any one time. (Any “N” grade course that has been repeated with a passing grade will not be counted in these totals, nor will courses in which “I” grades are normally given.)
“V” courses: A grade of “I” must be removed by the end of the next regular semester. For students on a leave of absence, a grade of “I” must be removed within one year from the date of last attendance in the course concerned.
The lowest passing grade is “D” (unless otherwise notified by the department). If at the end of any term a student's cumulative average is below 2.0, the student will be placed on probation and his or her status reported to his or her curriculum adviser (check with your department if the minimum is 2.0). No student will be entitled to more
than two probationary terms and not more than two of these consecutively. A general average of 2.0 is required for graduation with the bachelor’s degree.

Note: We urge students taking “V,” “K,” “H,” and “C” courses to check with schools for details of their grading policies because they differ from those of the Steinhardt School of Culture, Education, and Human Development.

Dean’s List
At the end of the fall and spring terms, a Dean’s List is compiled. This is an honor roll for students who have maintained a term average of 3.7 or better in a program of study of at least 8 points. Grades of “I” or “N” disqualify the student.

Graduation with Latin Honors
Students meeting the requirement of having completed at least 64 points toward the degree (in weighted grades) in residence will be eligible to be considered for Latin Honors. Latin Honors will be determined by GPA distribution, so that

- summa cum laude is limited to the top 5 percent of the graduating class
- magna cum laude is limited to the next 5 percent of the graduating class
- cum laude is limited to the next 5 percent of the graduating class

Special Awards for Excellence and Service to the School
The associate dean for student affairs administers special awards for scholarship and service to the school, which include the John W. Withers Memorial Award and the E. George Payne Memorial Award, given to graduating seniors who have shown evidence of exemplary scholarship and service to the school; the Ida Bodman Award and the Samuel Eshborn Service Award, presented on the basis of the quality of service that a student has given to the school; and the Arch Award, given to graduating seniors based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school.

Study Abroad
Students may fulfill a limited number of their course requirements through various study abroad programs. Such programs are offered through the Office of Academic Initiatives and Global Programs (for further information, visit steinhardt.nyu.edu/study_abroad and individual program descriptions).

International Student Exchanges
Students have the opportunity to study abroad or to participate in an exchange with another outstanding urban university for a semester or a year as part of their NYU education. Among the European universities currently involved in the exchange are the Universities of Amsterdam, Bonn, Copenhagen, Florence, Ireland, Stockholm, and Vienna and Humboldt University in Berlin. Students may also study with institutions in Africa, Eastern Europe, Korea, Japan, and Latin America. NYU students who participate in the exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid just as if they were attending classes at Washington Square; they apply for the exchange after consulting with their adviser and, once abroad, retain access to the school through an 800 number or e-mail.

For further information on international student exchanges, contact the Center for Study Abroad and Special Sessions, New York University, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433; facsimile: 212-995-4103 (e-mail address: international.exchange@nyu.edu).

Auditing
Undergraduate matriculated students may audit a maximum of two (2) courses in the Steinhardt School of Culture, Education, and Human Development per term with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 19 points in a given term; the total number of credit and audit courses for part-time students may not exceed 11 points in a given term. Audit courses do not count toward full-time status. No credit will be given or letter grades recorded, and no withdrawals will be honored or refunds granted on courses so audited.

Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the beginning of the term in question.

Pass/Fail Option
Matriculated students have the option to take courses on a pass/fail basis, the maximum of such courses not to exceed 25 percent of the student’s total program and not to exceed 25 percent in specialization. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied to any course. Once this option is utilized, such decision cannot be changed nor will the letter grade be recorded. Pass/fail grades are not considered “weighted grades.” (To qualify for honors, a student must have completed at least 64 points toward the degree in weighted grades in residence.) Pass/fail option

1Not available to special students.
forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the end of the fifth (5th) week of the term for fall and spring term courses. The fifth (5th) meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

**Independent Study**

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be used to satisfy the required 60 points in liberal arts courses, nor can it be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study as part of specialization. This information may be obtained from a student’s departmental adviser. Each student is permitted to enroll for an additional 1-6 points of independent study outside the area of specialization.

Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser. When completed, this form must be submitted to the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

**Official Transcripts**

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at [www.nyu.edu/registrar/transcriptform.html](http://www.nyu.edu/registrar/transcriptform.html) and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

**WRITING A REQUEST LETTER**

A request letter must include all of the following information:
- University ID Number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance

**Information on How to Request Enrollment Verification**

You can view/print your own enrollment certification directly from Albert using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the Albert home-page. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of your status as a good student (based on your cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information:
- University ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent.
- Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please contact our office at 212-998-4280 and a representative will assist you. Currently, we are not accepting requests for certification by e-mail.

1Not available to special students.
Graduation Application
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. Students must apply for graduation on Albert. A student must be enrolled for either coursework or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

Arrears Policy
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Discipline
Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

University Policy on Patents
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

New York University Weapons Policy
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—aademic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

New York University Simulated Firearm Policy
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—aademic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

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Policies Concerning Academic Integrity

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:
- cheat on an exam,
- submit the same work for two different courses without prior permission from your professors,
- receive help on a take-home examination that calls for independent work, or
- plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
- copy verbatim from a book, an article, or other media;
- download documents from the Internet;
- purchase documents;
- report from other's oral work;
- or restate someone else's facts, analysis, and/or conclusions; or
- copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See University Policies and Procedures in NYU Student's Guide.)
When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. Information on these distinct but related topics follows.

Tuition and Fees
www.nyu.edu/bursar

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2010-2011. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed on the Website of the Office of the Bursar: www.nyu.edu/bursar.

Note that the registration and services fee covers memberships, dues, etc., to the student's class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and school publications that are supported in whole or in part by the student activities fund. It also includes the University's health services, emergency and accident coverage, and technology fee.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

The unpaid balance of a student's account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received. A fee will be charged if payment is not made by the due date indicated on the student's statement.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

The following is an explanatory schedule of fees for 2010-2011.

Tuition

| 12 to 18 points per term | $18,933.00 |
| Nonreturnable registration and services fee, per term | $1,108.00 |

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $60.00 per point)

| 1,176.00 |

Students taking fewer than 12 points, per point, per term

| $1,116.00 |

Fall term 2010; nonreturnable registration and services fee, first point

| $409.00 |

Fall term 2010; nonreturnable registration and services fee, per point, for registration after first point

| $60.00 |

Spring term 2011; nonreturnable registration and services fee, first point

| $422.00 |

Spring term 2011; nonreturnable registration and services fee, per point, for registration after first point

| $60.00 |
General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled,1,2 all others can select):
- Annual $1,360.00
- Fall term $525.00
- Spring term (coverage for the spring and summer terms) $835.00
- Summer term (for students who did not register in the preceding term) $368.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled,1,2 all others can select):
- Annual $2,152.00
- Fall term $823.00
- Spring term (coverage for spring and summer terms); nonreturnable registration and services fee $337.00
- Summer term (for students living abroad) $75.00

Stu-Dent Plan (dental services through NYU’s College of Dentistry):
- Primary Member—academic year $225.00
- Partner $225.00
- Dependent (under age 16) $80.00
- Renewal Membership $185.00
- Late tuition payment fee (other than late registration) $25.00
- Penalty fee $20.00
- Application fee for admission (nonreturnable, see page 134) $65.00
- Application fee for admission for international students and U.S. citizens living abroad (nonreturnable) $75.00

Course-Related Fees

Art and Art Professions
- Studio Art Major Fee: To be paid when registering for
- Studio Art Fee: To be paid when registering for
- E90.0101 $250.00
- E90.0102 $250.00
- E90.0103 $250.00
- E90.0104 $250.00
- E90.0105 $250.00
- E90.0106 $250.00
- E90.0201 $250.00
- E90.0202 $250.00
- E90.0303 $250.00
- E90.0304 $250.00
- E90.0305 $250.00
- E90.0306 $250.00
- E90.0401 $250.00
- E90.0402 $250.00
- E90.0500 $250.00
- E90.0501 $250.00
- E90.0502 $250.00
- E90.0503 $250.00
- E90.0504 $250.00
- E90.1340 $250.00
- E90.1360 $250.00

Music and Performing Arts Professions
- Art and Art Professions Recital Fee: To be paid when registering for
- E85.1092 $100.00
- E85.1093 $100.00
- Occupational Therapy Anatomy Lab Fee: To be paid when registering for
- E40.1402 $50.00

Deferred Payment Plan

The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or can waive the plan entirely (and show proof of other acceptable health insurance).
3Does not apply at study abroad studio sites with the exception of Ghana.
TuitionPay Plan

TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay Plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

Withdrawal and Refund of Tuition

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either via Albert (through the first three weeks of the term only) or in writing on a completed Change of Program form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule, below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification of the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonrefundable registration and services fee and a penalty of $20.00 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. No application will be considered that is filed after the fourth week. The processing of refunds takes approximately two weeks.

UNDERGRADUATE REFUND PERIOD SCHEDULE FOR COMPLETE WITHDRAWALS (FALL AND SPRING TERMS ONLY)

This schedule is based on the total applicable charge for tuition excluding nonrefundable fees and deposits.

Withdrawal on or before the official opening date of the term 100% (100% of tuition and fees)*
Withdrawal on the second day after the official opening date of the term through the end of the first calendar week 100% (100% of tuition only)
Withdrawal within the second calendar week of the term 70% (tuition only)
Withdrawal within the third calendar week of the term 55% (tuition only)
Withdrawal within the fourth calendar week of the term 25% (tuition only)
Withdrawal after completion of the fourth calendar week of the term NONE

*Note: After the official opening date of the term, the registration and services fee is not returnable.

Newly enrolled students are subject to a different refund percentage policy. Please call the Office of the Bursar at 212-998-2818 for further information.

1The first calendar week consists of the first seven (7) days beginning with the official opening date of the term (note: not the first day of the class meeting).
The above refund schedule is not applicable to undergraduate students whose registration remains within the flat-fee range.

Please note: A student may not withdraw from a class after the ninth week of the fall or spring term or the last three days of each summer session.

Exceptions to the published refund schedules may be appealed in writing to the refund committee of the school of registration and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “Refunds” page on the Office of the Bursar’s Web site (www.nyu.edu/bursar).

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for the Steinhardt School of Culture, Education, and Human Development so you do not jeopardize future semesters of aid.

Tuition Insurance
NYU encourages all students to purchase tuition insurance in case a withdrawal after the refund period becomes necessary. Please contact A.W.G. Dewar, Inc., Four Batterymarch Park, Quincy, MA 02169; 617-774-1555; www.tuitionrefundplan.com, for more information.

Financial Aid
www.nyu.edu/financial.aid
New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Office of Financial Aid Web site at www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available at www.nyu.edu/student.affairs/students.guide.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform his or her department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

How to Apply
Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application. (The TAP application is available on the Internet when using FAFSA on the Web.) The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application is available in February and can be obtained from the Financial Aid Web site or the Office of Financial Aid.
Eligibility

ENROLLMENT

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

CITIZENSHIP

In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid if one of the following conditions applies:

1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”).
2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) Refugee, (b) Indefinite Parole, (c) Humanitarian Parole, (d) Asylum Granted, or (e) Cuban-Haitian Entrant.

Withdrawal

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

University-Sponsored and -Administered Programs

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students.

Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants

Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no separate application for NYU scholarships. All students are automatically considered for academic merit-based and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the Admissions Application contain all the information needed for scholarship determination.

New York University Merit Scholarships. The University sponsors scholarships for finalists in the annual National Merit Scholarship Programs. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

Steinhardt Scholars. A select number of new freshmen are designated as Steinhardt Scholars based on their high school records of achievement and leadership. In addition to the special academic privileges accorded to the scholars, they receive a merit scholarship and additional financial aid, based on need, up to the amount of tuition.

The Reynolds Program in Social Entrepreneurship. This program offers 20 graduate fellowships and 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The graduate fellowship provides up to $50,000 over two years and dedicated curricular and cocurricular activities. The undergraduate scholarship provides up to $40,000 over two years and dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, please visit www.nyu.edu/reynolds.

Loan Program

Federal Perkins Loan Program. The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. New York University generally awards Perkins Loans to the neediest full-time students only.

Perkins Loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

The annual interest rate is currently 5 percent, and
interest does not accrue while the student remains enrolled at least half time.

**Part-Time Employment**

**Wasserman Center for Career Development.** Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

**Resident Assistantships.** Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Office of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582. Telephone: 212-998-4311.

**All Other Sources of Aid**

**STATE GRANTS**

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

**New York State Tuition Assistance Program (TAP).** Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

**Aid for Part-Time Study (APTS).** A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 points per term. Applications are available from the Office of Financial Aid or their Web site. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed below. For complete information, contact the New York Higher Education Services Corporation (HESC) toll-free at 888-697-4372, or visit their Web site at www.hesc.com.

- World Trade Center Scholarship
- New York State Scholarship for Academic Excellence
- Regents Professional Opportunity Scholarships
- Awards for Children of Veterans (CV)
- Robert C. Byrd Honors Scholarship
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- Persian Gulf Veterans Tuition Awards (PGVTA)
- Vietnam Veterans Tuition Awards (VVTA)
- State Aid to Native Americans
- AmeriCorps Educational Award
- Volunteer Recruitment Service Scholarship
- Military Service Recognition Scholarship (MSRS)
- States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

**Federal Grants and Benefits**

**Pell Grant Program.** The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

**Federal Academic Competitiveness Grant (ACG).** The Academic Competitiveness Grant
(ACG) provides federal assistance to students who are also eligible for a Federal Pell Grant and have financial need. Students must also be U.S. citizens, be enrolled full-time, and be in a two- or four-year undergraduate degree program. They must not have previously enrolled in an undergraduate program and must have been in a rigorous high school program or met the standard of rigor via other means as defined by the Department of Education. The amount of the award varies, depending on whether the student is in his or her first or second year. For students receiving the ACG in their first year, they must have graduated from high school after January 1, 2006. For students receiving ACG in their second year, they must have graduated from high school after January 1, 2005. Returning students must have a cumulative GPA of 3.0 or above. Students will automatically be reviewed for ACG eligibility each semester.

Federal Supplemental Educational Opportunity Grants (SEOG). These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Scholarships and Grants from Other Organizations

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

Federal Loans

Federal Direct Stafford Loan Program. The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011 and 3.40 percent in 2011-2012. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Direct Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www.nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html.

Federal Direct PLUS Loan Program. The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 7.90 percent. An origination fee of 2.50 percent will be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.

Private Loans

A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional fund-
ing beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-loans.php.

Employee Education Plans
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

Steinhardt School of Culture, Education, and Human Development-Sponsored Programs
Information on the school’s Honors Program, including the Scholars Program (see page 19), is available from the Office of Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.
Undergraduate Study

General Requirements
All candidates are required to complete a minimum of 128 points of credit. (In some curricula, a minimum of more than 128 points is required.) In a classroom course, a point of credit represents one hour of lecture or two hours of laboratory work per week for one term or the equivalent.

All Bachelor of Science students admitted as new freshmen are required to complete a minimum of 60 points of liberal arts. Bachelor of Music and Bachelor of Fine Arts students admitted as new freshmen are required to complete a minimum of 40 points of liberal arts. These studies are distributed in the following areas: foreign language; expository writing; the humanities and social sciences; mathematics; natural science; and liberal arts electives. For complete details regarding the liberal arts requirements, see pages 108-12.

Students enrolled for degree programs at New York University are expected to take their courses, including summer school, at New York University. Exceptions will be considered by the dean on a case-by-case basis and must be approved in advance.

The final 32 points must be taken under the auspices of the New York University Steinhardt School of Culture, Education, and Human Development within a period of five consecutive years.

All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required. Students should check with the Office of the University Registrar regarding the policy governing excess credits earned toward the baccalaureate degree. A student is not permitted to be matriculated for more than one degree at a time.

Transfer Students: Degree Requirements
To be eligible for a degree, a transfer student must complete a minimum of 32 points with an average of 2.0 or higher in courses held in the Steinhardt School of Culture, Education, and Human Development during two or more terms. For full details, see General Requirements, above.

Supervised Student Teaching
Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre–student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary public schools and in other appropriate educational institutions.

Students must complete a minimum of 100 hours of observation and participation prior to student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education complete a minimum of 150 hours of observation and participation prior to student teaching. These hours are attached to a variety of different courses. The Office of Clinical Studies in conjunction with the course instructors will arrange placements in pre–student teaching fieldwork in a variety of educational settings.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 4 points of student teaching. Registration in less than 4 points of student teaching allows consideration of an absolute maximum of 18 points. Students must receive a recommendation from their advisers in order to take more than 16 points in any student-teaching semester.

All students must complete at least two semesters of supervised student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education must complete four semesters of supervised student teaching. Half of all student teaching placements must be in a school serving a population of students of whom at least 50 percent are eligible for free and reduced lunch. All student teaching placements will be
arranged in schools already affiliated with New York University and previously certified by the Office of Clinical Studies.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING

1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.

2. All applicants must have an average of 2.5 in their area of specialization. An overall average of 2.5 is required in the Program in Early Childhood Education and Early Childhood Special Education.

3. Transfer students from other institutions must have completed a minimum of 8 points of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.

4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.

5. Applicants may be interviewed by the appropriate department faculty and recommended for student teaching.

6. Students need approval of their advisers to register for field experience courses. For each semester, an online request for placement form must be completed following attendance at a Student Teaching Convocation event.

Teacher Certification

On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

Notes

1. The New York State Education Department (NYSED) requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of E27.1999, Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers.

2. The NYSED also requires all applicants for teacher certification and new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The New York City Department of Education also requires fingerprint clearance for students assigned student teaching placements in New York City public schools. For students in early childhood education, assignments in a pre–school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

3. Currently, all prospective teachers are required to pass the New York State Teacher Certification Examinations. Scores must be submitted to the State Education Department before it will issue a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.

Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2008-2009: 445 students completed the Assessment of Teaching Skills Written (ATS-W). Of those, 441 passed, and this yielded a pass rate of 99 percent. A total of 500 students completed the Liberal Arts and Sciences Test (LAST). Of those, 482 passed and this yielded a pass rate of 96 percent.

3. Currently, all prospective teachers are required to pass the New York State Teacher Certification Examinations. Scores must be submitted to the State Education Department before it will issue a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.

New York State Teacher Certification

Initial Certificate—The first teaching certificate (valid for five years) obtained by a candidate who has met the requirements of the current regulations and services fee. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required.

Professional Certificate—The Professional Certificate is the highest level of teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience including one year of mentored teaching experience. Holders of the Professional Certificate will be required to complete 175 hours of professional development every five years.

Maintenance of Matriculation

To maintain matriculation in a bachelor's degree program, a candidate is required to complete at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, at least one 3-point course each academic year or, in lieu of such completion, to pay a maintenance fee of $300.00 per academic year plus a nonreturnable registration and services fee. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required.

Writing Proficiency Examination

FRESHMAN STUDENTS

Freshman students at the Steinhardt School of Culture, Education, and Human Development who complete V40.0100,
Writing the Essay, or V40.0004, International Writing Workshop I, with a grade of “C” or better are certified as proficient and are not required to sit for the exam. Freshman students must also complete the course, E52.0110, The Advanced College Essay.

Students admitted through the NYU Higher Education Opportunities Programs (HEOP) complete the General Studies writing sequence, Writing I and II, T01.1001 and T01.2002.

TRANSFER STUDENTS
All transfer students entering the Steinhardt School of Culture, Education, and Human Development are required to pass the Proficiency Examination, administered by the Expository Writing Program. This exam determines whether additional course work in expository writing will be required for proficiency certification. This examination is given during orientation.

Transfer students who pass the examination and transfer in two courses in writing composition or the equivalent will not be required to complete additional course work in expository writing.

Those who transfer in only one course will be required to complete V40.0100, Writing the Essay, or the alternate course for international students, International Writing Workshop I, V40.0004. Writing the Essay is significantly different from most writing courses students take in two- and four-year colleges and provides the foundation for writing in the University. Passing either course with a “C” or better fulfills the Proficiency Exam requirement.

If a student fails the Proficiency Examination and has received transfer credit for two courses in expository writing or the equivalent, he or she will be required to complete one expository writing course, V40.0013, Writing Tutorial, or an alternate course as determined by the Expository Writing Program. Placement may vary depending on the writing issues present in the examination. Students who achieve a letter grade of “C” or above in Writing Tutorial are certified as proficient. Students who do not achieve a “C” or above must sit again for the Proficiency Exam.

INTERNATIONAL STUDENTS
Students for whom English is a second language may complete V40.0004/V40.0009 (International Writing Workshop/International Writing Workshop II) in lieu of V40.0100/E52.0110. Passing either course with a “C” or better fulfills the Proficiency Exam requirement.

**New Student Seminar**
Participation in New Student Seminar, E03.0001, is required of all new full-time undergraduate students during their first term in residence. The seminar acquaints students with the rationale and methods of inquiry that inform their fields of study, explores professional issues, and provides additional orientation and guidance to the school and University. Consult the Office of Student Affairs, 82 Washington Square East, 2nd Floor, for further information.
Research interests include developmental and remedial education, particularly at the two-year college level; college access and two- to four-year college transfer realities for underrepresented students; qualitative methodologies and attendant frameworks that explore educational experiences and aspirations.

Mary Erina Driscoll, Chair and Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago.
Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers’ work. Recent publications have dealt with factors affecting teachers’ work and the consequences of policy decisions for school community.

Ricki Goldman, Associate Professor. B.A. 1969, British Columbia; M.A. 1984, Hebrew; Ph.D. 1990, Massachusetts Institute of Technology.
Research focuses on how digital video ethnography and the design of digital media tools for analysis are used to study the nature of learning in the context of emerging technologies. Current research focuses on how a tool for video analysis advances community memory of social events.

Christopher Hoadley, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.S. 1998, Ph.D. 1999, California (Berkeley).
Current research focuses on how a tool for video analysis advances community memory of social events.

Research focuses on the methodologies of interpretive inquiry used for studying issues of equity in institutions and examines the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide insight into how policies, systems, and normative practices can sustain inequity and limit opportunity for historically marginalized groups.

Research interests in higher education include leadership studies, organizational culture, and a wide range of policy questions focused on issues of access and quality.

Research interests include how collegiate conditions, educational practices, and student experience influence student development and learning. He is currently investigating how gender identities inform students’ likelihood of engaging in high-risk drinking behaviors and how students understand campus violence, with funding by the United States Department of Education.
Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison). Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the SABC; and executive director and commissioner of the National Commission on Higher Education, South Africa.

Bridget N. O’Connor, Professor. B.A. 1973, Evansville; M.S. 1978, Ph.D. 1983, Indiana. Research focuses on elements related to the design of learning initiatives for both the classroom and the workplace, as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate education. Recently published work focuses on individual and organizational learning.

Jan L. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany). Director, CREATE (Consortium for Research and Evaluation of Advanced Technologies in Education), and codirector, NYU Games for Learning Institute. Research at the intersection of cognitive science, learning sciences, and design to understand learning from visual environments. Current focus on cognitive and emotional aspects of information design and interaction design of simulations and educational games for science education and second language acquisition.

Richard C. Richardson, Jr., Professor. B.S. 1954, Castleton State College; M.A. 1958, Michigan State; Ph.D. 1963, Texas (Austin). Research in higher education with focuses on policy, governance, and issues of access and equity. Current focus is on international policy issues in postsecondary education. Areas of expertise include university and community college administration, policy analysis, and research.

Francine Shuchat Shaw, Associate Professor. A.A. 1967, Stephens College; B.S.Ed. 1969, M.A. 1971, Ph.D. 1976, Ohio State. Research and practice interests in educational technology broadly are on the relationship between learning and how media-based environments are designed and, more specifically, on how analyses of learning goals, content, and learner profiles may inform the selection and manipulation of media attributes in the form of programs or environments with potential to promote learning. Specialist in uses of theory to inform the design of video-based narratives and stories, linear and interactive, that encourage critical thinking, consideration of multiple perspectives, and self-reflection. Other interests include histories of progressive and constructivist education, especially how to extend the progressive uses and values of traditional open-ended manipulatives to expressive and communicative uses of digital media.


Frances King Stage, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State. Research interests include college student learning and development, learning in math and science, and policies leading to multicultural campus environments. Recent publications focus on case studies for working with access and equity in postsecondary education and emerging issues in research.

Robert T. Teranishi, Associate Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles). Research interests include access, equity, and diversity in higher education. He is currently investigating the access and success of Asian American students with funding from the College Board.

Adjunct Faculty

Lynne P. Brown, B.A., M.A., Ph.D.

Patricia M. Carey, B.A., M.A., Ph.D.

Barbara Ebenstein, B.A., M.A., J.D.

Alicia Hurley, B.A., M.A., Ph.D.

Leonard Majzlin, B.S.

Frank Migliorelli, B.A., M.P.S.

Terrance J. Nolan, B.A., J.D., LL.M.

Robert Riccobono, B.S., M.B.A.

Ruth Shoemaker Wood, B.A., M.Ed., Ph.D.

Affiliated Faculty

Floyd M. Hammack, Associate Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.

Harold Wechsler, Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.
Department of Applied Psychology
Full-Time Faculty 2010-2011

J. Lawrence Aber, Professor. B.A. 1973, Harvard; Ph.D. 1982, Yale. The influence of poverty and violence, at the family and community levels, on the development of children and youth; rigorous evaluations of innovative programs and policies for children, youth, and families; child development and social policy; parent development.

Ikuko Acosta, Clinical Assistant Professor (Art and Art Education and Applied Psychology). B.A. 1966, Rutgers; M.A. 1981, Ph.D. 2002, New York; ATR-BC. Director of the Graduate Art Therapy Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations, including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and in-services throughout the United States and other countries, including Italy, Korea, Iceland, and Turkey. Published articles in American Journal of Art Therapy and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.


Judith L. Alpert, Professor. B.A. 1966, Tufts; M.A. 1969, Ph.D. 1973, Columbia. Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.

Joshua Aronson, Associate Professor. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton. Social psychology; educational psychology; experimental methods; the psychology of prejudice. Research on “stereotype threat,” vulnerability and resilience to stigma in racial and cultural minorities, effects of prejudice on development and educational outcomes (motivation, learning, standardized test performance, and self-concept), particularly among minority children and adolescents.

Clancy Blair, Professor. B.A. 1984, McGill; M.A. 1993, M.P.H. 1996, Ph.D. 1996, Alabama (Birmingham). Cognitive development and emotional development and their intersection with a focus on early childhood; the development of school readiness and the design and implementation of programs to promote school success; psychophysiology of stress and the relation of stress physiology to early rearing experience; research design and longitudinal data analysis.

Mary M. Brabeck, Professor, Dean, Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota. Intellectual and ethical development; gender and culture; values and conceptions of the moral self; human rights education; service learning; interprofessional collaboration; professional ethics; feminine ethics.


Elise Cappella, Assistant Professor. B.A. 1993, Yale; M.A. 2000, Ph.D. 2004, California (Berkeley). Integration of psychology and education; education and public policy; prevention of social aggression among girls; violence and aggression in school contexts; predictors of high school students’ academic resilience; linking mental health and after-school programs in urban poor communities; addressing inequalities in children’s school experience.

Ronald P. Esposito, Associate Professor. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham. Group dynamics; consultation; cross-cultural counseling; vocational development; organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

Iris E. Fodor, Professor. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston. Social emotional learning; studying children’s and adolescents’ response to stress and loss; integrating Gestalt and cognitive therapies; photography and visual narratives; women’s issues in mental health.

Carol Gilligan, Professor (Applied Psychology and the Humanities); University Professor. B.A. 1958, Swarthmore College; M.A. 1961, Radcliffe College; Ph.D. 1964, Harvard. Developmental and clinical psychology; qualitative research methods; gender studies.
Arnold H. Grossman, Professor; Vice Chair. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW. Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population and of adolescents and older adults; gender identity, gender expression, and mental health issues among transgender adolescents; stress and adaptation among families of gay, lesbian, bisexual, and transgender adolescents; HIV/AIDS prevention education; and psychosocial experiences of those who are vulnerable, stigmatized, victimized, and socially alienated.

Perry N. Halkitis, Professor; Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY). Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.

Barbara Hesser, Associate Professor (Music Therapy and Applied Psychology); Artist in Residence. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMT. Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.

Jennifer L. Hill, Associate Professor (Social Sciences and Applied Psychology). B.A. 1991, Swarthmore College; M.S. 1995, Rutgers; Ph.D. 2000, Harvard. Interests focus on methodological issues that plague policy research, primarily causal inference in the absence of randomized experiments and missing data or hierarchically structured data.

Diane Hughes, Professor. B.A. 1979, Williams College; M.S. 1983, Ph.D. 1988, Michigan. Understanding the nature of racial socialization within African American families and families of other ethnic groups; explores the ways in which parents from a range of ethnic backgrounds communicate to children about race and ethnicity in the course of their daily routines and practices using quantitative, qualitative, and ethnographic methods.

Theresa J. Jordan, Associate Professor. B.A. 1971, M.A. 1972, Ph.D. 1979, New York. Biases in decision making, particularly ageism, racism, and sexism; impact of physicians’ biases on patient health care decisions; effects of medical illness on life span adjustments and role performance; extensive use of mathematical modeling/computer modeling to address the above topics.

Samuel Juni, Professor. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1978, SUNY (Buffalo). Psychopathology and differential diagnosis; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations.

Robert Landy, Professor (Educational Theatre and Applied Psychology). B.A. 1966, Lafayette; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara). Theory and practice of drama therapy; therapeutic theatre; musical theatre; the spiritual lives of children; trauma; emotion; group dynamics.

Jacqueline Mattis, Associate Professor; Chair. B.A. 1989, New York; Ph.D. 1995, Michigan. African American religiosity and spirituality; African American prosocial and positive psychological development; intersection between gender, culture, and religious and spiritual life; qualitative research methods.


Mary McRae, Associate Professor. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia. Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.

Gigliana Melzi, Associate Professor; Director of Undergraduate Studies. B.A. 1989, Clark; M.A. 1992, Ph.D. 1998, Boston. Language and literacy development with special focus on the acquisition of discourse and narrative skills in preschool children. Emphasis on the influence of social and cultural factors in children’s language development, especially in the context of parent-child interactions.


Randolph L. Mowry,  
**Clinical Associate Professor.**  
B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).  
International Classification of Function, Disability and Health (ICF); applications with people who are deaf or hard of hearing; language issues in counseling with deaf people who use American Sign Language; employment issues with people who are deaf or hard of hearing.

Sumie Okazaki, **Associate Professor.**  
Asian American psychology; cultural diversity issues in counseling; race and ethnicity in mental health; immigrant families—with a particular interest in how parents and children respond to the challenges and stresses associated with immigration.

C. Cybelle Raver, **Professor.**  
Developmental psychology and public policy; family processes, children’s self-regulation, and children’s school readiness placed in educational, economic, and sociocultural contexts; the impact of policies and programs that support low-income children.

Mary Sue Richardson,  
**Professor.**  
Vocational psychology with special focus on work and relationships as developmental contexts; gender issues and counseling women; counselor supervision and training; psychoanalytic and psychodynamic theory and therapy; feminist, qualitative, and action research methods.

Edward Seidman,  
**Professor.**  
Understanding the relationship between the pattern of transactions among people and their social contexts (social regularities); the identification of strategies, tactics, and loci of intervention to alter the social regularities of a setting and promote positive psychological development; culture of schools and classrooms and how these “cultures” impact on the well-known “achievement gap.”

Selçuk R. Şirin,  
**Assistant Professor.**  
B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.  
Interplay between individual development, well-being, and social contexts; links between ethnicity, socioeconomic status, gender, neighborhood factors, and an array of outcomes including academic achievement and engagement.

Carola Suárez-Orozco,  
**Professor.**  
B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.  
Cultural psychology; immigrant youth and immigrant families; ethnic identity formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

Lisa Suzuki, **Associate Professor.**  
B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).  
Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.

Catherine Tamis-LeMonda,  
**Professor.**  
Cognitive development, language acquisition, and communicative development across the first three years. Emphasis on parenting practices and cultural views and contextual influences on the unfolding abilities of infants and toddlers.

E. Wayne,  
**Professor.**  
Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.

Willavene Wolf, **Professor.**  
Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

Adjunct Faculty

Maxim Belkin, **Ph.D.**  
Yitzhak Berger, **B.A., Ph.D.**  
Michael Boehm, **B.A., M.A., Ph.D.**  
Mary Boncher, **B.A., M.S., Ph.D.**  
Carol Butler, **Ph.D.**  
Cristina Casanova, **M.A., M.Ed., SEP**  
Barbara Cooper, **B.A., M.A., Ed.D.**  
Josefina Costa, **Ed.M., M.A., CRC**  
Phyllis Dulberg, **M.A.**  
Beth Fischgrund, **Ph.D.**  
George Garcia, **B.A., M.A.**  
Andrew Getzfeld, **Ph.D.**  
Lloyd Goldsamt, **Ph.D., LP**  
Richard Grallo, **B.A., M.S., Ph.D.**  
Bonnie Harwayne, **M.S.Ed.**  
Christina Horner, **B.A., M.A.**  
Gary Jacobson, **M.S.W., LCSW**  
Lisa Jaeger, **M.A.**  
Roy Jerome, **Ph.D.**  
Mark Johnson, **Ph.D.**  
Carrie King, **Ph.D.**  
Michael J. Koski, **Ph.D.**  
Robert Kuesis, **M.A., M.A., Ph.D.**  
Maria LaRusso, **Ph.D.**
Department of Art and Art Professions

Full-Time Faculty
2010-2011


Director of Art Therapy Graduate Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations including geriatrics, adults, adolescents, and children. Frequently presents at lectures, workshops, and in-services throughout the United States and other countries, including Iceland, India, Italy, Japan, Korea, Singapore, Thailand, and Turkey. Published articles in American Journal of Art Therapy and international publications. She has served on the membership and educational committees in the American Art Therapy Association and as an editorial member of the American Art Therapy Journal.


A practicing artist who works in photography, performance, and mixed media installation. Work has been exhibited internationally, including the Museum of Modern Art in New York, the Long Beach Museum, and the Shoshana Wayne Gallery. Interests include feminism, postcolonial theory, and psychoanalysis.


An artist who is renowned for his large-scale paintings. His works have been displayed in public collections throughout the world, including MoMA, MoCA, Astrup Fearnley, Museo National Centro de Arte Reina Sofia, and the Whitney Museum of American Art. He is also recognized as the youngest artist ever to have a solo exhibition at the Guggenheim Museum in New York and has taught at many of the nation’s most prestigious universities. He is president of Community Research Initiative on AIDS, a nonprofit, community-based research and treatment education center.

Carol Bove, Clinical Associate Professor. B.S. 2000, New York.

An artist and collector whose work involves mining memory as artistic material. She juxtaposes appropriated objects and ephemera into sculpture assemblages that evocatively reinterpret history. Bove’s solo exhibition at the Maccarone Gallery in New York was described in ATRForum’s “Best of 2007” issue as “splendidly replete.” She has exhibited her work nationally and internationally in seven solo shows to date, including the Kunstverein Hamburg and the Kunsthalle Zurich as well as Boston’s Institute of Contemporary Art and the Blanton Museum of Art in Austin, Texas. Bove has been included in exhibitions at the Whitney Museum of American Art, MoMA, and Tate Modern in London.


Director of Undergraduate Studies. A teacher at NYU since 2001, he also taught at Columbia University before becoming the director of undergraduate studies. Exhibiting widely since 1997, his most recent projects have been solo exhibitions exploring pictorial and visual associations of the observable planets, a series that will eventually result in seven exhibitions. Recent exhibitions include solo shows in New York and Toronto, as well as participation in exhibitions in Glasgow, Milwaukee, Los Angeles, and Busan. Bransford’s work is represented by Feature Inc. in New York; Kevin Bruk Gallery in Miami, Florida; Galerie Schmidt Maczolik in Köln, Germany; and Shaheen Modern and Contemporary Art in Cleveland, Ohio.


An arts administrator, curator, and researcher, who prior to joining Steinhardt, served as program officer at the New York State Council on the Arts and taught in the art and design studies and communication design technology programs at Parsons The New School for Design. Burtt has also served as scholar-in-residence at the Schomberg Center for Research in Black Culture in Harlem and received a fellowship from the National Endowment for the Humanities to research photojournalism in black newspapers in New York in the 1930s and 1940s.

Peter Campus, Clinical Associate Professor. B.S. 1960, Ohio State.

Museum of France, Paris; Hamburger Bahnhof, National Museum of Germany, Berlin; Museum of Modern Art, New York; Museum of Fine Arts, Philadelphia; Kunsthalle Bremen, Germany; Monchengladbach Museum, Germany; Tate Museum, London; and Reina Sofia Museum, Madrid, Spain. Received a Guggenheim Fellowship and a Massachusetts Institute of Technology Fellowship.


Codirector, Venice Studio Art M.A. Program. His work focuses on the relationship between education, contemporary art and media, and democracy. Through his research, he examines how art and media education can provide young people with the multimodal literacies required to become articulate and critically engaged citizens in a rapidly changing world. His writings have been published in a number of prominent journals and books, including Studies in Art Education, the Journal of Cultural Research in Art Education, the Journal of Art Education, and ReVisions: Readings in Canadian Art Teacher Education. He is the chair of the Arts-Based Educational Research Special Interest Group of the American Educational Research Association. He teaches courses on media literacy, art education, and contemporary art.


An artist who uses video, sculpture, and installation to explore the connections between media and cultural phenomena. She has exhibited her work nationally and internationally in such venues as the New Museum, the Whitney Museum of American Art, the Brooklyn Museum, Deitch Projects, Postmasters Gallery, and Marianne Boesky Gallery in New York; Los Angeles Contemporary Exhibitions; the Reina Sofia in Madrid; the Kunst Werke and the Kunsthalle Shinn, Germany; the Neue Gallery am Landes Museum Jonneum, Austria; and the Bangkok Biennial. Her work is in the permanent collections of the Whitney Museum of American Art, the New Museum for Contemporary Art, the Brooklyn Museum, and the Goetz Collection.


Director of the Graduate Program in Art Education. A scholar and artist-educator committed to addressing the formative role of visual representation and its politics in order to affect social change. Her work has examined the ways visual representations construct particular meanings about race, ethnicity, and culture in schools and its implications for pedagogical practice. Current research focuses on socially engaged contemporary art as a pedagogical site. Projects include exploring the work of artists who address issues of incarceration and immigration in relation to global industrial complexes as well as investigating connections between social studies/history curricula and contemporary art. Publications include numerous journal articles in the field of art education and a book entitled History as Image, Image as History: Contemporary Art and Social Studies Education (2009). She has served on several editorial boards for major journals in art education, including Studies in Art Education. She is currently the editor for the Journal of Cultural Research in Art Education and serves on the editorial board of Praxis.

Trisha Donnelly, Clinical Associate Professor. B.F.A. 1995, California (Los Angeles); M.F.A. 2000, Yale.

An artist who implements multiple mediums in her practice, moving regularly between the performative and text, the action and the plane. Donnelly has had solo exhibitions at international institutions such as Modern Art Oxford, Oxford, United Kingdom (2007); the Institute of Contemporary Art, Philadelphia, Pennsylvania (2008); Kunsthalle, Zürich, Switzerland (2006); and the Kölnischer Kunstverein, Köln, Germany (2005). She has also participated in group shows such as “Depth of Field: Modern Photography at the Metropolitan,” the Metropolitan Museum of Art, New York; “The Third Mind,” Palais de Tokyo, Paris; “Utopia Station: The 50th International Exhibition of Art,” Venice Biennale; and the “54th Carnegie International,” Carnegie Museum of Art, Pittsburgh.


An artist whose paintings have drawn comparisons to such artists as Edward Hopper, Fairfield Porter, and Giorgio Morandi. Her work has been featured internationally at the Kerlin Gallery in Dublin, Maureen Paley in London, 303 Gallery in New York, the Dallas Museum of Art, and the Art Institute of Chicago. She has been widely reviewed nationally and internationally. In 2005, a catalog of her work was published by the Douglas Hyde Museum of Dublin.

Lyle Ashton Harris, Clinical Assistant Professor. B.A. 1988, Wesleyan; M.F.A. 1990, California Institute of the Arts.

Works in video, photography, and performance. His work has been exhibited at the Solomon R. Guggenheim Museum, the Whitney Museum of American Art, the Corcoran Gallery of Art, the Institute of Contemporary Art in London, the Kunsthalle...
Basel, and the Centre d’Art Contemporain, Geneva. During 2000 and 2001, he was a fellow at the American Academy in Rome. He has received numerous awards for his photography and is currently represented by CRG Gallery in New York. His photographs have also appeared in international and national magazines, including the New York Times Magazine, Newsweek, and Vibe.


An inventor and engineer whose work focuses on the design and analysis of tangible digital media. Her strength is the demonstrable ability to bridge between the technical worlds and the art world. Born in Australia, she was director of the Yale University Engineering Design Lab and was recently named one of the top 100 young innovators by MIT’s Technology Review. She has worked in research and development at Xerox Park, the Advanced Computer Graphic Centre, and the Center for Advanced Technology, New York University. Her work has been included in media festivals and museums throughout Europe and America, including the Guggenheim Museum in New York, the Museum Moderne Kunst in Frankfurt, the Whitney Biennial ’97, the Postmasters Gallery, Documenta ’97, and Arts Electronic Prix ’96. She was a Rockefeller Fellow in 1999.

Carlo M. Lamagna, Clinical Associate Professor. B.A. 1969, College of the Holy Cross; M.A. 1971, Massachusetts (Amherst).

Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallerist, and nonprofit management consultant. Board member, Committee on Museum Professional Training of the American Association of Museums. Research and professional interests include the exhibition and display of art and material culture, the history of taste, the role of visual art and culture in globalization, cultural policy and arts advocacy, historic preservation, and cultural heritage.

Sandra Lang, Clinical Associate Professor. B.A. 1972, Middlebury College; M.B.P. 1983, Columbia.

Experience in both nonprofit and for-profit organizations. Formerly administrative director, Art Advisory Service, Museum of Modern Art, and executive director, Independent Curators, Inc. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues, including strategic plans, policy and procedures, exhibition development and tours, acquisitions and commission of art, feasibility studies, communication programs, budgeting, and contracts.


Artist working in digital media, video, and sculpture. His work addresses dreams, sociology, the unconscious, and landscapes. His work has been exhibited internationally both in solo and group shows, and he is an acclaimed artist working in new media, as well as a winner of numerous awards. Shows in such venues as the Sundance Film Festival; the Brooklyn Museum; the Museum of Modern Art; the International Media Art Biennale in Wroclaw, Poland; Postmasters Gallery of New York; the Fifth International Biennial at SITE Santa Fe. Recent exhibitions include the PKM Gallery in Beijing and the British Film Institute Inaugural Show in London.

Gerald Pryor, Associate Professor; Artist-in-Residence. B.A. 1968, Trinity College; M.A. 1976, Hunter College (CUNY).

Performance and photographic artist. Exhibits internationally and nationally. Curator, including recent show: “Breath: Contemporary Photographs from China” at 80 Washington Square East Galleries. Book designer for Metropolitan Museum of Art, National Gallery of Art, and others. A recipient of two art grants from the National Endowment for the Arts, he has also received grants from the New York Foundation for the Arts and the Gottlieb Foundation.

David Rimanelli, Visiting Assistant Professor, Art History. B.A., Yale.

Art critic, curator, and teacher. He has been a contributing editor of Artforum, a leading contemporary art magazine, since 1997 and has also written for art publications such as Bookforum, Vogue Paris, and Interview magazine. Rimanelli’s curatorial expertise spans various media such as literature, contemporary cinema, and classical and avant-garde music. He has curated shows at home and abroad, in such galleries as Deitch Projects in New York City and PKM Gallery in Seoul, Korea. He has taught art courses at Yale School of Art, Pasadena Art Center, and Otis College of Art and Design in Los Angeles.

Judith S. Schwartz, Associate Professor. B.A. 1964, Queens College (CUNY); M.A. 1969, Ph.D. 1983, New York.

Elected member of the International Academy of Ceramics. Chair for two international conferences held at NYU: Case for Clay in Secondary Education and Criticism in the Craft Arts: Crossings, Alignments, and Territories. Educational consultant to Lenox China Company; board of directors of Watershed Center for the Ceramic Arts, Studio Potter magazine, and K12 Ceramic Art Foundation. President, Museum of Ceramic Art, New York. Head Juror to the World Ceramic Exposition Foundation in Korea and consultant to Jingdezhen Sanbao Ceramic Art Institute in China. Honors from the National Conference on
Education in the Ceramic Arts (NCECA) and the Everson Museum’s award for service and excellence in the field of ceramic education. Lead consultant to All Fired Up! festival in Westchester County. Curator of numerous national and international exhibitions of which Confrontational Ceramics is the most recent. Author of book, Confrontational Ceramics, A&C Black Publishing, London, and University of Pennsylvania Press. Currently writing on Noritake art deco porcelain.

**John Torreano**, Clinical Associate Professor. B.F.A. 1963, Cranbrook Academy of Art; M.F.A. 1967, Ohio State. Exhibition venues include, among others, the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, the Museum of Contemporary Art in Chicago, the Indianapolis Museum of Fine Arts, and many others. He has received the Nancy Graves Foundation Grant for Visual Artists, a John Simon Guggenheim Memorial Foundation Fellowship, and individual grants from the National Endowment for the Arts and the New York State Council on the Arts. Gallery representation includes Feature Inc. and LittleJohn Contemporary in New York, Suzanne Hilberry Gallery in Michigan, and Jean Albano Gallery in Chicago. He is author of *Drawing by Seeing* (Abrams 2007).

**Adjunct Faculty**

**STUDIO ART**

Ronnie Bass, B.F.A., M.F.A.
Jonathan Berger, B.F.A., M.A.
Noah Breuer, B.F.A., M.F.A.
Klaus Burgel, B.F.A., M.F.A.
Kathe Burkhart, B.F.A., M.F.A.
Kanik Chung, B.A., M.F.A.
Ann Chwatsky, B.S., M.S.
Michael Cohen, B.F.A., M.F.A.
Ian Cooper, B.S.
Trinie Dalton, B.A., M.F.A.
Rico Gatson, B.A., M.F.A.
RoseLee Goldberg, B.A., M.A.
Kirby Gookin, B.A., M.A., M.Phil.
Amy Granat, B.A.
Kathleen Graves, B.A., M.A.
Valerie Hammond, B.A., M.F.A.
David Hardy, B.F.A., M.F.A.
Mark Johnson, B.A., M.A.
Claudia Joskowicz, B.A., R.C.H., M.F.A.
Sean Justice, B.F.A., M.F.A.
Shida Kuo, B.A., M.A.
Keith Mayerson, B.A., M.F.A.
Aaron McDannell, B.F.A.
Alex McQuilkin, B.S., M.F.A.
Haley Mellin, B.A., Ph.D.
Curtis Mitchell, M.A., M.F.A.
Matt Nolen, B.A.
Clifford Owens, B.F.A., M.F.A.
Carolanne Patterson, B.A., B.F.A., M.F.A.
Maurizio Pellegrin, B.A., M.A.
Adam Putnam, B.F.A., M.F.A.
Peter Rostovsky, B.A., M.A., M.F.A.
Aida Ruilova, B.A., M.F.A.
Beverly Semmes, B.A., M.F.A.
Kiki Smith
Ruby Stiler, B.F.A., M.F.A.
Michael St John
Hiroshi Sunairi, B.F.A.
Gordon Terry, B.F.A., M.A.
Jason Tomme, B.F.A., M.F.A.
Dan Torop, B.A., M.F.A.
Donald Traver, B.F.A.
J. Zheng, B.A.

**ART EDUCATION**

Joe Fusaro, B.A., M.A.
Jessica Hamlin, B.A., M.A.
Zoya Kocur, B.A., M.A.
Rob McCallum, J.M.B., B.A., M.F.A., Ph.D.

**VISUAL ARTS ADMINISTRATION**

Arthur Cohen, B.A., M.B.A.
Charlotte Cohen, B.A.
Anne Edgar, B.A., M.A.
Alan Fausel, B.A., M.A.
Shelley Sanders Kehl, B.A., J.D., Ed.D.
Susana Leval, B.A., M.A.
Elizabeth Marcus, B.A., M.A., M.Phil.
Laura Miller, B.A.
Samuel B. Morse, B.F.A.
Vida Schreibman, B.F.A., M.A.
Koven Smith, B.A.
Alice Zimet, B.A., M.A.

**COSTUME STUDIES**

Nancy Deihl, B.A., M.A.
Desiree Koslin, B.A., M.A., Ph.D.
Elizabeth Marcus, B.A., M.A., M.Phil.
Elizabeth Morano, B.A., M.A.
Chris Paulock

**ART THERAPY**

Marygrace Berberian, M.A.; LMSW, ATR-BC, LCAT
Ani Stern Buk, B.S., M.A., M.F.A.; ATR-BC, LP, LCAT, FIPA
Raquel Chapin Stephens, M.A.; ATR-BC, LCAT
Drena Fagan, LMSW, ATR-BC, LCAT, CCLS
Lani Gerity, D.A.; ATR-BC
Christina Grosso, M.A.; ATR-BC, BCETS, LCAT
Tami Herzog, M.A.; ATR-BC, LCAT
Eileen McGann, B.F.A., M.A.; ATR-BC
Renee Obstfeld, B.A., M.A.; ATR-BC, CSAC
Joan Phillips, Ph.D.; LPC, LMFT, ATR-BC
Stephanie Wise, M.A.; ATR-BC, LCAT
Claudia Zanardi, Ph.D.

**Department of Communicative Sciences and Disorders**

**Full-Time Faculty 2010-2011**

Sharon M. Antonucci, Assistant Professor. B.A. 1997, Connecticut College; M.S. 1999, Columbia; Ph.D. 2005, Arizona; CCC-SLP

Research interests include neurogenic communication
disorders in adults, neuroimaging, and the effects of normal aging on language and cognition.

**Offiong Aq ua, Clinical Associate Professor. M.D. 1986, Friendship (Russia). Joint appointment in the Departments of Communicative Sciences and Disorders, Occupational Therapy, and Physical Therapy. Research focuses on anatomy.**

**Adam Buchwald, Assistant Professor. B.A. 1997, Reed College; M.A. 2003, Ph.D. 2005, Johns Hopkins. Research interests include spoken language production and perception as well as written language production in individuals with acquired language disorders and unimpaired individuals.**

**Gina Canterucci, Teacher. B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP. Special interest and expertise in diagnosis and treatment of neurogenic communication disorders and foreign accent reduction.**

**Erin Embry, Clinical Instructor. B.S. 1995, Western Kentucky; M.S. 2001, College of Saint Rose; CCC-SLP. Special interest and expertise in the diagnosis and treatment of neurogenic communication disorders and dysphagia.**

**Maria Grigos, Assistant Professor. B.S. 1991, New York; M.S. 1993, Ph.D. 2002, Columbia; CCC-SLP. Special interest and expertise in normal development of speech and developmental motor speech disorders.**

**Harriet B. Klein, Professor. B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbia; CCC-SLP. Special interest and expertise in child language acquisition and disorders and phonological acquisition and disorders.**


**Christina Reuterskiold, Assistant Professor. B.S. 1986, Lund; M.S. 1988, Boston; Dr. Med. Sc. 1999, Lund; CCC-SLP. Special interest and expertise in child language acquisition and disorders, including literacy.**

**Celia F. Stewart, Chair and Associate Professor. B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York; CCC-SLP. Special interest and expertise in adult acquired neurogenic disorders, voice disorders, swallowing disorders.**

**Diana Van Lancker Sidtis, Professor. B.A. 1962, Wisconsin; M.A. 1965, Chicago; Ph.D. 1975, Brown; NIH postdoctoral fellowship, 1977-1980, Northwestern; CCC/SLP. Neurolinguist with purview over motor speech and adult language disorders, right hemisphere communication, voice perception, and psycholinguistics.**

**Training Specialists**

**Anne Marie Skvarla, Clinic Director. B.S., M.A.; CCC-SLP.**

**Erasmia Ioannou Benakis, Externship Director. B.A., M.A.; CCC-SLP.**

**Adjunct Faculty**

**Suzanne Abraham, Ph.D.; CCC-SLP.**

**Steven Blaustein, Ph.D.; CCC-SLP.**

**Christie Block, M.A.; M.S.; CCC-SLP.**

**Kathy Busch, M.Phil., M.S.; CCC-SLP.**

**Lee Caggiano, M.A.; CCC-SLP.**

**Julie Case, M.A., M.A.; CCC-SLP.**

**Cynthia S. Cohen, M.S.; CCC-SLP.**

**Shelley Cohen, M.A.; CCC-SLP.**

**Ingrid Davidovich, M.S.; CCC-SLP.**

**G. Albyn Davis, Ph.D.; CCC-SLP.**

**Susan DeSanti, Ph.D.; CCC-SLP.**

**Deanne Fitzpatrick, Ph.D.; CCC-A.**

**Jessica Galgano, Ph.D.; CCC-SLP.**

**Mona Greenfield, Ph.D.; LCSW; CCC-SLP.**


**Irene Kling, Ph.D.; CCC-SLP.**

**Nicole Kolenda, M.S.; CCC-SLP.**

**Cathy Lazarus, Ph.D.; CCC-SLP.**

**Doron Milstein, Ph.D.; CCC-SLP.**

**Alicia Morrison, M.A.; CCC-SLP.**

**Yasasdhara Paruchuru, M.S.; CCC-SLP.**

**Jane Prasse, M.A.; CCC-SLP.**

**Karen Riedel, Ph.D.; CCC-SLP.**

**Brienne Salzman, M.S.; CCC-SLP.**

**Hannah Shonefield, M.S.; CCC-SLP.**

**Polina Shuminsky, M.S.; CCC-SLP.**

**Irina Vaynshteyn, M.S.; CCC-SLP.**

**Regina Weiner, M.A.; CCC-SLP, Pd/SDA.**

**Melissa Wexler Gurfein, M.A.; CCC-SLP.**

**Rachel Wolf, Ph.D.; CCC-SLP.**

**Professor Emeritus**

**Maurice Miller, Professor Emeritus. Ph.D.; CCC-SLP.**
Department of Humanities and Social Sciences in the Professions

Full-Time Faculty 2010-2011

Philosophy of education, existentialism, critical theory, and modernist art and literature. Author of *Mediumism: A Philosophical Reconstruction of Modernism for Existentialist Learning; For the Love of Perfection: Richard Rorty and Liberal Education;* and numerous scholarly articles.

Cross-national research on education and work, law and education, and socialization. Author of *Judging School Discipline* (Harvard University Press).

Research and instruction in applied statistical methodology, econometrics, and public policy. He has published *Charter Schools: Hope or Hype?* (Princeton, 2007). His articles include “What Do Parents Want from Schools? Evidence from the Internet” and “Duration Dependence, Functional Form, and Correct Standard Errors: Improving EHA Models of State Policy Diffusion.”

Education in emergencies, NGOs, social movements, and education as a tool for social reconstruction in post-conflict regions. Her current research in Afghanistan examines the impact of community schools on children’s protection and life chances. Recent publications include “Preventing Violent Attacks on Education in Afghanistan: Considering the Role of Community-Based Schools” (2010), and “Lost in Translation: Parent Teacher Associations and Reconstruction in Bosnia in the Late 1990s” (2009).

Robert Cohen, Professor of Teaching and Learning (with a joint appointment in Humanities and Social Sciences in the Professions). B.A. 1976, Ed.M. 1978, SUNY (Buffalo); M.A. 1980, Ph.D. 1987, California (Berkeley).

Sean Corcoran, Assistant Professor of Educational Economics. B.B.A. 1996, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.
Research emphasizing the economics of school funding, the political economy of school choice, and the labor market for elementary and secondary school teachers. Recent publications include articles in the American Economic Review, Journal of Public Policy and Management, and the Journal of Urban Economics.

James W. Fraser, Professor of History and Education (with a joint appointment in Teaching and Learning). B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

History of American education; women’s history; American foreign relations; history of journalism. Publications in *History of Education Quarterly, American Quarterly,* and *Higher Education Annual;* author of *Gender and Higher Education in the Progressive Era.*

Specialist in sociology of education, with a special interest in education’s links with occupations and professions and with inequality. Author of articles and reviews; coeditor of *Education and Society: A Reader,* editor of *The Comprehensive High School Today,* and coauthor of the recently published 6th edition of *Sociology of Education: A Systematic Analysis.* He coedited an issue of *Teachers College Record* on research on small secondary high schools. His current work is focused on issues concerning reform in public high schools and their links with higher education.

Research and instruction primarily focused on statistical methodology for causal inference and missing data. Interests also
include social and educational policy. She is co-author of *Data Analysis Using Regression and Multilevel Hierarchical Models*. She has also published scholarly articles in a wide variety of academic journals, including the *Journal of the American Statistical Association*, *American Political Science Review*, *American Journal of Public Health*, and *Developmental Psychology*.


Interests include international education, public diplomacy, and American studies abroad. Among his publications are *The Challenge of Urban Poverty, The Dictionary of American Biography: 1941-45*, and an Outline Series in American Studies for the United States Information Agency. He has served as a consultant to the U.S. Department of State and was a senior Fulbright specialist in 2006.


She teaches statistical methods for health research and social sciences. Her main research interest is to develop novel statistical methods for incomplete or messy data. For examples, estimating mortality prevalence without death registry (article “Verbal Autopsy Methods with Multiple Causes of Death”), ecological inference (article “Bayesian and Likelihood Inference for 2x2 Ecological Tables: An Incomplete Data Approach”), analysis of legislative behavior using court vote records data and congressional roll call data (article “Understanding Complex Legislative Behaviors via Hierarchical Ideal Point Estimation”), and classification methods (article “Lifelong Menstrual Histories Are Typically Erratic and Trending—A Taxonomy”).


Research interests focus on history and education and include southern education history, the role of philanthropy in education, and race and schooling.


Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, *Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools* (Josey Bass, 2006); *City Kids, City Teachers* with Bill Ayers and Greg Michie (New Press, 2008); and *The Trouble with Black Boys… and Other Reflections on Race, Equity and the Future of Public Education* (Wiley, 2008).
American Library Association 2010 Notable Books for Adult Readers, Nonfiction. Her current project with her coauthor is on Bellevue Hospital in New York; Henry Holt Publishers and editor John Sterling will produce this book.

Ron Robin, Professor (Humanities and Social Sciences in the Professions and Media, Culture, and Communication); Senior Vice Provost for Planning, NYU. B.A. 1978, Hebrew; M.A. 1981, Ph.D. 1986, California (Berkeley).

Cultural historian and author of several books, including Scandals and Scoundrels: Seven Cases That Shook the Academy (University of California Press, 2004) and The Making of the Cold War Enemy: Culture and Politics in the Military-Intellectual Complex (Princeton University Press, 2001). His scholarly articles have appeared in such journals as American Quarterly, Diplomatic History, American Studies International, and Journal of American Studies. Formerly taught modern American history and communication theory at the University of Haifa, Israel, where he also served for five years as dean of students. He is the recipient of numerous fellowships and grants.


Director of the Institute for Education and Social Policy (IESP) and professor of public policy, education, and economics at the Steinhardt School and the Wagner Graduate School of Public Service. Professor Schwartz's research is primarily in applied econometrics, focusing on education policy and finance and on urban policy more generally. Her current research projects examine high school reform; the relationship between housing, schooling, and neighborhoods; equity and efficiency in school spending; and the education of immigrant students. Her work has been published in the American Economic Review, Educational Evaluation and Policy Analysis, the Journal of Human Resources, the Journal of Public Economics, and Education Finance and Policy, among other academic journals. The author of several book chapters, she coedited the 2005 Yearbook of the American Education Finance Association (AEFA) and Measuring School Performance and Efficiency; she edited City Taxes, City Spending: Essays in Honor of Dick Netzer. She currently serves as the president of the American Education Finance Association and on various boards, including the editorial board for Education Finance and Policy and the Committee on the Status of Women in the Economics Profession (CSWEP).


Research and instruction in statistical methodology for longitudinal data, postsecondary outcomes, wage inequality, labor economics, and health. He has published Divergent Paths: The Structure of Mobility in the New American Labor Market (Russell Sage, 2000). His articles include “Pitfalls in Pathways: Some Perspectives on Competing Risks Event History Analysis in Education Research” and “Modeling Growth and Decline in Lung Function in Duchenne’s Muscular Dystrophy with an Augmented Linear Mixed-Effects Model.”


School finance and education policy, applied economics, and applied statistics. Current and recent research projects include patterns of resource allocation in large city schools; costs of small high schools in New York City; effects of school organization on student achievement; racial test score gaps; measurement of efficiency and productivity in public schools; and segregation, resource use, and achievement of immigrant school children. Recent publications include articles in Journal of Policy Analysis and Management, Education Finance and Policy, Economics of Education Review, Journal of Urban Economics, and Educational Evaluation and Policy Analysis.


Research focuses on the politics of urban schooling, race and education policy, affirmative action in higher education, and school choice policy and politics. She is the author of Race, Schools, and Hope: African Americans and School Choice after Brown (Teachers College Press, 2008) and the coeditor (with Eric Rofes) of The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice (SUNY Press, 2004). She is the coeditor (with Sharon L. Weinberg) of Diversity in American Higher Education: Toward a More Comprehensive Approach (Routledge, forthcoming). She currently is working on a book with Anthony S. Chen, of the University of Michigan, on affirmative action history and politics in higher education.


Areas of scholarly interest: psychological anthropology, cultural psychology, immigration, and globalization.


Sharon Lawner Weinberg, Professor (Applied Statistics and Psychology). B.A. 1968, Ph.D. 1971, Cornell. Author of over 50 articles, books, and reports on statistical methodology, statistical education, and evaluation and on such applied areas as clinical and school psychology, special education, and higher education. She is the recipient of several major grants from federal agencies, including the National Science Foundation, the National Institute on Drug Abuse, and the Office of Educational Research and Improvement. A second edition of her book, *Statistics Using SPSS: An Integrative Approach*, coauthored with Sarah Knapp Abramowitz of Drew University, was recently published (2008) by Cambridge University Press. She is under contract with Routledge Press to coedit “Diversity in American Higher Education: Toward a More Comprehensive Approach,” with her NYU colleague Lisa Stulberg. She is an invited member of the Editorial Advisory Board of *Educational Researcher*, an official journal of the American Educational Research Association. In January 2006, she completed six and one-half years as vice provost for faculty affairs at NYU. She currently is president of the board of the Jewish Foundation for Education of Women (JFEW). She is a member of the President’s Council of Cornell Women, where she chaired the Development Committee and the University Relations Committee. She also is on the administrative board of the Cornell University Council and has served as chair of the NYU Faculty Senators Council, as president of the Special Interest Group of Educational Statisticians of the American Educational Research Association, as a member of the board of directors of the Classification Society, and as an elected member of the Society of Multivariate Experimental Psychologists.


**Affiliated Faculty**

Robert Chazan, Professor, Skirball Department of Hebrew and Judaic Studies, Faculty of Arts and Science

Matthew Wiswell, Assistant Professor, Department of Economics, Faculty of Arts and Science

**Faculty Emeriti**

Joy Gould Boyum, Arts and Humanities

Berenice Fisher, Philosophy of Education

Donald Johnson, Global Education

Gabriel Moran, Religious Education

**Department of Media, Culture, and Communication**

**Full-Time Faculty 2010-2011**


Deborah Borisoff, Professor. B.A. 1970, M.A. 1975, Ph.D. 1981, New York. Gender and communication; conflict management; organizational communication; cross-cultural communication and listening. Coauthor or coeditor of 10 published

**Gabriella Coleman,**
Assistant Professor. B.A. 1996, Columbia; Ph.D. 2005, Chicago.

A cultural anthropologist who works at the intersection of science, technology, medicine, and the law and who has conducted fieldwork with free and open software developers in San Francisco and the Netherlands and on the Internet. She has published a number of articles on the politics of computer hacking, liberalism and free software, and patient and health activism, among other topics, and is completing a book manuscript, under contract with Princeton University Press, entitled *Coding Freedom: The Pleasures and Ethics of Hacking.*


A political/medical anthropologist who has conducted ethnographic field research in Northern Ireland and South Africa and with the homeless in New York City. Has taught at Central European University—Budapest, Institute of Humanities Studies—Ljubljana, and the Department of Performance Studies, Tisch School of the Arts, NYU. Interests include visual culture and violence; the political anthropology of the body and the senses; and the archaeology of media and technology. Author of the critically acclaimed book *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland* (Chicago, 1991).

**JoEllen Fisherkeller,**
Associate Professor. B.A. 1985, California (San Diego); M.A. 1987, Ph.D. 1995, California (Berkeley).

Young people's self/identity development and cultural learning; media education and social change; youth/media production; cross-cultural comparisons of youth and media; popular media audiences (old and new media); interpretative/ethnographic methodologies. Publications in communication and education journals; author of *Growing Up with Television: Everyday Learning Among Urban Adolescents* (Temple, 2002).

**Alexander R. Galloway,**


**Brett Gary,**

Liberalism, public intellectuals, democratic theory, propaganda, censorship policy, and history of consumer culture. Author of *The Nervous Liberals: Propaganda Anxieties from World War I to the Cold War* (Columbia, 1999). Currently at work on a study of Morris L. Ernst and the emergence of the anticensorship tradition within American liberalism.


Publications include *Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era* (Stanford, 1999) and *Always Already New: Media, History, and the Data of Culture* (MIT, 2006). With a former colleague, Geoffrey Pingree, she coedited a collection of essays entitled *New Media, 1740-1915* (MIT, 2003). She has also been an editor of the Thomas A. Edison Papers and has coauthored a classroom edition about Edison. Her research and teaching interests include media history, especially the patterns according to which new media become meaningful within and against the contexts of old media; American print culture; and technology and culture studies.

**Radha S. Hegde,** Associate Professor. B.A. 1973, Madras (India); M.A. 1975, Delhi (India); M.A. 1977, Ph.D. 1991, Ohio State.

Her research examines globalization, migration, transnational media cultures. Her current research focuses on issues of gender, technology, and the global workplace in India. She has also published on the subject of reproductive politics and the representation of violence from a postcolonial feminist perspective.


A historian of Europe with interests in writing, printing, paperwork, grammar, and psychoanalysis. His articles and essays have appeared in *Representations, Book History, Bookforum,* and *Cabinet,* his first book, *The Demon of Writing,* will be published by Zone Books. At NYU, he is
associated with the Department of History and affiliated with the Department of French. He has also been a member of the Princeton Society of Fellows (2004-2006) and the School of Social Science of the Institute for Advanced Study (2009-2010).

Ted Magder, Associate Professor. B.A. 1982, Toronto; M.A. 1983, Carleton (Canada); Ph.D. 1988, York (Canada).

Ted Magder’s current research examines the legal and regulatory regimes that structure and influence the flow of both media and culture across borders. Recent publications have examined the UNESCO Convention on the Protection and Promotion of Diversity in Cultural Expressions, online gambling and the World Trade Organization, and the principles of world communication. His previous works include Canada’s Hollywood: Feature Films and the Canadian State, Split-Run Magazines and a New International Regime for Trade in Culture, and “The End of TV 101: Reality Programs, Formats, and the New Business of Television” in Reality TV: Remaking Television Culture. Magder chaired the Department of Media, Culture, and Communication from 2003 to 2009. Since 2007, he has served as director of NYU’s Council for Media and Culture.


Current research focuses on the use of racial appeals in political communication, including the semiotic construction of racial appeals in language and visual images; the effects of racial appeals on public opinion and voting behavior; framing and priming effects of race in various media; and media coverage of minority political candidates. He is the coauthor of the forthcoming book Race Appeal: The Prevalence, Purposes and Political Implications of Racial Discourse in U.S. Political Campaigns (Temple, 2010), and coeditor of the forthcoming Routledge Companion to Race and Ethnicity. He has also published articles in scholarly journals such as Harvard Journal of Press/Politics, Semiotica, American Behavioral Scientist, the Journal of Black Studies, and others.


Research interests include social and industrial histories of the media, visual culture, consumer culture, and the interrelationships between various media systems. Her work has appeared in publications such as Journal of Visual Culture, Cinema Journal, and Television and New Media as well as numerous anthologies. Coeditor of Reality TV: Remaking Television Culture (NYU Press, 2004; second edition 2008). Author of Hitch Your Antenna to the Stars: Early Television and Broadcast Stardom (Routledge, 2005).

Helen Nissenbaum, Professor; Senior Faculty Fellow of the Information Law Institute. B.A. 1975, Witwatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford.

Areas of expertise span social, ethical, and political implications of information technology and digital media. Nissenbaum’s research publications have appeared in journals of philosophy, politics, law, media studies, information studies, and computer science. She has written and edited three books and a fourth, Privacy
in Context: Technology, Policy, and the Integrity of Social Life (Stanford University Press, 2009). The National Science Foundation, Air Force Office of Scientific Research, Ford Foundation, and U.S. Department of Homeland Security have supported her work on privacy, trust online, and security, as well as several studies of values embodied in computer system design, including search engines, video games, and facial recognition technology.


Pickard has worked on media policy in Washington, DC, as a research fellow at the public policy think tank New America Foundation and as a senior research fellow at the media reform organization Free Press. He also served as a Congressional Policy Fellow and taught at the University of Virginia. His research explores the intersections of U.S. and global media activism and politics, media history, democratic theory, and communications policy, and he has been published in a number of journals, including the Journal of Communication; Global Media and Communication; Media, Culture & Society; New Media and Society; Journal of Communication Inquiry; International Journal of Communication Law and Policy; Journal of Internet Law; and Critical Studies in Media Communication. He is currently working on a book on the history and future of journalism.


Globalization, political economy, television studies, and social and cultural practices; the intersection of Latin American transnational media corporate dynamics with the established mode of production of U.S. Latino media and the effects of Latinos’ representations. He has worked in TV production in Mexico, taught at the Monterrey Tec, Mexico City Campus, where he was appointed media center director, and is currently participating as the U.S. representative for the Observatory of Televisual Fiction in the Ibero-American Space (OBI-TEL). He is currently conducting research on the emergence of new players within the U.S. Latino television field and on media and migration.

**Arvind Rajagopal,** Associate Professor. B.E. 1981, Madras; M.A. 1984, Kentucky; Ph.D. 1992, California (Berkeley).


Trained as both an experimental psychologist and a cultural historian, Robles conducts research that focuses on the role media technologies play in the production of space. In particular, she concentrates on configurations that enable a sense of public, collective, or shared experience, especially through the structuring of visibility and gaze. Her current project, Mediating Eternity: The Crystal Cathedral and God’s Place in a Networked World, looks at the role a traditional cultural institution, the church, plays in reframing the communal and sacred experience through technological appropriations of screens, automobiles, broadcast, and network technologies, alongside modern architectural materials like concrete, steel, and glass. Previously, she worked as a postdoctoral research fellow in new media and architecture in joint affiliation with the Department of Art History and the Humanities and Technology Laboratory (HUMLab) at the University of Umeå, Sweden.

**Martin Scherzinger,** Associate Professor. B.Mus. 1992, Ph.D. 2001, Columbia.

Composer; musicologist whose interests include sonic culture, music, media and politics of the 20th and 21st centuries, the poetics of copyright law, queer theory in music, censorship, and the politics of mass-mediated music. Published work ranges from aspects of early modernism to current musical trends, including the trans-Atlantic feedback between African and American concert and popular music.

**Marita Sturken,** Chair and Professor. B.A. 1979, Visual Studies Workshop/Empire State College; Ph.D. 1992, California (Santa Cruz).


Scholarly interests include globalization, capitalism, and economic development; relationship between media and national development; critical geography and cultural space; social theory; Middle East media, culture, and politics; contemporary Arab and Islamic world; Palestinian-Israeli conflict. She is also a photographer and ethnographic documentary filmmaker.
Aurora Wallace, Clinical Associate Professor. B.A. 1992, Carleton (Canada); M.A. 1994, Ph.D. 2000, McGill.


Adjunct Faculty

Anna Akbari
Will Baker
Maryam Bakht-Rofheart
Fred Benenson
Frederico Bertagnoli
Chad Boettcher
Sandrine Boudana
Eloise Brezault
Roger Brown
Jonah Brucker-Cohen
Remi Brunton
Finn Brunton
Craig Burton
Alison Butler
Aaron Cohen
Sorin Cucu
James Devitt
Mark Edelman
Mara Einstein
Sal Fallica
Kenneth Farrall
Michelle Fawcett
Billy Felz
Susan Fox
Steve Goodman
Elizabeth Heard
Marjorie Heins
Bill Herman
Stephanie Hill
J. P. James
Edna Johnson
Joel Johnson
Jelena Karanovic
Amy LeClair
Liel Leibovitz
Michelle Litsky
Ivan Makar
Joshua Margulies
Kathy Miriam
Jay Murray
Manos Pantelidis
Mary Panzer
Ben Peters
David Poltrack
Marshall Raines
Joseph Reagle
Bob Richter
Martin Roberts
MJ Robinson
Faye Rogaski
Stacy Rosenberg
Alan Ross
Sydney Scott
Gene Secunda
Bonnie Selterman
Beth Seplow
Nicole Stahlmann
Shawn Threadgill
Joost Van Dreunen
Dawn Werner
Karen White
Cynthia Wiseman
Mushon Zer-Aviv

Department of Music and Performing Arts Professions

Full-Time Faculty

2010-2011


One of the most influential figures of the jazz music scene in Peru and an active performer and clinician. He has contributed to a uniquely Afro-Peruvian jazz music concept by incorporating and exploring the African roots found in both styles, leading concerts, master classes, and workshops all over the world. His credits as a trumpet player and composer include concert appearances and/or recordings with the Gabriel Alegria Afro-Peruvian Sextet, Maria Schneider, Plácido Domingo, Ingrid Jensen, Tierney Sutton, Natalie Cole, Arturo O’Farrill, Kenny Werner, Eva Ayllon, the Lima Philharmonic, the Peruvian National Symphony, Bill Watrous, John Thomas, Russ Ferrante, and Alex Acuna. Webby award-winning website www.gabrielalegria.com. Artistic director, Jazz Peru International (www.jazzperu.org).


Juan Bello, Assistant Professor. B.S. 1998, Simón Bolívar; Ph.D. 2003, London.

While at Queen Mary, University of London, Bello joined the Centre for Digital Music. His doctoral research concerned the automatic transcription of recorded music, an issue of great relevance to current applications on computer music and digital media distribution and retrieval. This work was an essential part of the Online Music Recognition and Searching (OMRAS) project. After receiving his Ph.D., he worked with the Centre for Digital Music, first as a research officer and later as its technical manager.


Certified K-12 music teacher, taught 15 years in both urban and private institutions. Master’s degree in Kodály, Holy Names College, as well as Level III Orff with Grace Nash at University of Northern Arizona. Recent presentations include “Chasing Legitimacy: The National Music Standards” and “Standards and Curriculum: The Hidden Constraints of Seemingly Invaluable Intentions.” Currently serving as vice president for a regional chapter of the College Music Society.
Joseph Bongiorno, Music Associate Professor. B.M. 1976, Juilliard School.
At Juilliard he was a student of Homer Mensch. A member of both the New York City Opera Orchestra and the Mostly Mozart Festival Orchestra for 20 years, he is also the principal double bassist of the Brooklyn Philharmonic and the American Composers Orchestra, having served under the music direction of Lukas Foss, Dennis Russell Davies, Robert Spano, and Stephan Sloane. During his career, he has appeared as principal with American Ballet Theater, Opera Orchestra of New York, the American Symphony, and the Westchester Philharmonic, as well as the Spoleto Festival. He has appeared as a guest artist in chamber music performances on the series of the Pierrot Consort, Maverick Concerts, Arbor Chamber Music, Norfolk/Yale Summer Chamber Festival, Spoleto Festival, North Country Chamber Players, Bargemusic, and Great Music for a Great City, among others, and is a member of the baroque music group, the Queens Chamber Band. In the world of commercial music, he has recorded the scores for over 50 films, CDs, and television shows. In 2008, he was appointed to the full-time faculty of NYU Steinhardt’s music department.

Actor/soprano nominated for a Tony Award for outstanding performance in her role as Fiona in the Broadway revival of Brigadoon. Received a Theatre World Award for her performance as Marian opposite Dick Van Dyke in The Music Man. Cable Ace Award nominee for best actress for HBO’s Camelot opposite Richard Harris. Other Broadway credits include Irene, Lorelei, Something’s Afoot, Gorey Stories, Damn Yankees, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapses for the Portland Opera. Recordings include Phantom on RCA/BMG, Sousa for Orchestra on ESS.A.Y., Lost in Boston on Varese Sarabande. She is a member of Actors’ Equity, AFTRA, and Screen Actors Guild.

Joined NYU in 2002 after 25 years as a professor of music education at the University of Toronto. Also served as visiting professor of music education at Northwestern University, the University of North Texas, Indiana University, the University of Cape Town (South Africa), and the University of Limerick (Ireland). Author of Music Matters: A New Philosophy of Music Education (Oxford, 1995) and Praxial Music Education (Oxford, 2005). Published numerous journal articles and book chapters and, as an award-winning composer/arranger, also published many choral and instrumental works with Boosey and Hawkes (New York).

Morwread Farbood, Visiting Assistant Professor. B.A. 1997, Harvard; M.S. 2001, Ph.D. 2006, Massachusetts Institute of Technology. Research encompasses topics in music theory and cognition and the computational modeling of a harspsichordist. Awards and honors include First Prize at the Prague International Harpsichord Competition and the Pro Musica International Award.

Lawrence Ferrara, Director and Professor. B.A. 1971, Montclair State; M.M. 1973, Manhattan School of Music; Ph.D. 1978, New York. Pianist and author with expertise in music theory, aesthetics, music history, music research methodologies, and music copyright. Winner, Presidential Fellowship and Daniel E. Griffiths Research Awards. Author of numerous journal articles and book chapters as well as books, including Philosophy and the Analysis of Music (Greenwood) and Keyboard Harmony and Improvisation and coauthor of multiple editions of Research in Music Education. Recordings for Orion and Musique Internationale. Forensic music copyright consultant for every major recording and publishing company and many artists, including Andrew Lloyd Webber, Gloria Estefan, Billy Joel, Paul McCartney, Mariah Carey, Elton John, James Brown, Ludacris, Kanye West, 50 Cent, Eminem, Jay Z, Dr. Dre, Prince, Toby Keith, Beastie Boys, and Jennifer Lopez.


Brian P. Gill, Clinical Assistant Professor. B.A. 1993, North Carolina (Charlotte); M.M. 1996, Colorado (Boulder); Cert. in Vocolology 2000, Iowa; D.M.A. 2007, Kentucky (Lexington). Tenor. Singer, voice teacher, and director. Has performed opera, musical theatre, pop, and jazz in the United States and abroad. Companies include Opera Carolina, Colorado Lyric Opera Festival, Kentucky Opera, Kentucky Jazz Repertory Orchestra, Charlotte Symphony, and Festival de Rimes et Accords (Paris). Roles include Rodolfo in La Bohème, Lippo Fiorentino in Street Scene, the Magician in The Consul, Luther Bills in South Pacific, the Beast in Vittorio Gianni’s Beauty and the Beast, the Witch in Hansel and Gretel, and Lord Evelyn Oakleigh in Anything Goes. Played bass and sang with Grammy-nominated country band The Moody.
Brothers. Students currently singing at the Met, New York City Opera, on many Broadway tours, the U.S. Army Soldiers’ Chorus, and many of the Young Artist Apprentice Programs throughout the U.S. and abroad.

Jonathan Haas, Clinical Associate Professor. B.A. 1976, Washington (St. Louis); M.M. 1979, Juilliard School.
Principal percussionist—American Symphony Orchestra; principal timpanist—Aspen Chamber Orchestra, American Composers Orchestra. Performances with all major ensembles in New York City. President of Sunset Records, Kettles and Company, and Gemini Music Productions. Performed and recorded with Emerson, Lake and Palmer. Grammy Award-winner as percussionist with Zappa’s Universe and Aerosmith, Michael Bolton, and Black Sabbath. International tours with major orchestras as a solo timpanist, including more than 50 performances of Philip Glass’s Concerto Fantasy for Two Timpanists and Orchestra, dedicated to Haas by Glass. Works closely with percussion industry manufactures Yamaha, Promark, and Zildjian.

New York City Opera mezzo-soprano, with roles in Der Rosenkavalier, Carmen, La Traviata, The Magic Flute, The Mikado, Rigoletto, Madama Butterfly, La Cenerentola, Il Barbiere di Siviglia, and La Bohème. Work with regional opera companies and orchestras includes Indianapolis Opera, Cincinnati Opera, Opera Festival of New Jersey, Birmingham Opera Theater, Sarasota Opera, Opera Memphis, Lyric Opera of Dallas, Indianapolis Symphony, Cincinnati Chamber Orchestra, and Artek Early Music Ensemble. A regular guest artist with Lyric Opera of San Antonio and the Catskill and Schenectady Symphonies. Recipient of the NYU Steinhardt Teaching Excellence Award.

Barbara Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMT LCAT, FAMI. Director, Music Therapy Program at NYU; faculty director of the Nordoff-Robbins Center for Music Therapy at NYU. Has served as president of the American Association for Music Therapy and was a founding representative and officer of the World Federation of Music Therapy. Has taught and given workshops throughout the U.S. and abroad. She is both certified in and a primary trainer of the Bonny Method of Guided Imagery and Music. She has a private practice in music psychotherapy (including GIM) and music therapy supervision.

Samuel Howard-Spink, Clinical Assistant Professor. B.A. 1993, Bristol (UK); M.A. 2002, Hunter College (CUNY).
Music business journalist, analyst, and editor. Research interests include the political economy of international music industries and emerging business models, intellectual property policies, the “copyfight” social movement, globalization and cultural hybridity, remix/mashup culture, social networks, and music in video games. He is the North American editor of the global industry newsletter Music & Copyright. A journalist and editor for 15 years in the United Kingdom, Asia, and the United States. Howard-Spink has written for Music Week, The Guerrilla Guide to the Music Industry, The South China Morning Post in Hong Kong, IBM Think Research, and openDemocracy.net.

Director, Dance Education Program. Over 15 years of experience teaching in higher education. Former director of the Graduate Dance and Dance Education Program in the Department of the Arts and Humanities at Teachers College, Columbia University. She was a Fulbright Scholar visiting the National School of Contemporary Dance in Copenhagen.

Winner of Naumburg Scholarship, awarded Pro Musicis Soloist sponsorship. Performs as soloist with orchestras and chamber music ensembles. Specialization in new music performance.

Robert J. Landy, Professor. B.A. 1966, Lafayette College; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).
Development of theory and clinical approaches to drama therapy. Editor-in-chief emeritus of the journal The Arts in Psychotherapy. Author of 11 books, including The Couch and the Stage: Integrating Words and Action in Psychotherapy (2008). Recipient, Distinguished Teaching Award and Griffiths Research Award, NYU.

Interests include motor skill acquisition processes and how practice-related variables influence skill acquisition, especially forms of instruction, augmented feedback, and practice schedules. Investigated how explicit and implicit learning processes are involved in motor skill acquisition and the influence of contextual interference in motor skill learning. Author of Motor Learning and Control: Concepts and Applications (McGraw-Hill), now in its eighth edition.
Christina Marin, Assistant Professor. B.S. 1992, Northwestern; Ph.D. 2005, Arizona State. Educator, performer, and director whose work has been conducted on an international level in Colombia, Ecuador, Mexico, Ireland, and South Africa. Recipient of the 2004-2005 American Dissertation Fellowship.


David Montgomery, Clinical Assistant Professor. B.A. 1999, Marymount Manhattan College; M.A. 2001, Ph.D. 2007, New York. Specialist in drama education, theatre for young audiences, directing, student teaching, and integrated arts. His research interests are in drama pedagogy, arts partnerships, and teacher education. His forthcoming International Handbook of Educational Theatre (coauthored with Robert Landy) will be published by Palgrave Macmillan.

Catherine Moore, Clinical Associate Professor. B.A. 1976, Bishop's (Canada); Ph.D. 1991, Liverpool (UK). Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, 17th-century Italian music, genre evolution, and music in the media business. Music critic and author of The Composer Michelangelo Rossi.


Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan. Publication and research interests in computer music, acoustics, music perception within the context of developing multimedia technologies.

Catherine Fitterman Radbill, Clinical Assistant Professor. B.M. 1975, East Carolina; M.A. 1980, Cincinnati. Director of the Undergraduate Music Business Program. Classically trained pianist and arts administrator. Guest speaker on music entrepreneurship at national and international music conferences. Concert promoter, producer, and presenter; artist manager; orchestra administrator; and major-gifts fund raiser. Founding director, Entrepreneurship Center for Music, University of Colorado, Boulder. She produced the video The Ride of Your Life: Musicians as Entrepreneurs.

Sean Scot Reed, Music Assistant Professor. B.M. 1995, Texas (Austin); M.M. 1998, Rice; D.M.A. 2004, Eastman School of Music. Director of Brass Studies and a member of the NOVUS trombone quartet—Ensemble in Residence at NYU. He has performed as a soloist and as a chamber musician with major symphony orchestras and has given clinics in the U.S., Thailand, Mexico, Canada, Singapore, Israel, Germany, France, Austria, Italy, Vietnam, Indonesia, the Philippines, the Caribbean, and China. He is the director of the NYU Summer Brass Intensive and conductor of the NYU Brass Choir.


Director, Jazz Studies Program. He is the producer and artistic director for NYU Jazz Masterclass Series and host for the Jazz Masters Series at the Blue Note Jazz Club. He has also acted as jazz education consultant for Verve Music Group and vice president for Laurel Tree Records. He has performed or recorded with seminal jazz artists and ensembles including the Vanguard Orchestra, Kenny Werner, Don Friedman, Oscar Castro-Neves, Airto Moreira, Teo Macero, etc. and is the leader for Combo Nuvo, the NYU Artist-in-Residence Ensemble (www.combonuvo.com). He has produced education videos for artists, including Joe Lovano, Kenny Werner, Jonah Jones, and Mike Mainieri as well as the NYU Jazz Masterclass DVD Series featuring jazz legends Hank Jones, Clark Terry, Phil Woods, Cecil Taylor, Barry Harris, Toots Thielemans, and Jimmy and Percy Heath. Additionally he has published articles in Philosophy of Music Education Review, Journal of the International Society of Bassists, and Jazz Educators Journal.


Performer and director with expertise in 20th-century acting styles, directorial approaches, physical theatre techniques, and devising of original work. Research interests are experimental theatre, feminist theory, integrated arts, and play theory. Teaching consultant, Circle in the Square Theatre School and New York City Department of Education. Applied theatre practice in prisons and performance in hospital settings. Recipient of the Steinhardt Teaching Excellence Award, 2005.


David Spear, Associate Professor. B.A. 1975, California (Los Angeles).


Matt Sullivan, Director, Double Reed Studies.


Music theorist. Has taught at McGill University, the University of Buffalo, and Vassar College.


**William Wesbrooks**, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico.

Director and playwright with off-Broadway credits such as Tovah Feldshuh’s acclaimed *Tallulah*, *Hallelujah!* and Thomas Michael Allen’s production of *The Water Coolers*. Regional and touring credits include *My Fair Lady* with Gary Beach; *One and Only* with Hinton Battle and Jodi Benson; *A Wonderful Life; Private Lives; Gypsy; and The Pirates of Penzance*. Writing credits include *Beulah Land* (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for *Barbary Keep* (1994 development grant from the National Endowment for the Arts). Wrote *History Loves Company* in collaboration with Maury Yeston and directed the world premiere in Chicago. A member of the Dramatists Guild, the Society of Stage Directors and Choreographers, and Actors’ Equity Association.


Doctoral work at Princeton University, 1989-1991. Music has been heard at BAM, the Sydney Olympic Arts Festival, Settembre Musica (Italy), the Holland Festival, Théâtre de la Ville (Paris), Carnegie Hall, Spoleto, and more. She has worked with the Kronos Quartet, the San Francisco Symphony, Ensemble Resonanz, Asko Ensemble, Athelas, Ars Nova, Eighth Blackbird, Ethel, and Trio Mediaevil, among others. Wolfe has collaborated with artists in other disciplines, including theatre artist Anna Deavere Smith, director François Girard, Ridge Theater, comic book artist Ben Katchor, and with the architect team Diller Scofidio+Renfro. Her music has been recorded on Cantaloupe, Sony Classical, Teldec, Universal, and Argo. She is cofounder of the New York music collective Bang on a Can.


Former executive director of the New Jersey State Council on the Arts; fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.

**Distinguished Performers and Composers-in-Residence**

- **Milton Babbitt** (1987-1989)
- **Leo Kraft** (1989-1991)
- **Anatol Vieru** (1992-1993)
- **George Perle** (1993-1994)
- **Leonard Rosenman** (1994-1995)
- **Morton Subotnick** (1996-1997)
- **Leo Kraft** (1997-1998)
- **George Crumb** (1997-1998)
- **Steven Schick** (1997-1998)
- **Maya Beyser** (1997-1998)
- **Sukhi Kang** (1998-1999)
- **Morton Subotnick** (1998-1999)
- **Lumina String Quartet** (2003-2005)
- **“Prizm” Brass Quintet** (2003-2005)
- **Tania León** (2004)
- **Quintet of the Americas** (2004-)
- **New Hudson Saxophone Quartet** (2004-)

**Full-Time and Adjunct Faculty**

(by specialization)

- Dance Education
  - **Miriam Berger**, B.A., D.A.
  - **Barry Blumenfeld**
  - **Renata Celichowska**, B.A., M.A.

- Patricia Cohen, M.A.
- Frederick Curry, M.A.
- Deborah Damast, B.F.A., M.A.
- Diane Duggan, B.A., M.S., Ph.D.
- Douglas Dunn, B.A.
- Susan Koff, B.F.A., M.A., Ed.D.
- Andrea Markus, M.A.
- Lynn Martin, B.A.
- Miri Park
- Lars Rosager, B.A.
- Randy Sloan
- Carolyn Webb, B.A., M.F.A.

**Educational Theatre**

- **Julian Boal**, B.S.
- **Javier Cardona**, B.A., M.A.
- **Amy Cordileone**, B.A., M.A.
- **Edie Demas**, B.A., M.A., Ph.D.
- **Stephen DiMenna**, B.F.A.
- **Daryl Embry**, B.S.
- **Teresa Fisher**, B.A., M.A.
- **Russel Granet**, B.A., M.A.
- **Andy Hall**, B.A., M.F.A.
- **Ralph Lee**, B.A.
- **Christina Marin**, B.S., Ph.D.
- **Rosa Luisa Marquez**, B.A., M.A., Ph.D.
- **David Montgomery**, B.A., M.A., Ph.D.
- **Evan Mueller**, B.A., M.F.A.
- **Paul Nadler**, B.A., M.A., Ph.D.
- **Cecily O’Neil**, B.A., M.A., Ph.D.
- **Sobha Paredes**, B.A., M.A.
- **Regina Ress**, B.S., M.A.
- **Catherine Russell**, B.A., M.A.
- **Joe Salvatore**, B.A., M.F.A.
- **Daphnie Sicre**, B.A., M.A.
Nancy Smithner, B.A., Ph.D.
Emily Stork, B.A., M.F.A.
Philip Taylor, B.Ed., M.A., Ph.D.
Jenni Werner, B.A., M.F.A.
Michael Wiggins, M.F.A.

Music Composition

Joseph Church, B.A., M.M., D.A.
Marc Antonio Consoli, B.M., M.M., D.M.A.
Justin Dello Joio, B.M., M.M., D.M.A.
Phil Galdston, B.M.
John V. Gilbert, B.A., Mus.B., M.A., Ed.D.
Young Mi Ha, B.M., M.A., M.M., Ph.D.
Sonny Kompanek, B.M., M.M.
Joan La Barbara, B.S.
Ira Newborn, B.M.
Michael Patterson, B.M., M.M.
Steven Rosenhaus, B.A., M.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ronald Sadoff, B.M., M.M., Ph.D.
Mark Snow, B.A. (summer film scoring faculty)
David Spear, B.M.
Morton Subotnick, B.A., M.A., Ph.D.
Mark Suozzo, B.A., M.M.
Ezequiel Viñao, B.M., M.M.

Kimberly Gill, B.M., M.M.
Dianna Heldman, B.M., M.M.Ed.; Artist Dipl.
Linda Larson, B.M., M.M., D.M.A.
Scott Murphree, B.M., M.M., D.M.A.
Christine Reimer, B.M.
Michael Ricciardone, B.S., M.M.
Matthew Shepard Smith, B.M., M.M.
Rosa Vento, B.M., M.M.
Grant Wenaus, B.A., M.M., D.M.A.
Robert C. White, Jr., B.S., M.M., Ed.D.

Jazz Guitar

Bruce Arnold, B.M.
Peter Bernstein, B.F.A.
Pat Cerasiello
Randy Johnston, B.M.
John Scofield

Jazz Trombone

Robin Ebanks, B.A.
Andre Hayward, B.M.

Jazz Piano

Don Friedman
Gil Goldstein, B.A., M.M., Ph.D.
Vijay Iyer
Andy Milne
Jean-Michel Pilc
Kenny Werner

Voice

Jeremy Aye, B.M., M.M.
Edith Bers, B.A., M.A.
Brian Gill, B.M., M.M., D.M.A.

Jazz Composition

Ralph Alessi
Gil Goldstein, B.A., M.M., Ph.D.
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Jean-Michel Pilc
David Schroeder, B.Ed., M.M., D.A.
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Robert Rowe, B.M., M.A., Ph.D.
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Christine Reimer, B.M.
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Robert C. White, Jr., B.S., M.M., Ed.D.

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Andre Hayward, B.M.

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Vijay Iyer
Andy Milne
Jean-Michel Pilc
Kenny Werner

Voice

Jeremy Aye, B.M., M.M.
Edith Bers, B.A., M.A.
Brian Gill, B.M., M.M., D.M.A.
Music History
Lawrence Ferrara, B.A., M.M., Ph.D.
Allan Kozinn
James Oestreich, B.A.
Kent Underwood, B.A., M.A., Ph.D.

Music Theatre
Johnny Anzalone, B.A., M.A.
Bill Bowers, B.A., M.F.A., Ph.D.
Meg Bussert, B.A., M.A.T.
Andrea Markus, B.A.
Evan Mueller, B.A., M.F.A.
Cynthia Reynolds, B.S.
Frank Schiro, B.A., M.A.
John Simpkins, B.M., M.A.
William Wesbrooks, B.A.

Music Theory
Justin Dello Joio, B.M., M.M., D.M.A.
Lawrence Ferrara, B.A., M.M., Ph.D.
Panayotis Mavromatis, B.A., M.A., Ph.D.
Matthew McDonald, B.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.

Music Education
David J. Elliott, B.M., B.Ed., M.M., Ph.D.
John V. Gilbert, B.A., B.M., M.A., Ed.D.
Susan Glass, B.A., M.M., Ed.D.
Amy Goldin, B.S., M.S.
John Daly Goodwin, B.A., M.A., D.M.A.

Dianna Heldman, B.M., M.M.Ed.; Artist Dipl.
Jamie Jacobs, B.S., M.A.
Jerry Kerlin, B.S., M.A., Ph.D.
Anna Kovacs, B.S., M.A.
Barbara Murray, M.A.
Francisco Nuñez, B.S., Grand Artist Dipl.
William Rayner, B.A., M.A., Ph.D.
Michael Rotello, B.S., M.A.T.
Ira Shankman, B.S., M.M.
Nancy Shankman, B.S., M.M.
Marissa Silverman, B.A., M.A., Ph.D.
Elise Sobel, B.A., M.A.
Sarah St. Onge, B.M., M.M.Ed.
Robert Susman, B.M., M.A.

Music Technology
Juan Bello, B.S., Ph.D.
Tom Beyer, B.M., M.M.
Sujetlana Bukvich-Nichols, B.A., M.M.
Joel Chadabe, B.M., M.M.
Rich Cirimello, B.M., M.M.
Isabel Diaz-Cassou, B.A., M.M.
Nicholas Didkovsky, B.A., M.A., Ph.D.
Tom Doczi, B.A., M.M.
Gary Filadelfo, B.M.
Joshua Fried, M.M.
Paul Geluso, B.S.E.E., M.M.
Jake Glanz, B.S., M.E.
Barry Greenhut, B.M., M.M.
Dafna Naphali, B.M., M.M.
Kenneth J. Peacock, B.A., M.A., Ph.D.
Agneska Roginska, B.M., M.M., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ron Sadoff, B.M., M.M., Ph.D.
Tim Starnes, B.M., M.M.
Sascha Von Ortzen, Tonmeister
Leszek Wojcik, Tonmeister

Flute
Robert Dick, B.A., M.M.
Brad Garner, B.M., M.M., D.M.A.
Suzanne Gilchrest, B.A., M.A.
Susan Glaser, B.S., M.M., D.M.A.
Kathleen Nester, B.A., M.M.
Keith Underwood, B.M., M.A.
Eugenia Zuckerman, B.A.

Oboe
Vicki Bodner, B.M.
Rob Botti, B.M., M.M.
Humbert Lucarelli, B.M.
Matt Sullivan, B.A.
Liang Wang, B.A.

Trombone: Classical
Per Brevig, B.M., M.M., D.M.A.
Tom Hutchinson
Sean Scot Reed, B.M., M.M., D.M.A.

Bass Trombone: Classical
John Rojak, B.M.

Clarinet
Stanley Drucker
Larry Guy, B.M., M.M., Postgraduate Dipl.
David Krakauer, B.A., M.M.

Esther Lamneck, B.M., M.M., D.M.A.
Bass Clarinet
Dennis Smylie, B.M., M.M.
Bassoon
Leonard Hindell, B.M., M.M.
Mark Timmerman, B.M.

Saxophone: Classical
Paul Cohen, B.M., M.M., D.M.A.
Tim Ruedeman, B.M., M.A., Ph.D.

Saxophone: Jazz
George Garzone, B.M.
Terrence Goss, B.M., M.A., Ph.D.

French Horn
Joe Anderer, B.M., M.M.
Ann Ellsworth, B.M., B.A., M.M.
Barbara Oldham, B.M., M.M.

Trumpet: Classical
Laurie Frink, B.M.
Tim Hoyt, B.M., M.M., D.M.A.

David Krauss, B.M., M.M.
Vincent Penzarella, B.M.

Trumpet: Jazz
Gabriel Alegria, B.A., M.A., D.M.A.
Ralph Alessi, B.M., M.M.
Brian Lynch, B.M., M.A.
Tuba
Marcus Rojas, B.M.

Percussion
Simon Boyar, B.A.
Jonathan Haas, B.A., M.M.

Jazz Percussion
Guillermo Acevedo
Billy Drummond, B.M.
John Hadfield, B.M., M.M.
Anthony Moreno, B.M.
Dafnis Prieto
Antonio Sanchez, B.A.

Jazz
Guillermo Acevedo

Harp
Emily Mitchell, Performer’s Cert.

Violin
Martin Beaver, Artist Dipl.
Nina Beilina, B.M., M.M.
Stephanie Chase
Arturo Delmoni, B.M.
Pamela Frank, B.M., M.M.
Gregory Fulkerson, B.M., B.A., M.M., D.M.A.
Burton Kaplan, B.M.
Anton Miller, B.A., M.M.
Laura Seaton-Finn, B.A., M.M.
Ann Setzer, B.M., M.M.
Sally Thomas
Neil Weintrob, B.M., M.M.
Chee Yun

Stephanie Baer, B.M., M.M.
Lawrence Dutton, B.M.
Martha Strongin Katz

Cello
Marion Feldman, B.S., M.S.
Clive Greensmith, B.A.

Double Bass
Joseph Bongiorno, B.M., M.M.
Jeff Curney, B.M., M.M.
Bass: Jazz
Richard Bona
Ron McClure, B.M.
Mike Richmond, B.A.
Martin Wind, B.M., M.M.

Performing Arts Administration
Timothy A. Climon, B.A., M.A., J.D.
Anthony Patton, B.A., M.A.
Wende Persons, B.A., M.A.
Linda Shelton, B.A.
Duncan Webb, B.A., M.B.A.
Brann J. Wry, B.A., M.B.A., J.D.

Music Therapy
Diane Austin, B.A., M.A., D.A.; ACMT, LCAT
Jacqueline Birnbaum, B.S., M.A., M.S.Ed.; MT-BC, NRMT, LCAT
Francis Bosco, B.S., M.A.; MT-BC, LCAT, LMT, RPP, SEP
Alla Braverman, B.A., M.A.; MT-BC, NRMT, LCAT
Susan Feiner, B.A., M.A.; MT-BC, NRMT, LCAT
Barbara Hesser, B.A., B.S., M.S.; CMT, LCAT, FAMI
Peter Jampel, B.A., M.A., D.A.; MT-BC, LCAT
Michele Ritholz, B.A., M.A.; MT-BC, NRMT, LCAT
Clive Robbins, hon.: D.H.L., Dr.Med.Mat.; MT-BC
Nir Sadovnik, B.A., M.A.; MT-BC, LCAT
Benedikte Scheiby, M.M., M.Med.; DPMT, CMT, LCAT
Noah Shapiro, B.A., M.A.; MT-BC, NRMT, LCAT

Alan Turry, B.S., M.A., D.A.; MT-BC, NRMT, LCAT
Terry Watson, B.A., B.S., M.A., M.S.; CMT, LCAT

Drama Therapy
Jason Butler, B.A., M.A.; RDT, LCAT
Jonathan Fox, B.A., M.A.

Diane Austin, B.A., M.A., D.A.; ACMT, LCAT
Barbara Hesser, B.A., B.S., M.S.; CMT, LCAT, FAMI
Peter Jampel, B.A., M.A., D.A.; MT-BC, LCAT
Michele Ritholz, B.A., M.A.; MT-BC, NRMT, LCAT
Clive Robbins, hon.: D.H.L., Dr.Med.Mat.; MT-BC
Nir Sadovnik, B.A., M.A.; MT-BC, LCAT
Benedikte Scheiby, M.M., M.Med.; DPMT, CMT, LCAT
Noah Shapiro, B.A., M.A.; MT-BC, NRMT, LCAT

Department of Nutrition, Food Studies, and Public Health

Full-Time Faculty 2010-2011

Amy Bentley, Associate Professor. B.A. 1984, Brigham Young; M.A. 1985, Ph.D. 1992, Pennsylvania. Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.

Jennifer Schiff Berg, Clinical Assistant Professor. B.S. 1984, Cornell; M.A. 1996, Ph.D. 2006, New York. New York City foodways; American Jewish history; immigration studies; culture and food; sustainable food systems; food education.

Lori Beth Dixon, Associate Professor. B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley). Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.
Nutrition assessment; nutrition in gerontology; clinical nutrition management; genetics education of health professionals.

Policy and prevention of chronic and infectious diseases; poverty and public health; women’s health; global health issues.

Perry N. Halkitis, Professor; Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).
Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.

Farzana Kapadia, Assistant Professor. B.S. 1995, SUNY (Binghamton); M.P.H. 1997, New York; Ph.D. 2005, Columbia.
Social and behavioral determinants of HIV/STI transmission; behavioral interventions for HIV/STI prevention; unintended pregnancy and other reproductive health outcomes among young adults and adolescents.

Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.
Chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology; neighborhood food availability and diet.

International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.

Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.

Niyati Parekh, Assistant Professor. B.S. 1995, St. Xavier’s College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin.
Metabolic syndrome; clinical dietetics.

History of food technology; science and industrialization; history of taste; history of dietary change and obesity; environmental and agricultural history.

Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolivar (Venezuela); Ph.D. 1998, Penn State.
Public health nutrition; iron nutrition in populations at risk; nutrition and cognitive development; nutrition in pediatrics; nutrition in the Hispanic community; international nutrition; demography and nutrition.

Contemporary issues in food studies; food theory; social and cultural aspects of food; food identity and migration.

Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.
Electronic advocacy; sociopolitical empowerment; social determinants of health; migrant health.

Aoife Ryan, Assistant Professor. B.Sc. 2000, Ph.D. 2008, Trinity College Dublin.
Research interests include immunonutrition; clinical nutrition trials; and metabolic syndrome, obesity, and cancer risk.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD.
Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.

Design, implementation, and evaluation of community health interventions in urban areas; role of local government in promoting health outcomes for children and families.

Research interests focus on urban policies affecting poor families and their children and program evaluation aimed at meeting the health, social service, housing, and educational needs of families.
Department of Teaching and Learning

Full-Time Faculty 2010-2011


Instructional program design and implementation supporting the education of general and special education students.


Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; discourse analysis.


Field research and mentoring in teaching of secondary school science.


Mathematics education; supervisor of student teachers in secondary mathematics; alternative computation strategies; role of visual images in learning mathematics; urban education; field-based research.


Early childhood education and elementary education, with emphasis on the nature of ethnographic inquiry and community relations in education.

Robert Cohen, Professor of Teaching and Learning (with a joint appointment in Humanities and Social Sciences in the Professions). B.A. 1976, Ed.M. 1978, SUNY (Buffalo); M.A. 1980, Ph.D. 1987, California (Berkeley).

American political history, history of social movements, and history education. Author of The Free Speech Movement: Reflections on Berkeley in the 1960s, selected as one of the Los Angeles Times Book Review’s “100 Best Books of 2002” and selected for its “Best in the West” list of the best books published on the West in 2002; Dear Mrs. Roosevelt: Letters from Children of the Great Depression in 2002; and When the Old Left Was Young: Student Radicals and America’s Mass Student Movement, 1929-1941, named an outstanding Academic Book for 1994 by Choice.

Patricia M. Cooper, Assistant Professor. B.A. 1972, SUNY (Purchase); M.A. 1978, Chicago; M.Ed. 1980, Erikson Institute (Loyola); Ph.D. 2001, Emory.

Research interests include multicultural education, literacy education, early literacy development, early childhood development, children’s literature, teacher education, education of black children.


Research interests include the schooling experiences of immigrant and U.S. ethnic minority children, parenting values and beliefs about education, and family, school, and community partnerships.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).

Specialist in second language acquisition, language variation, and crosscultural communication. Author of Language Variation and the ESL Curriculum and The Dynamic Interlanguage: Empirical Studies in Second Language Variation. Chair of the Second Language Acquisition Circle and research representative to the international TESOL Section Council.

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

Models of effective instruction and behavior support; literacy acquisition and instruction for students with disabilities and children at risk. Person-centered planning and positive behavior supports; school and community inclusive practices for children and adults with disabilities.

James W. Fraser, Professor of History and Education (with a joint appointment in Humanities and Social Sciences in the Professions). B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of Preparing America’s Teachers: A History (Teachers College Press) and Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), among others.


Science curriculum development, implementation, and evaluation; subcultural differences in science achievement; gender and ethnic-related issues in science education.

Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.

Applied research in special education, mainstreaming, attitudes toward people.
with disabilities, multidisciplinary evaluation.


Former New York City high school teacher. Member of the Office of Clinical Studies. Supervises student teachers of secondary English. Teaches Inquiries into Teaching and Learning and the Master's Seminar in English Education. Coordinates professional development workshops for the Early Career Project. Director of the Fast Track Program.

Glynda Hull, Professor. B.A. 1972, Mississippi University for Women; Ph.D. 1983, Pittsburgh.

Literacy in and out of school; multimedia and multimodality as new literacies; writing; learning at work; adult literacy; sociocultural perspectives on identity formation; university and community collaborations; urban education; globalization and education.


Karen D. King, Associate Professor. B.S. 1991, Spelman College; Ph.D. 1997, Maryland.

Research interests in mathematics teacher education and professional development, particularly the mathematical development of secondary teachers; educational policy and its impact on mathematics classroom instruction; mathematics curriculum reform.


Current scholarship focuses on the teaching and learning of science, the preparation of science educators and childhood teachers. As a former research scientist, she also maintains interest in molecular immunology and neurobiology. Author of articles and book chapters on science fluency among young children, students’ production and use of scientific process strategies, students’ understanding of the nature of evidence, and access and equity in science education.


Research interests: language, literacy, and urban education, specifically among African American males; the use of digital media and new technology to teach literacy in urban contexts; teaching popular culture in the contexts of English education.


Research interests: school reform, special education, curriculum design, professional development.

Joanna Labov, Clinical Assistant Professor. B.A. 1985, California State (Domínguez Hills); M.S. 1988, Ph.D. 2000, Pennsylvania; Cert. TESOL 1986, California (Los Angeles).


Director of New York University’s Wallerstein Collaborative for Urban Environmental Education. Also affiliated with NYU’s Environmental Conservation Education Program. Areas of expertise include environmental education, curriculum development, teacher education, and program development. Recipient of numerous grants and awards, including the Outdoor Education Award from the New York State Council on the Environment.


Language assessment, second and foreign language teaching and learning, program evaluation, education of English language learners.


Research interests focus on history and education, including southern education history, philanthropy in education, specifically the role of reform and state building.


Literacy education in urban school contexts; sociocultural perspectives on literacy education; literacy standards and assessment; teacher research and classroom inquiry as pedagogy.


Children’s temperament, prevention/intervention in inner-city schools, parenting, and classroom management.
Elizabeth McDonald,  

Joseph McDonald,  
School reform, teacher education, urban education, English education. Author of Going to Scale with New School Designs (2009), Power of Protocols (2007), and several other books on schooling and teaching.

Catherine Milne,  
Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.  
Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historiocultural analysis of learning environments, learning to teach, and using design experiments.

Carole Guss Mulligan,  
Master Teacher. B.A. 1963, Xavier; M.A. 1978, St. John’s College. Graduate studies in early childhood education, City College; graduate studies in mathematics education, Bank Street College of Education.  
Research interest: the role that limited language acquisition plays in the black-white achievement gap.

Shondel Nero,  
Specialist in teaching English as a second language (TESOL), teaching standard English as a second dialect (SESD), literacy development of Caribbean Creole English and world English speakers, sociolinguistics, and language and identity. Author of Englishes in Contact: Anglophone Caribbean Students in an Urban College (Hampton Press, 2001), as well as several articles on teaching standard English to Caribbean Creole English speakers and on language and identity. Editor of Dialects, Englishes, Creoles, and Education (Erlbaum, 2006).

Pedro A. Noguera,  
Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools (Josey Bass, 2006); City Kids, City Teachers with Bill Ayers and Greg Michie (New Press, 2008); and The Trouble with Black Boys…and Other Reflections on Race, Equity and the Future of Public Education (Wiley, 2008).

Erin O’Connor,  
Research focuses on the influences of mothers and teachers on children’s social and academic development in early and middle childhood. Currently conducts research on the National Institute of Child and Human Development Study of Early Care and Youth Development. Principal investigator on a project examining children’s relationships with teachers in child-care situations in the United States and Hungary.

Harriet Y. Pitts,  
Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.  
Worked in several capacities at the Department of Education—classroom teacher; funded teacher; staff developer; early childhood coordinator; Success for All facilitator; literacy coach. Currently teaches Language and Literacy in the Early Years at the undergraduate level. Principal investigator for the Early Career Project funded by Wachovia. Supervises student teachers.

Joseph Rafter,  
Met-Life Fellow of Impact II’s National Teacher Policy Institute. Taught extensively in the New York City public school system, Hudson County Community College, and St. Peter’s College. Current focus is on field placement activities, including the recruitment of schools and districts for partnership and the supervision of student teachers. Research interests include professional development of student teachers and the effect of for-profit charter schools on public education.

Patricia A. Romandetto,  
Master Teacher. B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).  
Thirty-seven years of teaching and supervising with the New York City Department of Education (last six years as community superintendent); practical knowledge and a thorough understanding of how schools work and how to
best prepare teachers to serve students better academically, emotionally, and socially.

Former teacher, guidance counselor, assistant principal for the Department of Education, New York City.

Research interests include early intervention, social skills of preschool children with disabilities, Head Start services to children with disabilities, and friendship development in inclusive settings.

Research on mathematics teacher development and mechanisms of mathematics conceptual learning.
Recipient of the Distinguished Research Award, Association of Teacher Educators; Award for Outstanding Scholarship on Teacher Education, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities; and Career Achievement Award, Penn State University College of Education.

**Katherine Stahl**, Assistant Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia.
Struggling readers, reading acquisition, reading comprehension, and classroom practice.

**Brenda Strassfeld**, Clinical Assistant Professor. B.S. 1974, M.A. 1976, Brooklyn College (CUNY); Ph.D. 2008, Plymouth.
Mathematics education; teachers’ beliefs about teaching and learning mathematics; field-based research on after-school mathematics programs.

Second/foreign language teacher development; second and foreign language teaching methodology; language learning strategies; cross-cultural studies.

**Robert Tobias**, Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple.
Director, Center for Research in Teaching and Learning. Research interests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

Areas of specialization include special studies curriculum and instruction, teaching for civic engagement, gender history, and innovative historical methodologies.

Learning disabilities, numeracy development, reading development, at-risk learners, child development, special education, school psychology.

Research focus on mathematics teacher education, including the development of teacher-educators, with an emphasis on the nature and roles of tasks and examples in learning and teaching mathematics. Associate editor of *Journal of Mathematics Teacher Education* (JMTE). Director of a large-scale project that aims at fostering excellence in mathematics at the junior high school level in Israel.

**Adjunct Faculty**

- **Anne BeItlers**, B.A., M.A.
- **Wendy Biderman**, B.A., M.Ed., Ph.D.
- **Faye Bowie**, B.S., M.A.
- **Marisa Brown**, B.A., M.A.
- **Paul Camhi**, B.A., Ph.D.
- **Paul Cinco**, B.S., M.S.
- **Anthony DeFazio**, B.A., M.M.A., M.A.
- **Diane M. Duggan**, B.A., M.S., Ph.D.
- **Timothy Ebsworth**, Ph.D.
- **Damion W. Frye**, B.A., M.A.
- **Mami Fujisaki**, B.A., M.A.
- **Judith Geller-Marlowe**, B.A., M.A.
- **George Gross**, B.A., M.A.
- **Elif Gure**, B.A., M.A.
- **David Hankin**, B.S., M.S.
- **William Heller**, B.A., M.A., Ph.D.
- **Susan Hershman**, B.A., M.A.
- **Darrell Hucks**, B.A., M.A., Ph.D.
- **Jill V. Jeffrey**, B.A., M.A.
- **Patricia Juell**, B.A., M.A.
- **Jeong Y. Kim**, B.S., M.A., Ph.D.
- **Sherry J. Koslov**, B.A., M.S.
- **Linda Ann Kunz**, B.S., M.A., Ed.D.
- **Yishen Lan**, B.A., M.A.
- **Michelle Land**, B.A., M.A., J.D.
- **Tsongjin Lee**, B.A., M.A., Ed.D.
- **Erica Lee Lewis**, B.A., M.A., Ph.D.
Leona Marsh, B.A., M.A., Ph.D.
Suzanne Marten, B.A., M.A.
Edwin I. Mayorga, B.A., M.A.
Gisella McSweeney, B.A., M.A., Ph.D.
Ellen Meltzer, B.A., M.A.
Rebecca Mercer-White, B.F.A.
Michael Michelson, Ed.D.
Carol Montgomery, M.A.T., Ph.D.
Malka Moscona, M.S., Ph.D.
Sarah M. Nakamuru, B.A., M.A., Ph.D.

Xiaodong Niu, B.A., M.A., Ph.D.
Faith Noll, B.A., M.A.
Yuki Okuma, B.A., M.A., Ph.D.
Rebecca Packer, B.A., M.A., Ph.D.
Marcia Pally, B.A., M.A., Ph.D.
Rosa Pietanza, B.A., M.A.
Marielle Rainbow-Vigourt, M.Ph., Ph.D.
Vanessa Rodriguez, B.A., M.A.
Christine Rosalia, B.A., M.A., Ph.D.
Regine Rossi, B.A., M.A.
Howard Schiffman, B.A., M.A., Ph.D.
Susan Schlechter, B.A., M.A., Ph.D.
Cecilia Selby, B.Sc., M.A., Ph.D.
Phillip H. Seymour, B.A., M.A.
Shirin M. Shabdin, B.A., M.A.
Cynthia Shor, B.A., M.A.
Marilyn Siegel, B.A., M.S.
David S. Silberberg, B.A., M.A.
Amy Solomon, B.A., M.A.
Robert B. Swacker, B.S., M.A., Ph.D.
Bindu Varghese, B.A., M.A.
Elizabeth Voltman, B.A., M.A.
Robert Wallace, B.Sc., M.A., Ph.D.
Jill Weiss, B.A., M.A.
Suzanne Werner, B.A., M.A.
Cynthia Wiseman, B.A., M.A.
Weilin Wu, B.A., M.A., Ph.D.
Xuewu Yao, B.A., M.A.
Myriam Yataco, B.A., M.A.
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*Higher Education General Information Survey
†New York State Education Department Office of Higher Education and the Professions Cultural Education Center, Room 5B28 Albany, NY 12230 518-474-5851
Travel Directions to the Washington Square Campus*

**LEXINGTON AVENUE SUBWAY**
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

**SIXTH OR EIGHTH AVENUE SUBWAY**
To West Fourth Street–Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

**SEVENTH AVENUE SUBWAY**
To Christopher Street–Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

**PORT AUTHORITY TRANS-HUDSON (PATH)**
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

**FIFTH AVENUE BUS**
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

**EIGHTH STREET CROSSTOWN BUS**
Bus numbered 8 to University Place. Walk south to Washington Square.

**BROADWAY BUS**
Bus numbered 6 to Waverly Place. Walk west to Washington Square.
1 Washington Square Center
Tisch School of the Arts (TSOA)
College of Arts and Science (CAS)
Leonard N. Stern School of Business (STERN)
School of Continuing and Professional Studies (SCPS)
Steinhardt School of Culture, Education, and Human Development (STEINHARDT)
Gallatin School of Individualized Study (GAL)
Silver School of Social Work (SSSW)
Graduate School of Arts and Science (GSAS)
School of Law (LAW)
Robert F. Wagner Graduate School of Public Service (WAGNER)
Courant Institute of Mathematical Sciences (CIMS)
Elmer Holmes Bobst Library (LIB)
Jerome S. Coles Sports and Recreation Center

2 College of Dentistry (DENT)
345 East 24th Street
David B. Kriser Dental Center
Comprehensive Dental Service
Leonard J. Bluestone Center for Clinical Research
Larry Rosenthal Institute for Aesthetic Dentistry

3 New York University Langone Medical Center (MED)
550 First Avenue
School of Medicine
Post-Graduate Medical School
Tisch Hospital
Rusk Institute of Rehabilitation Medicine
Arnold and Marie Schwartz Health Care Center
Skirball Institute of Biomolecular Medicine

4 New York University Midtown Center
11 West 42nd Street
School of Continuing and Professional Studies (SCPS)

5 Institute of Fine Art (IFA)
1 East 78th Street
James B. Duke House
Stephen Chan House

6 Institute for the Study of Ancient Worlds
15 East 84th Street
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2010

All dates inclusive

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<th>Date</th>
<th>Days</th>
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</thead>
<tbody>
<tr>
<td>Fall-term registration begins</td>
<td>April 12</td>
<td>Monday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 17</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>II</td>
<td>June 7-25</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>III</td>
<td>June 28</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 19</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 31</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday (observed)</td>
<td>July 5</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>September 6</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term classes begin</td>
<td>September 7</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last day to register without payment of late fee</td>
<td>September 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for drop/add</td>
<td>September 20</td>
<td>Monday</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>October 11</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>November 8</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring term registration begins</td>
<td>November 15</td>
<td>Monday</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 25-27</td>
<td>Thursday-Saturday</td>
</tr>
<tr>
<td>Legislative Days</td>
<td>December 14</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>December 15</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(classes meet on a Thursday schedule)</td>
</tr>
<tr>
<td>(classes meet on a Monday schedule)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>December 15</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>December 16</td>
<td>Thursday</td>
</tr>
<tr>
<td>Fall-term final examinations</td>
<td>December 17-23</td>
<td>Friday-Thursday</td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 24-January 22</td>
<td>Friday-Saturday</td>
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</table>
### 2011

*All dates inclusive*

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<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Winter Session classes begin</td>
<td>January 3</td>
<td>Monday</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 17</td>
<td>Monday</td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>January 22</td>
<td>Saturday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 24</td>
<td>Monday</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>February 21</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 14-19</td>
<td>Monday-Saturday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>March 21</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term registration begins</td>
<td>April 11</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 9</td>
<td>Monday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 10</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring-term final examinations</td>
<td>May 11-17</td>
<td>Wednesday-Tuesday</td>
</tr>
<tr>
<td>Commencement: Conferring of degrees</td>
<td>May 19</td>
<td>Thursday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 23-June 10</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>II</td>
<td>June 13-July1</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>III</td>
<td>July 5-22</td>
<td>Tuesday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 25-August 12</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 30</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Monday</td>
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<tr>
<td>Labor Day: holiday</td>
<td>September 5</td>
<td>Monday</td>
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<tr>
<td>Fall-term classes begin</td>
<td>September 6</td>
<td>Tuesday</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>November 7</td>
<td>Monday</td>
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<tr>
<td>Spring registration begins</td>
<td>November 14</td>
<td>Monday</td>
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<tr>
<td>Thanksgiving recess</td>
<td>November 24-26</td>
<td>Thursday-Saturday</td>
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<tr>
<td>Legislative Day</td>
<td>December 14</td>
<td>Wednesday (classes meet on a Monday schedule)</td>
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<tr>
<td>Last day of classes</td>
<td>December 16</td>
<td>Friday</td>
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<tr>
<td>Fall-term final examinations</td>
<td>December 19-23</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 24-January 21</td>
<td>Saturday-Saturday</td>
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### Calendar

#### 2012

*All dates inclusive*

<table>
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<th>Event</th>
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<tbody>
<tr>
<td>Winter Session classes begin</td>
<td>January 2</td>
<td>Monday</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 16</td>
<td>Monday</td>
</tr>
<tr>
<td>Winter Session classes end</td>
<td>January 21</td>
<td>Saturday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 23</td>
<td>Monday</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>February 20</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 12-17</td>
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<td>Last day for withdrawing from a course</td>
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<td>Last day of classes</td>
<td>May 7</td>
<td>Monday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 8</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring-term final examinations</td>
<td>May 9-15</td>
<td>Wednesday-Tuesday</td>
</tr>
<tr>
<td>Commencement: Conferring of degrees</td>
<td>May 17</td>
<td>Thursday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 21-June 8</td>
<td>Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 11-29</td>
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<td>III</td>
<td>July 2-20</td>
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<td>IV</td>
<td>July 23-August 10</td>
<td>Monday-Friday</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>May 28</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Wednesday</td>
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</tbody>
</table>

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*Alldates inclusive*
Frequently Called Numbers

www.nyu.edu

Admissions (Undergraduate) Processing Center
998-4500
665 Broadway, 11th Floor

Admissions (Graduate)
998-5030
Joseph and Violet Pless Hall, 82 Washington Square East, 3rd Floor

Bobst Library (Information)
998-2505
70 Washington Square South

Bookstore, Main
998-4667, 4668
726 Broadway

Bursar
998-2800
25 West Fourth Street, 1st Floor

Career Development, Wasserman Center for
998-4730
133 East 13th Street, 2nd Floor

Counseling and Student Services
998-5065
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Counseling Services, University
998-4780
726 Broadway, Suite 471

Disabilities, Moses Center for Students with
998-4980
726 Broadway, 2nd Floor

Financial Aid
998-4444
25 West Fourth Street, 1st Floor

Gould Welcome Center, Jeffrey S.
998-4636
Shimkin Hall, 50 West Fourth Street, 1st Floor

Health Center, University
443-1000
726 Broadway, 3rd and 4th Floors

Higher Education Opportunity Program
998-5690
East Building, 239 Greene Street, Room 800

Housing (University)
998-4600
726 Broadway, 7th Floor

Housing (Off-Campus)
998-4620
4 Washington Square Village, East Lobby

International Students and Scholars, Office for
998-4720
561 La Guardia Place

Lost and Found
998-1305
Protection and Transportation Services, 14 Washington Place

Registrar, Office of the University
998-4850
25 West Fourth Street, 1st Floor

Registration Services
998-5054
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Safety, Campus
998-2222
14 Washington Place

The Steinhardt School of Culture, Education, and Human Development Graduate Departments

Administration, Leadership, and Technology
998-5520
East Building, 239 Greene Street, Suite 300

Applied Psychology
998-5555
Kimball Hall, 246 Greene Street, Suite 800

Art
998-5700
Barney Building, 34 Stuyvesant Street, Suite 300

Communicative Sciences and Disorders
998-5320
665 Broadway, 9th floor

Humanities and Social Sciences in the Professions
998-5636
Kimball Hall, 246 Greene Street, Suite 300

Media, Culture, and Communication
998-5191
East Building, 239 Greene Street, Suite 700

Music and Performing Arts Professions
998-5424
Education Building, 35 West Fourth Street, 7th Floor

Nutrition, Food Studies, and Public Health
998-5580
Education Building, 35 West Fourth Street, 10th Floor

Occupational Therapy
998-5825
Education Building, 35 West Fourth Street, 11th Floor

Physical Therapy
998-9400
380 Second Avenue, 4th Floor

Teaching and Learning
998-5470
East Building, 239 Greene Street, Suite 200