

# New York University Bulletin



GRADUATE 2011-2013

## NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music

# Administration, Leadership, and Technology

**DEGREES**

M.A., Ed.D., Ph.D., Advanced Certificate

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*Notice:* The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU's student information website.

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**T**he Department of Administration, Leadership, and Technology prepares leaders, researchers, teaching faculty, multimedia specialists, and trainers for schools, colleges, nonprofit agencies, and business settings. Our programs lead to master's and doctoral degrees and advanced study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Our students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function. They learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.

# Faculty

**Gary L. Anderson**, Professor. B.A. 1971, Iowa; M.A. 1981, Columbia; Ph.D. 1988, Ohio State.

**Terry A. Astuto**, Professor. B.A. 1967, Cardinal Stritch College; M.S. 1974, Wisconsin (Milwaukee); Ed.D. 1984, Indiana.

**Laurie B. Behringer**, Visiting Assistant Professor. B.A. 1998, Loyola College; M.A. 2004, Ph.D. 2009, New York.

**Mary Erina Driscoll**, Chair and Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago.

**Ricki Goldman**, Professor. B.A. 1969, British Columbia; M.A. 1984, Hebrew ; Ph.D. 1990, Massachusetts Institute of Technology.

**Christopher Hoadley**, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.S. 1998, Ph.D. 1999, California (Berkeley).

**Colleen L. Larson**, Associate Professor. B.A. 1976, M.S. 1979, Ph.D. 1984, Wisconsin.

**Ann Marcus**, Professor. B.A. 1965, Brandeis; M.Sc. 1966, London School of Economics; Ed.D. 1989, Columbia.

**Matthew J. Mayhew**, Assistant Professor. B.A. 1996, Wheaton College; M.A. 1999, Brandeis; Ph.D. 2004, Michigan.

**Teboho Moja**, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison).

**Bridget N. O'Connor**, Professor. B.A. 1973, Evansville; M.S. 1978, Ph.D. 1983, Indiana.

**Jan L. Plass**, Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany).

**Francine Shuchat Shaw**, Associate Professor. A.A. 1967, Stephens College; B.S.Ed. 1969, M.A. 1971, Ph.D. 1976, Ohio State.

**Frances King Stage**, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State.

**Robert T. Teranishi**, Associate Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles).

**Number of Adjunct Faculty:** 12

## *Affiliated Faculty*

**Floyd M. Hammack**, B.A., M.A., Ph.D.

**Leslie Santee Siskin**, M.A. 1987, Ph.D. 1992, Stanford.

**Harold Wechsler**, B.A. 1967, M.A., 1969, Ph.D. 1973, Columbia.

# Educational Leadership

## DIRECTOR

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## DEGREES

M.A., Ed.D., Ph.D.,  
Advanced Certificate

## FACULTY

Anderson, Astuto,  
Driscoll, Larson

## AFFILIATED FACULTY

Siskin

## ADJUNCT FACULTY

Ebenstein, Feijoo,  
Gibson, Guerriero,  
Riccobono

## The Program in Educational Leadership

prepares students for leadership positions in education and policy at the community, school, district, state, and national levels. The demands of effective and responsive professional practice in education are increasingly complex. Our curriculum addresses these complexities through a solid grounding in understanding multiple perspectives on professional practice in a multicultural environment.

Students critically examine the conceptual, organizational, political, social, managerial, interpersonal, and technical dimensions of leading schools as well as the social and educational support organizations that are vital to increasing educational opportunity for children and youth living in urban communities. The research agendas of the faculty and students center on the nexus between theory and practice and explore critical issues facing educational leaders and policy makers today. Collaborations between and among faculty and students and linkages with practicing educational leaders are important components of the program.

## OVERVIEW

Our programs are grounded in the belief that advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning. Our curriculum is rooted in the contemporary context of educational practice. Students actively engage in a process that develops habits of scholarship that are vital to understanding schools and communities, stimulate intellectual growth, and enhance the practical wisdom of good leaders and policy makers. Our programs of study cultivate a deep understanding of life in schools and communities and the ability to read and interpret research to inform leadership practice.

Our commitment is to support the work of leaders and policy makers who care about enhancing opportunities for children and youth through programs that are relevant, engaging, and authentically linked to both the daily and enduring challenges of professional practice. Our graduate students participate in critical examinations of the multifaceted and complex dimensions of schools and the communities they exist to serve.

## CAREER OPPORTUNITIES

Our graduates assume key leadership roles in education, nationally and internationally. Among them are superintendents, principals, directors, supervisors of various programs, school business administrators, assistant principals, university professors, policy researchers, policy analysts, community organizers, and advocates.

## DEGREE REQUIREMENTS

The Educational Leadership program offers two options leading to master's degrees. Although the programs are distinct, students in both share some common requirements and have opportunities to create learning experiences that join the perspectives of those who work in and with schools. Core faculty for both programs collaborate with talented senior practitioners in relevant fields in order to create academic and professional experiences that enable students to learn about key issues and emerging practices in their chosen field.

Both programs provide opportunities for studying issues of politics and policy in education that can prepare individuals who will want to pursue future study in educational leadership, policy studies, or other related fields of advanced study.

### ***The Master of Arts Degree in Educational Leadership, Politics, and Advocacy***

This program prepares students who want to work toward social and education equity through leadership, politics and policy, and advocacy positions in and around schools. Graduates will work in child and community advocacy organizations; policy and research centers; private, charter, and independent schools; and international and nongovernmental organizations (NGOs).

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student's purposes and goals. Students can pursue multiple paths toward analyzing and critically assessing issues of leadership and policy at the federal, state, and local levels and learn to employ multiple approaches to inquiry and research. Students choose from a wide array of options, including economic analysis, policy analysis, demographic studies, participatory action research,

survey design, and ethnographic and case study inquiry.

The program of study consists of 36 units of course work and continuous field-based experience. It is designed to accommodate both full-time or part-time study; course work starts each September (summer course work is also available and encouraged), and full-time students can complete the program in just three 12-unit semesters. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of impoverished children and youth, and implications for leadership within and outside of educational settings. Eighteen of the 36 units represent required courses focusing on content requirements: Advocacy and Education *AML-GE.2205*, Internship in Educational Leadership, Politics, and Advocacy *EDLED-GE.2160*, Organizational Theory I *AML-GE.2053*, Politics of Education *EDLED-GE.2341*, Participatory Action Research *RESCH-GE.2130*, Demographic Analysis and School/Community Planning *EDLED-GE.2367*. All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student's interests. Additional field-based opportunities are also embedded in coursework throughout the program. The remaining 15 units represent electives. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy.

This program is well-suited for individuals who have a sound background in education as well as for those who have little formal experience but want to study and work at the nexus of leadership, politics and policy, and advocacy within the current sociocultural, political, and economic context of education. Strong candidates for this program are interested in building capacity in and around schools and universities by creating collaborative networks, engaging in research and policy analysis, and enhancing communication between educational systems, human service providers, and the broader public they serve.

This program does not lead to New York State Certification as a School

Building Leader (SBL) (assistant principal or principal). Students interested in obtaining state certification, through a master's degree, participate in the M.A. Program in Educational Leadership: School Building Leader.

**Master of Arts Degree in Educational Leadership: School Building Leader**

This program prepares students who want to work toward equitable and good schools for all children and youth. Graduates of the program work as teacher leaders, as principals, and in a variety of other educational leadership positions in public and private schools.

The master's degree program consists of 36 units of coursework that provide opportunities for continuous leadership experiences. Each course incorporates multiple perspectives, themes of equity and social justice, a focus on the needs and experiences of diverse children and youth, and implications for leadership. Twenty-one of the 36 units included in the program are required courses that focus on the content requirements, and three units are linked to the culminating internship. Required courses include Professional Seminar in Educational Leadership *EDLED-GE.2005*, Excellent School Seminar I—School Design *EDLED-GE.2080*, Excellent School Seminar II—Teachers and Students *EDLED-GE.2085*, Leadership for School Improvement *EDLED-GE.2305*, Politics of Multicultural School Communities *EDLED-GE.2342*, Data-Driven Decision Making and Leadership *EDLED-GE.2343*, and Organizational Theory I *AMLT-GE.2053*.

The additional 12 units represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to school improvement, teaching and learning, and community engagement and collaboration based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program; from departmental courses in educational technology and in higher and postsecondary education; and from courses throughout the University in related areas such as teaching and learning, applied psychology, history and sociology of education, public policy, and communications.

Strong candidates for this program must have experience in PK-12 education and a minimum of two years of

teaching or student services experience. Throughout the program, successful candidates develop a leadership portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning. Candidates who successfully complete the M.A. program will be eligible for the Master of Arts degree in educational leadership: school building leader. Completion of the M.A. means that students will have successfully completed the academic preparation leading to New York state certification as a school building leader. Students are eligible for the state certification as a school building leader when they have also met all other state requirements, including successful completion of the assessment for all school building leader candidates administered by the New York State Education Department.

**Certificate of Advanced Study in Educational Leadership: School District Leader**

This program is appropriate for individuals interested in leadership opportunities as a superintendent, associate superintendent, or other district-level administrator. Prior to admission to the program, candidates must have completed both a master's degree in education and the requirements for certification in School Building Leadership (or its equivalent). The Certificate of Advanced Study consists of 24 units, including 21 units of coursework; continuous leadership experiences; and a three-unit culminating internship.

Required courses include School Finance, Budget, and Facilities *EDLED-GE.2012*, School District Leadership *EDLED-GE.2035*, Education Law *EDLED-GE.2207*, Leadership for School Improvement *EDLED-GE.2305*, Politics of Education *EDLED-GE.2341*, Data-Driven Decision Making and Leadership Development *EDLED-GE.2343*, and Demographic Analysis and School/Community Planning *EDLED-GE.2367*.

Candidates are required to develop a portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning.

Candidates who complete the program are eligible for the Certificate of Advanced Study in Educational Leadership: School District Leader. Candidates recommended for the certificate of

school district leader will have successfully completed New York State assessment requirements.

**Doctoral Programs**

The Doctor of Education (Ed.D.) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (Ph.D.) program is designed for those who wish to pursue careers as professors or researchers. Course work emphasizes critical analysis of contemporary problems of practice in collaborative study environments with professors, school administrators, and colleague doctoral students. The Ed.D. and Ph.D. programs require a minimum of 42 units beyond the Certificate of Advanced Study. However, the Certificate of Advanced Study is not required for admission.

**Administrative Core** (15 units): Educational Reform and Leadership *AMLT-GE.3301*, Organizational Theory II *AMLT-GE.2054*, Professional Seminar in Administration I *EDLED-GE.3097*, Information Strategies for Educational Policy and Practice *EDLED-GE.3015*, Educational Policy Analysis *EDLED-GE.3005*.

**Research in the Ed.D. Program** (15 units): Dissertation Proposal Seminar *EDLED-GE.3013*, Research in Educational Leadership *EDLED-GE.3001*, and nine units of research electives.

**Research in the Ph.D. Program** (21 units): Dissertation Proposal Seminar *EDLED-GE.3013*, Research in Educational Leadership *EDLED-GE.3001*, and 15 units of research electives in qualitative and quantitative studies.

## ADMISSION REQUIREMENTS

Applicants must follow the schoolwide application requirements for NYU Steinhardt degree programs. In doing so, applicants should specify professional experiences in schools and other organizations that work with children and youth, including volunteer work with nonprofit organizations, service

learning projects, community organizing activities, or any other leadership activities in the community and/or other relevant or related experiences; address an interest in and potential for educational leadership in their statement of purpose; and provide two letters of recommendation written by people who have been responsible for

evaluating academic or professional work, such as professors and workplace supervisors.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 169. ▶

# Digital Media Design for Learning: Educational Communication and Technology

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### DEGREES

M.A., Ph.D.,  
Advanced Certificate

### FACULTY

Goldman, Hoadley,  
Plass, Shuchat Shaw

### ADJUNCT FACULTY

Majzlin, Migliorelli,  
Stewart, Schilling

### The Program in Digital Media Design

**for Learning (DMDL)** awards the Master of Arts degree and the Certificate of Advanced Study. The curriculum focuses on the design, use, and evaluation of digital media learning environments.

**The Program in Educational Communication and Technology (ECT)** awards a Doctor of Philosophy. This Ph.D. program focuses on conducting qualitative and quantitative empirical research and evaluation of the effectiveness and learning outcomes of such resources and environments.

Both the DMDL programs and the ECT doctoral program courses are organized in several categories: foundations of communication and technology learning theory; educational media design foundations; media design electives; advanced media design electives, including games for learning; field internships; and educational media research, including a master's thesis, doctoral courses, and dissertation seminars.

All three programs prepare individuals for leadership and other professional roles in the diverse field of educational media and technology. Many M.A. and Advanced Certificate graduates design and produce digital technology-based learning environments, for example simulations and games. Some of our students work as interaction designers for exhibitions in museums and other cultural institutions. Others design and produce educational media for network and cable television, radio, handheld and portable devices; their work includes educational videos, multimedia, and software applications. Others are administrators and directors of academic technology, either K-12 or in higher education, or in corporate training for which media and technology have long been used. Graduates from the ECT doctoral program are faculty in higher education, where they teach and do

research in educational communication and technology; others with advanced degrees conduct research, evaluation, design, and development in centers with university, government, or corporate affiliations.

Both DMDL and ECT students ground their design decisions and principles in a strong, theoretical framework. The program is particularly interested in those features of digital media and technologies with potential to have cognitive, motivational, and sociocultural significance for learners. Design is viewed as pivotal to the nature, quality, and effectiveness of learning with technologies. Students and faculty approach this matter of design by understanding diverse perspectives on learning. Of special interest is the development of design principles informed by theoretical foundations and empirical findings, including studio-based learning, cognitive science, the learning sciences, sociocultural theory, constructivism and constructionism, visual and auditory communication, human-computer interaction, and human symbolization.

Of special interest is the intersection of design, cognition, and culture and how their interchange can inform the design of media-based learning environments. Cultural research involves the study of cultural contexts and social dimensions of learning environments, including using digital video-based ethnographic data analysis and interactive software as tools for data analysis. Cognition-based research involves the study of human cognitive architecture and socio-cultural learning theories. Design-based research includes the development, use, and evaluation of emerging media for learning.

CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education, is housed in the DMDL/ECT Programs. CREATE's

goal is to advance the cognitive science and sociocultural foundations by conducting empirical research on the educational design and use of advanced digital media for learning. Faculty from our programs also play a leadership role in the Games for Learning Institute (G4LI), a multi-institutional, cross-disciplinary initiative to study the design of effective games for learning. Another lab in DMDL/ECT is dolcelab. The dolcelab for the design of learning, collaboration, and experience houses research designing for human empowerment through learning, with a special focus on design for sustainability and global development. A variety of research projects are ongoing in both labs, providing a range of research opportunities for doctoral, master's, and advanced undergraduate students at NYU.

### DEGREE REQUIREMENTS

The DMDL/ECT programs courses are organized in categories: foundations of educational communication and technology, design foundations, design electives, media research and doctoral seminars, and professional applications. Requirements for the master's degree, the advanced certificate, and the doctoral degree refer to these categories; for the doctoral degree, there are additional requirements in categories set by NYU Steinhardt.

### Master of Arts

The DMDL Master of Arts is a 36-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; four courses selected from the design elective category and professional applications category; two electives chosen from other NYU graduate programs; and the Master of Arts final or thesis project. Academic advisers may recommend

additional courses for students who lack adequate background in the fields of education or psychology.

#### **Certificate of Advanced Study**

The DMDL Advanced Certificate is a 30-unit program: three courses in the foundations of educational communication and technology category; two courses in the design foundations category; three courses selected from the design elective category and professional applications category; and two electives chosen from other NYU graduate programs. In addition, students in the certificate program must complete and write a report about three years of professional work experience in the field of educational media and technology; this three-year requirement may be completed before, during, or after completion of coursework.

#### **Doctor of Philosophy**

The ECT doctorate is a 57-unit program. Doctoral students are required to take seven specialization courses (21 units, including two courses in the foundations of educational communication and technology category, two courses in the research and doctoral seminars category, and three courses selected from any other ECT course category). An additional requirement of 36 units, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar; the dissertation proposal seminar; and two cognate (elective) courses. ECT doctoral students must meet and successfully pass the candidacy requirement, a scholarly literature review and research proposal related to dissertation research planned; prepare and present an approved dissertation proposal; and conduct and document dissertation research and present it successfully in an oral defense.

#### **DMDL/ECT SUPPLEMENTARY APPLICATION REQUIREMENTS**

##### **Master of Arts**

In addition to the standard Steinhardt application form, the DMDL program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the Master of Arts program? (3) In your view, what are several of the strengths of media and technology when designed

and used for educational purposes? (4) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing?

Applicants may also provide samples of previous academic or professional work in the field and must attend an admissions interview.

##### **Certificate Program**

In addition to the standard Steinhardt application form, the DMDL program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals in the field of educational communication and technology? (2) What areas of knowledge and skills do you expect to develop while in the certificate program? (3) What professional work experiences in education and technology have you had, and how will this certificate program contribute to your professional development? (4) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (5) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

Applicants may also provide samples of previous academic or professional work in the field and must attend an admissions interview.

##### **Doctoral Program**

In addition to the standard Steinhardt application form, the ECT doctoral program requires a supplemental application requirement—a set of half-page essay responses to the following units: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? (4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. In what areas do you have an interest in research and theory? (5) In what content areas or for which audiences do you have an interest in designing digital media programs for

learning? What experiences led to these interests? (6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position. (7) Describe one or more significant academic or professional situation(s) in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? (8) What technology skills do you have, e.g., skills in digital media design, social network services, video game design, or productivity tools; in videography or editing? (9) What research skills and experiences do you have? Describe any previous research activities in which you participated, with a focus on the overall goal and your particular contributions toward achieving this goal.

Applicants may also submit samples of previous academic or professional work in the field and must attend an admissions interview.

#### **STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

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#### **SPECIAL OPPORTUNITIES**

Our programs offer an excellent array of educational media field internships in over 100 institutions in the greater metropolitan area. Students assist faculty in research, design, and production projects in all media with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or media programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects conducted by the Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE) and the Games for Learning Institute (G4LI). The program hosts guest speakers of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty obtain funding for projects that require research assistance. Students are strongly encouraged to contact faculty members they are interested in working with in advance.

All admitted full-time Ph.D. students are awarded a full funding package and are assigned to a faculty mentor. There is no special application for this funding program.

# Higher and Postsecondary Education

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## DEGREES

M.A., Ph.D., Ed.D.,  
Advanced Certificate

## FACULTY

Behringer, Marcus,  
Mayhew, Moja,  
O'Connor, Stage,  
Teranishi

## AFFILIATED FACULTY

Cohen, Hammack,  
Malczewski, Stimpson,  
Wechsler

## ADJUNCT FACULTY

Ellett, Nolan, Wood

## The Program in Higher and

**Postsecondary Education** prepares individuals for leadership and service in a variety of postsecondary settings. The Master of Arts Program focuses on entry- and mid-level positions in student activities, enrollment management, financial aid, housing and residence life, student life, career services, and similar opportunities in student affairs. Doctoral programs help individuals develop competencies in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, and international higher education. Students benefit from strong links with two- and four-year institutions in the metropolitan New York area as well as the frequent and close interaction among students, faculty, and NYU administrators.

The Master of Arts Program in Teachers of Business in Higher Education and the Advanced Certificate in Workplace Learning program focus on careers as teachers of business subjects in community colleges and private (for-profit) business schools and as learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government.

New York University's Program in Higher and Postsecondary Education offers two doctoral programs: the Ph.D. program in higher and postsecondary education and the Ed.D. program in higher and postsecondary education. Both programs emphasize broad knowledge of the field, including an international dimension; issues of access and equity; state and federal policy; student learning and development; workplace learning; and institutional development and assessment. While the programs share some commonalities, the goals and objectives are quite different. The Ph.D. program is a research degree designed for students who aspire to conduct research throughout their careers in roles such as faculty, researchers, government employees, policy scholars, or institutional researchers. The Ed.D. program, on the other hand, is designed for current practitioners who aspire to senior leadership positions in colleges, universities, and other public and private organizations and who may occasionally participate in designing research studies

but will more frequently use their knowledge gained in the program to interpret the research of others for their own institution.

## CAREER OPPORTUNITIES

Graduates of the M.A. Program in Higher Education and Student Affairs are employed in entry-level and middle-management positions in colleges and universities throughout the country. They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services.

Graduates of the master's degree Program in Teachers of Business in Higher Education, the Advanced Certificate in Workplace Learning, and the post-master's Advanced Certificate in Business Education are employed in both postsecondary education and organizational learning and development environments. Those emphasizing instruction teach business subjects, including accounting, management, marketing, international business, and information systems, at community colleges and private business schools. Graduates with a learning and development focus are employed in human resource development and learning and development departments in both the public and private sectors.

## DEGREE REQUIREMENTS

### Master of Arts

*Master of Arts in Higher Education and Student Affairs*

The M.A. Program in Higher Education and Student Affairs blends academic study with practice through intensive internships at NYU and throughout the New York City metropolitan area. Part-time students combine academic study with their practice in current higher education positions.

The M.A. program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-unit program includes 18 required units in higher education and 18 units in electives, 15 of which may be taken outside the program. Students also have the option of selecting an unofficial Area of Study in order to design a course plan around one of the following: Student Affairs, Administration and Academic

Affairs, International Education, and Workplace Learning Leadership.

Academic coursework is applied to practice through a two-year internship taken in the first years of study unless the individual is currently working in the field. During the final semester of study, students must complete a capstone project that integrates student experiences in the program into a portfolio that communicates their developing areas of interest. Full-time students generally complete the master's degree in two years or less.

## Required Courses in Higher Education

(18 units): College Student Learning and Development *HPSE-GE.2069*, Foundations of Higher Education *HPSE-GE.2090*, Internship in Higher Education *HPSE-GE.2141*, Diversity in Higher Education *HPSE-GE.2161*, Leadership in Higher Education *HPSE-GE.2097* or International Perspectives on Educational Reforms *AMLT-GE.2072*, Research Approaches and Techniques in Postsecondary Education *HPSE-GE.2088*, and Electives (18 units) by advisement.

### Master of Arts in Teachers of Business Education in Higher Education

The M.A. Program in Teachers of Business Education in Higher Education prepares students for careers as teachers of business subjects in community colleges, private business schools, and four-year colleges and as learning and development specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master's degree, 36 units are required in the following areas:

**Foundations** (9 units): Foundations courses can come from higher and postsecondary education as well as educational psychology, educational sociology, and instructional technology.

**Content** (9 units): Courses in the business discipline specialization, such as accounting, marketing, management, finance, and information systems. Courses may be taken in the graduate division of the Leonard N. Stern School of Business or the Robert F. Wagner Graduate School of Public Service.

**Core Specialization** (18 units): Learning in Higher and Workplace Education *HPSE-GE.2122*, Research Approaches and Techniques in Postsecondary Education *HPSE-GE.2088*, Workplace Learning *HPSE-GE2010*, Measurement and Evaluation in Business and Business Education *HPSE-GE2090*, Evaluation of Current Literature in Business and Business Education *HPSE-GE2004*, Designing and Managing Organizational Learning Programs *HPSE-GE2081*.

#### *Advanced Certificate*

The program offers two Advanced Certificates. The postbaccalaureate Certificate Program in Workplace Learning consists of 15 units and provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Courses are chosen from among Workplace Learning *HPSE-GE2010*, Designing and Managing Organizational Learning Programs *HPSE-GE2081*, Research Approaches and Techniques in Postsecondary Education, *HPSE-GE.2088*, Learning in Higher and Workplace Education *HPSE-GE.2122*, Evaluation of Current Literature in Business and Business Education *HPSE-GE2004*, and Colloquium in Workplace Education *HPSE-GE2070*.

The program also offers an Advanced Certificate of Study in Teachers of Business Education in Higher Education that consists of 30 units beyond the master's degree. This highly flexible program permits students to pursue their individual career goals through focused course work, independent study, and research.

#### **Doctoral Programs**

##### *Ph.D. Program in Higher and Postsecondary Education*

The Ph.D. curriculum embraces issues of access and equity; state and federal policy; student development; workplace learning; and institutional development and assessment. The strength of our Ph.D. program stems from the range of interests and expertise of our faculty in research, policy development, and institutional leadership. The curriculum includes an extensive and rigorous sequence of research courses that prepare students for the dissertation, which focuses on a question that requires the combined use of literature and a research problem that is empirically investigated. The curriculum offers significant flexibility to ensure that students can construct an individualized program to support

their research interests. To be admitted to Ph.D. candidacy, students prepare and defend a candidacy paper, which is an analytical synthesis of the research and related scholarly literature on a researchable problem of significant interest to higher and postsecondary education. The Ph.D. dissertation will be an empirical study that results in the creation of new knowledge.

To be considered for the Ph.D. program, applicants plan to study either full-time or part-time. Applicants are evaluated based on a number of factors, including their prior academic history; GRE scores; statements of interest, academic and professional recommendations, writing sample, and an interview with program faculty.

The Ph.D. requires approximately 60 units beyond the master's degree, including 18–24 units of higher education specialization, and a dissertation. Full-time students generally complete a doctoral degree in three to five years. The time required for part-time students depends on the time they are able to devote to their studies.

Course plans are designed according to Ph.D. Program Guidelines: Doctoral Seminar *HPSE-GE.3009*; Higher Education Specialization (18–24 units), including required courses (6 units): Doctoral Colloquium in Higher Education *HPSE-GE.3001* and Theoretical Perspectives for Research on College Students *HPSE-GE.3120*. Foundations of Education (6 units by advisement). Research (18 units of quantitative and qualitative research courses by advisement and the 3-unit Higher Education Dissertation Proposal Seminar *HPSE-GE.3015*). Cross-disciplinary preparation/cognate electives (6 units by advisement).

##### *Ed.D. Program in Higher and Postsecondary Education*

The Ed.D. program is a part-time cohort program that focuses on issues of how research can be utilized to inform professional practice and centers on an extensive program of course work in higher and postsecondary education. It requires 60 units beyond the M.A. degree. Required courses for Ed.D. study: Doctoral Seminar *HPSE-GE.3009*, Doctoral Colloquium in Higher Education *HPSE-GE.3001*, Theoretical Perspectives for Research on College Students *HPSE-GE.3120*, and two summer workshops (one each taken in consecutive summers). Electives can include the history of higher education, organizational theory, globalization,

finance and governance, adult and workplace learning, and organizational studies. The culminating experience is a portfolio that includes both a research report and another product that may take the form of a policy brief, article, book chapter, workshop design, professional presentation, or curriculum project.

To be considered for the Ed.D. program, applicants should have substantial work experience in a college or university or serving an educational leadership role in a private or public organization; current administrative position of significant scope; several years of sequentially more responsible administrative experience; and the ability to commit to a three-year course of study. Prior academic history, GRE scores, academic and professional references, and an interview with program faculty are important elements of the application process.

#### **SUPPLEMENTAL APPLICATION REQUIREMENTS**

Individuals may apply to study on a full- or part-time basis for the master's and doctoral programs. Admission to all degree programs is very competitive. Three letters of recommendation are required for both master's and doctoral applicants.

While candidates for part-time study in the master's degree program in higher education and student affairs may apply for fall or spring admission, candidates for full-time study may apply only for the fall semester. The deadline for applying to the master's degree program in higher education and student affairs for the fall semester is January 6. This deadline is mandatory due to the extensive time requirements needed in the internship interview process. After preliminary admission, selected students who seek internships visit campus in order to meet with prospective internship supervisors. Applicants for full-time study must have an internship in order to qualify for admission.

Doctoral applicants should arrange for an interview with a program faculty member to determine the congruence of their professional aspirations and the program's purposes and directions. Additionally, after admission, visits to campus are helpful to admitted doctoral students who are seeking financial support.

## STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSITANTSHIPS

See page 169. ►

### SPECIAL OPPORTUNITIES

The Department of Administration, Leadership, and Technology, in

conjunction with the University of Pretoria in South Africa, offers an intensive 6-unit summer study abroad program that focuses on education reforms that have been implemented following major social reforms in South Africa. The course is relevant for people with broad interests in education

reform issues, including educational administrators, teachers, researchers, policy analysts, and anyone interested in learning about other cultures and other educational systems.

# Courses

The courses listed herein are to be offered in 2011-2013.

### NOTES TO COURSES

\*Registration closed to special students.

## DEPARTMENTAL COURSES/ AMLT-GE

Courses established by the department to be used by one or more programs as elective or required offerings.

### Organizational Theory I

AMLT-GE.2053 *Astuto*. 30 hours: 3 units. Fall.

### Organizational Theory II

AMLT-GE.2054 *Astuto*. 30 hours: 3 units. Spring.

*Prerequisite:* AMLT-GE.2053 or permission of instructor.

### Introduction to Management and Information Science

AMLT-GE.2055 *Staff*. 30 hours: 3 units. Fall.

### International Perspectives on Education Reform

AMLT-GE.2072 *Moja*. 30 hours: 3 units. Fall.

### Introduction to Information Systems

AMLT-GE.2080 *O'Connor*. 30 hours: 3 units. Spring.

### Application of Computers to Administration

AMLT-GE.2428 *Staff*. 30 hours: 3 units. Fall, spring.

### Quantitative Methods in Organizational and Administrative Studies

AMLT-GE.3027 *Driscoll*. 30 hours: 3 units. Spring.

### Educational Reform and Leadership

AMLT-GE.3301 *Anderson*. 30 hours: 3 units. Spring.

### Dissertation Proposal Seminar

AMLT-GE.3400 *Staff*. 45 hours: 3 units. Fall, spring.

## BUSINESS EDUCATION/ HPSE-GE

### Evaluation of Current Literature in Higher Education and Business

HPSE-GE.2004 *O'Connor*. 30 hours: 3 units. Spring.

### Supporting Learning in the Workplace

HPSE-GE.2010 *O'Connor*. 30 hours: 3 units. Spring.

### Curriculum Development in Business Education

HPSE-GE.2046 *Staff*. 30 hours: 3 units. Fall.

### Colloquium in Workplace Education

HPSE-GE.2070 *O'Connor*. 30 hours: 3 units. Spring.

### Designing and Managing Organizational Learning Programs

HPSE-GE.2081 *O'Connor*. 30 hours: 3 units. Fall.

### Institutional Assessment in Higher Education

HPSE-GE.2090 (*See HPSE-GE.2087*)

### Internship in Business Education

HPSE-GE.2105,2106\* *O'Connor*. 90 hours: 3-6 units each term. Fall, spring; hours to be arranged. Registration by permission of instructor.

### Independent Study

HPSE-GE.2300 *Staff*. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

## EDUCATIONAL LEADERSHIP/ EDLED-GE

### Professional Seminar in Educational Leadership

EDLED-GE.2005 *Staff*. 30 hours: 3 units. Fall.

### School Finance, Budget, and Facilities

EDLED-GE.2012\* *Staff*. 30 hours: 3 units.

### School District Leadership

EDLED-GE.2035 *Staff*. 30 hours: 3 units.

### Management Information Systems for Administrators

EDLED-GE.2037 *Staff*. 30 hours: 3 units.

### Excellent School Seminar I: School Design

EDLED-GE.2080 *Staff*. 30 hours: 3 units. Fall.

### Excellent School Seminar II: Teachers and Students

EDLED-GE.2085 *Astuto*. 30 hours: 3 units. Spring.

### Internship in Educational Leadership

EDLED-GE.2159 *Astuto*. 300 hours: 3 units. Fall, spring, summer.

### Internship in Educational Leadership, Politics, and Advocacy

EDLED-GE.2160 *Astuto*. 300 hours: 3 units. Fall, spring, summer.

### Internship Seminar in School Leadership

EDLED-GE.2161 *Astuto*. 30 hours: 3 units. Fall, spring, summer.

### Advocacy in Education

EDLED-GE.2205 *Anderson*. 30 hours: 3 units. Fall.

### Education Law

EDLED-GE.2207 *Staff*. 30 hours: 3 units. Summer.

### Transforming the Urban High School

EDLED-GE.2240 *Siskin*. 30 hours: 3 units. Spring.

### Independent Study

EDLED-GE.2300\* *Staff*. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.

**Leadership for School Improvement**  
EDLED-GE.2305 *Staff. 30 hours: 3 units.*  
*Fall, summer.*

**Politics of Education**  
EDLED-GE.2341 *Staff. 30 hours: 3 units.*  
*Spring, summer.*

**The Politics of Multicultural School Communities**  
EDLED-GE.2342 *Larson. 30 hours: 3 units.*  
*Spring, summer.*

**Data-Driven Decision Making and Leadership**  
EDLED-GE.2343 *Driscoll. 30 hours: 3 units.*  
*Spring.*

**Research on School Choice**  
EDLED-GE.2350 *Staff. 30 hours: 3 units.*  
*Spring*

**Demographic Analysis and School-Community Planning**  
EDLED-GE.2367 *Driscoll. 30 hours: 3 units.*  
*Spring.*

**Individual Learning Systems for Administrators**  
EDLED-GE.2901\* *Astuto. 30–120 hours: 3–12 units.*  
*Fall, spring, summer*

**Research in Educational Leadership**  
EDLED-GE.3001 *Staff. 30 hours: 3 units.*  
*Fall.*

**Educational Policy Analysis**  
EDLED-GE.3005 *Staff. 30 hours: 3 units.*  
*Spring.*

**Information Strategies for Educational Policy and Practices**  
EDLED-GE.3015 *Driscoll. 30 hours: 3 units.*  
*Spring.*

**Professional Seminar in Educational Leadership Studies I and II**  
EDLED-GE.3097\*,3098\* *Staff. 30 hours: 3 units.*  
*Fall, spring.*

## **EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE**

*FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY*

**Educational Design for Media Environments**  
EDCT-GE.2158 *Shuchat Shaw. 30 hours: 3 units.*  
*Fall.*

**Cognitive Science and Educational Technology I**  
EDCT-GE.2174 *Plass. 45 hours: 3 units.*  
*Spring.*

**Cognitive Science and Educational Technology II**  
EDCT-GE.2175 *Goldman, Plass. 30 hours: 3 units.*  
*Fall.*  
*Restricted to ECT majors.*

*EDUCATIONAL MEDIA DESIGN FOUNDATIONS*

**Architecture of Learning Environments**  
EDCT-GE.2017 *Goldman. 30 hours: 3 units.*  
*Spring.*

**Interaction Design for Learning Environments**  
EDCT-GE.2015 *Plass. 30 hours: 3 units.*  
*Fall.*

*MEDIA DESIGN ELECTIVES*

**Educational Video: Design and Production I**  
EDCT-GE.2153 *Shuchat Shaw. 30 hours: 3 units.*  
*Spring.*

**Media for Museums and Public Spaces**  
EDCT-GE.2200 *Majzlin. 30 hours: 3 units.*  
*Spring.*

**Evaluating Emerging Technologies for Education**  
EDCT-GE.2250 *Goldman. 30 hours: 3 units.*  
*Fall.*

**Educational Design for the World Wide Web I**  
EDCT-GE.2251 *Staff. 30 hours: 3 units.*  
*Fall, summer.*

**New Approaches to Digital Learning: Topics in Educational Media**  
EDCT-GE.2031 *Staff. 30 hours: 3 units.*  
*Spring.*

*ADVANCED MEDIA DESIGN ELECTIVES*

**Educational Video: Design and Production II**  
EDCT-GE.2154 *Shuchat Shaw. 30 hours: 3 units.*  
*Fall.*  
*Prerequisite: EDCT-GE.2153 or permission of the instructor.*

**Advanced Video Design Workshop**  
EDCT-GE.2156 *Shuchat Shaw. 30 hours: 3 units.*  
*Fall.*  
*Prerequisite: EDCT-GE.2154 or permission of instructor.*

**Simulations and Games for Education**  
EDCT-GE.2176 *Plass. 30 hours: 3 units.*  
*Fall.*  
*Prerequisites: EDCT-GE.2174, EDCT-GE.2175, or permission of the instructor.*

**Advanced World Wide Web Design Lab**  
EDCT-GE.2177 *Staff. 30 hours: 3 units.*  
*Spring.*  
*Prerequisite: EDCT-GE.2251.*

*PROFESSIONAL APPLICATIONS*

**Professional Applications of Educational Media in New York City**  
EDCT-GE.2211 *Majzlin. 30 hours: 3 units.*  
*Fall.*

**Integrating Media and Technology in the K-12 Curriculum**  
EDCT-GE.2018 *Staff. 10 hours per unit: 1–3 units.*  
*Fall, spring, summer.*

**Media Practicum: Internships**  
EDCT-GE.2197 *Majzlin. 180 hours: 3 units.*  
*Fall, spring, summer.*  
*Includes fieldwork and seminar on campus. May be taken a maximum of two times.*

**K-12 Student Teaching in Educational Communication and Technology**  
EDCT-GE.2198 *Majzlin. 180 hours: 3 units.*  
*Fall, spring.*  
*Includes fieldwork and seminar on campus. May be taken a maximum of two times.*  
*Permission of the instructor is required.*  
*Repeatable to a maximum of 6 units.*

*MASTER OF ARTS THESIS PROJECT*

**Educational Communication and Technology Research**  
EDCT-GE.2095 *Shuchat Shaw. 15 hours per unit: 1–3 units.*  
*Fall, spring.*  
*Restricted to ECT majors. Permission of the M.A. program coordinator required.*

*RESEARCH AND DOCTORAL SEMINARS*

**Digital Video Ethnography: Cultural Interpretations with New Media**  
EDCT-GE.2075 *Goldman. 30 hours: 3 units.*  
*Spring.*

**Content Seminar in Research in Instructional Technology**  
EDCT-GE.3311 *Goldman, Plass, Hoadley. 45 hours: 3 units.*  
*Spring.*  
*Permission of the instructor required.*  
*Restricted to ECT majors.*

**Advanced Seminar in Research and Practice in Educational Technology**

EDCT-GE.3076 *Goldman, Plass, Hoadley. 30 hours: 3 units. Fall. Prerequisite: EDCT-GE.3311.*

**Doctoral Colloquium in Educational Communication and Technology**

EDCT-GE.3315 *Plass. 15 hours per unit: 1-3 units. Spring. Permission of the instructor required.*

**INDEPENDENT STUDY**

**Independent Study**

EDCT-GE.2300 *Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged. For description, see page 162.*

**HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE**

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**The College Environment**

HPSE-GE.2015 *30 hours: 3 units.*

**The College Presidency**

HPSE-GE.2025 *30 hours: 3 units. Fall.*

**Comparative Higher Education Studies**

HPSE-GE.2041 *30 hours: 3 units. Fall.*

**The Community College**

HPSE-GE.2057 *30 hours: 3 units. Spring.*

**The Impact of College on Student Success**

HPSE-GE.2068 *30 hours: 3 units.*

**College Student Learning and Development**

HPSE-GE.2069 *30 hours: 3 units. Spring.*

**Enrollment Management and Retention Programs in Higher Education**

HPSE-GE.2070 *30 hours: 3 units. Spring.*

**Managing Administrative Services in Colleges**

HPSE-GE.2085 *30 hours: 3 units. Summer.*

**Institutional Assessment in Higher Education**

HPSE-GE.2087 *30 hours: 3 units. Fall.*

**Research Approaches and Techniques in Postsecondary Education**

HPSE-GE.2088 *30 hours: 3 units. Fall.*

**Foundations of Higher Education**

HPSE-GE.2090 *30 hours: 3 units.*

**Professional Seminar in Higher Education**

HPSE-GE.2093 *Marcus. 30 hours: 3 units. Spring.*

**Leadership in Higher Education**

HPSE-GE.2097 *Marcus. 30 hours: 3 units. Fall.*

**Higher Education and the Law**

HPSE-GE.2115 *Nolan. 30 hours: 3 units. Spring.*

**Financing Higher Education**

HPSE-GE.2117 *Staff. 30 hours: 3 units. Spring.*

**Higher Education Studies, Administrative Work, and Field Experiences**

HPSE-GE.2121 *135 hours: 3 units. Fall, spring. Permission of the instructor required.*

**Learning in Higher and Workplace Education**

HPSE-GE.2122 *O'Connor. 30 hours: 3 units. Spring.*

**Higher Education and Contemporary Society**

HPSE-GE.2131 *Staff. 30 hours: 3 units. Summer.*

**The Politics of Higher Education**

HPSE-GE.2135 *Brown. 30 hours: 3 units. Fall.*

**Internship in Higher Education**

HPSE-GE.2141 *Hubbard. 135 hours: 3 units. Fall.*

**Global Perspectives in Higher Education**

HPSE-GE.2151 *30 hours: 3 units. May be repeated once.*

**Diversity in Higher Education**

HPSE-GE.2161 *Teranishi. 30 hours: 3 units. Spring.*

**Independent Study**

HPSE-GE.2300 *Staff. 45 hours per unit: 1-6 units. Fall, spring, summer; hours to be arranged.*

**Doctoral Colloquium in Higher Education**

HPSE-GE.3001 *Marcus. 30 hours: 1-3 units.*

**Doctoral Seminar in Higher Education**

HPSE-GE.3009 *Staff. 30 hours: 3 units. Fall; hours to be arranged.*

**Globalization and Higher Education Reforms**

HPSE-GE.3109 *Moja. 30 hours: 3 units. Spring.*

**Economics and Finance of Higher Education**

HPSE-GE.3110 *Richardson. 30 hours: 3 units. Spring.*

**Governance of Colleges and Universities**

HPSE-GE.3119 *Richardson. 30 hours: 3 units. Spring.*

**Theoretical Perspectives for Research on College Students**

HPSE-GE.3120 *Stage. 30 hours: 3 units. Fall.*

# NYU Steinhardt

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