

New York University Bulletin



GRADUATE 2011-2013

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music

Applied Psychology

DEGREES

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

CONTENTS

Faculty 110

Special Departmental Features 111

Counseling and Guidance
and Counseling for Mental Health
and Wellness (M.A., Cert.) 112

Counseling Psychology (Ph.D.) 114

Educational Psychology (M.A.) 114

 General Educational Psychology 115

 Psychological Measurement
 and Evaluation 116

Human Development and
Social Intervention (M.A.) 116

Psychological Development (Ph.D.) 117

School Psychology
(Cert., Psy.D., Ph.D.) 118

Psychology and Social Intervention
(Ph.D.) 120

Financial Aid Opportunities 121

Courses 121

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.

CHAIR: JACQUELINE S. MATTIS | VICE CHAIR: ARNOLD H. GROSSMAN

KIMBALL HALL, 246 GREENE STREET, NEW YORK, NY 10003-6674

TELEPHONE: 212-998-5555 | FAX: 212-995-4358 | WEBSITE: steinhardt.nyu.edu/appsyach

The Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study scientific practitioners, researchers, and scholars. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As a department in an urban university, we are concerned with the multiethnic, multicultural issues and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, we are actively involved in research and community outreach, with particular emphasis on human development.

Though emphases and specific core requirements differ somewhat from program to program, each advanced program includes a commitment to a strong foundation in psychological science. Thus, all doctoral students are required to gain proficiency in areas of psychology, selected by advisement from among the following: social-emotional development, personality, history and systems, biological bases of behavior, social psychology, cognition, learning, and measurement/evaluation.

The department houses doctoral, certificate, and master's programs in several areas of applied psychology, including counseling and guidance, mental health and wellness, human development and social intervention, educational psychology, counseling psychology, psychological development, psychology and social intervention, and school psychology. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including cognition, language, social and emotional development, health and human development, applied measurement and research methods, working people's lives, spirituality, multicultural assessment, group and organizational dynamics, psychopathology and personality, sexual and gender identities, trauma and resilience, self-regulation and academic achievement, intervention and social change, schools and communities, and cultural contexts and immigration. The counseling and school psychology doctoral programs provide the credentials required for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degrees in counseling psychology and school psychology are fully accredited by the American Psychological Association. The M.A. program in Counseling for Mental Health and Wellness provides the credentials required for graduates to sit for the New York State Examination as a Licensed Mental Health Counselor. The M.A. program in School Counseling leads to New York State Certification.

Faculty

MJ. Lawrence Aber, Distinguished Professor of Applied Psychology and Public Policy. B.A. 1973, Harvard; Ph.D. 1982, Yale.

Ikuko Acosta, Clinical Assistant Professor of Art and Art Education and Applied Psychology. B.A. 1966, Rutgers; M.A. 1981, Ph.D. 2002, New York.

Alisha Ali, Associate Professor of Applied Psychology. B.Sc. 1992, M.Sc. 1996, Ph.D. 1998, Toronto.

LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology. B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.

Judith L. Alpert, Professor of Applied Psychology. B.A. 1966, Tufts; M.A. 1969, Ph.D. 1973, Columbia.

Joshua Aronson, Associate Professor of Applied Psychology. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton.

Jennifer Astuto, Research Assistant Professor of Applied Psychology. B.A. 1994, M.A. 1998, New York; Ph.D. 2006, City University of New York.

Clancy Blair, Professor of Cognitive Psychology. B.A. 1984, McGill; M.A. 1993, M.P.H. 1996, Ph.D. 1996, Alabama (Birmingham).

Mary M. Brabeck, Professor of Applied Psychology and Gail and Ira Drukier Dean of the NYU Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.

Sean P. "Jack" Buckley, Associate Professor of Applied Statistics and Applied Psychology. B.A. 1994, Harvard; M.A. 2001, Ph.D. 2003, SUNY (Stony Brook).

Elise Cappella, Assistant Professor of Applied Psychology. B.A. 1993, Yale; M.A. 2000, Ph.D. 2004, California (Berkeley).

Ronald P. Esposito, Associate Professor of Applied Psychology. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham.

Iris E. Fodor, Professor of Applied Psychology. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston.

Carol Gilligan, University Professor of Applied Psychology and the Humanities. B.A. 1958, Swarthmore College; M.A. 1961, Radcliffe College; Ph.D. 1964, Harvard.

Erin Brooke Godfrey, Assistant Professor of Applied Psychology. B.A. 1997, Oberlin College; Ph.D. 2010, New York.

Arnold H. Grossman, Professor of Applied Psychology and Vice Chair. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW.

Perry N. Halkitis, Professor of Applied Psychology and 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).

Jennifer L. Hill, Associate Professor of Social Sciences and Applied Psychology. B.A. 1991, Swarthmore College; M.S. 1995, Rutgers; Ph.D. 2000, Harvard.

Barbara Hesser, Associate Professor of Music Therapy and Applied Psychology; Artist in Residence. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music.

Diane Hughes, Professor of Applied Psychology. B.A. 1979, Williams College; M.S. 1983, Ph.D. 1988, Michigan.

Theresa J. Jordan, Associate Professor of Applied Psychology. B.A. 1971, M.A. 1972, Ph.D. 1979, New York.

Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1978, SUNY (Buffalo).

Robert Landy, Professor of Educational Theatre and Applied Psychology. B.A. 1966, Lafayette; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).

Jacqueline S. Mattis, Professor of Applied Psychology and Chair. B.A. 1989, New York; Ph.D. 1995, Michigan.

Sandee McClowry, Professor of Applied Psychology and Teaching and Learning. B.S. 1980, M.S. 1981, Northern Illinois, Ph.D. 1988, California (San Francisco); 1999 postdoctoral fellow, Yale.

Mary McRae, Associate Professor of Applied Psychology. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia.

Gigliana Melzi, Associate Professor of Applied Psychology. B.A. 1989, Clark; M.A. 1992, Ph.D. 1998, Boston.

Ronald Moglia, Associate Professor of Applied Psychology. B.S. 1966, Ursinus College; M.S. 1968, Ed.D. 1976, Temple.

Pamela A. Morris, Professor of Applied Psychology. B.A. 1990, Columbia; M.A. 1996, Ph.D. 1998, Cornell.

Randolph L. Mowry, Clinical Associate Professor of Applied Psychology. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).

Sumie Okazaki, Associate Professor of Applied Psychology. B.S. 1988, Michigan; M.A. 1990, Ph.D. 1994, California (Los Angeles).

C. Cybele Raver, Professor of Applied Psychology. B.A. 1986, Harvard; Ph.D. 1994, Yale.

Mary Sue Richardson, Professor of Applied Psychology. B.A. 1967, Marquette; Ph.D. 1972, Columbia.

Edward Seidman, Professor of Applied Psychology. B.S. 1963, Pennsylvania State M.A. 1965, Temple; Ph.D. 1969, Kentucky.

Selçuk R. Sirin, Associate Professor of Applied Psychology. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.

Carola Suárez-Orozco, Professor of Applied Psychology. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology.

Lisa Suzuki, Associate Professor of Applied Psychology. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).

Catherine Tamis-LeMonda, Professor of Applied Psychology. B.A. 1983, Ph.D. 1987, New York.

Niobe Way, Professor of Applied Psychology. B.A. 1985, California (Berkeley); Ed.D. 1994, Harvard.

Willavene Wolf, Professor of Applied Psychology. B.S. 1954, Rio Grande College; M.A. 1957, Ph.D. 1969, Iowa (Iowa City).

Internship Coordinator

Corinne Miller Weinman, Applied Psychology, Masters Programs in Counseling. B.A. Ed. 1969, City College of New York; M.A. 1977, New York; 1984, Graduate Fellow, American Institute for Psychotherapy and Psychoanalysis (New York). Licensed Mental Health Counselor, Licensed Psychoanalyst, Certified Rehabilitation Counselor.

Number of Adjunct Faculty: 41

Special Departmental Features

STUDY ABROAD

The Department of Applied Psychology offers a range of study abroad opportunities during winter sessions, intersessions, and summers. Further information is provided through the Office of Academic Initiatives and Global Programs: (www.steinhardt.nyu.edu/studyabroad).

THE CENTER FOR HEALTH, IDENTITY, BEHAVIOR, AND PREVENTION STUDIES (CHIBPS)

The Center for Health, Identity, Behavior, and Prevention Studies is a behavioral research center that conducts formative and intervention-based research in the areas of health, identity, and disease prevention, with an emphasis on the HIV and drug abuse epidemics. One of our principal missions is to identify and promote strategies to prevent the spread of these epidemics and to improve the lives of people living with these conditions. Our approach is multidisciplinary and examines the intersection of biological, contextual, cultural, and psychosocial factors. The center is directed by Dr. Perry Halkitis. For more information, visit www.steinhardt.nyu.edu/appsyach.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION

We have recently experienced unprecedented changes in the lives of children and youth in New York City, the United States, and elsewhere in the world because of globalization, shifting demographics, immigration, technological advances, and changes to the social and economic structures of families and institutions. By 2040, it is projected that the majority of U.S. children will be nonwhite. In the largest U.S. cities, such as New York City, this

is already the case. In light of these changing demographics, it is critical to address questions about the factors that promote school readiness and academic achievement of children and youth across diverse ethnic and cultural groups. Nonetheless, there continues to be a lack of research on the trajectories of academic success among children and youth across different ethnic and immigrant groups. Social scientists are finding they must devise entirely new, culturally sensitive methods of inquiry if they are to identify pathways to successful outcomes. Faculty and students of the Center for Research on Culture, Development, and Education (CRCDE) are doing just that. The center is codirected by Drs. Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa.

The Center for Research on Culture, Development, and Education website is www.steinhardt.nyu.edu/crcde.

THE CHILD AND FAMILY POLICY CENTER

The chief mission of the Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote healthy childhood development and school success to the forefront of policymaking and program implementation. The center conducts applied research that can inform efforts to develop effective programs and policies for young children and families. Through conferences, technical assistance activities, partnership projects, and publications, the center also communicates important knowledge about children and families to policy makers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit

children in New York City and New York State. The center's director, Dr. LaRue Allen, is a leading child development scholar who is currently directing a number of projects involving University-community partnerships. The center also draws on expertise from other sectors of the University and the Steinhardt School. New York University's Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.

INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE

Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming a majority in the U.S., bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from profes-

sional schools and the Faculty of Arts and Science. The institute's governing committee includes Professor Lawrence Aber, Chair of the Department of Applied Psychology; Professor Beth C. Weitzman, Associate Dean for Academic and Faculty Affairs; Professor Christo-

pher Flinn, Department of Economics, FAS; and Marcelo Suárez-Orozco, Courtney Sale Ross University Professor of Globalization and Education. The institute's director is Dr. C. Cybele Raver.

Counseling and Guidance for Mental Health and Wellness

CO-DIRECTORS

Alisha Ali
Randolph Mowry

Kimball Hall
212-998-5555

DEGREE

M.A., Advanced
Certificate

FACULTY

Ali, Grossman, Halkitis,
Juni, Mattis, McClowry,
McRae, Mowry,
Okazaki, Richardson,
Suarez-Orozco, Suzuki

AFFILIATED FACULTY

Landy

DIRECTOR OF INTERNSHIP

Weinman

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in counseling and guidance. The principles informing our work include understanding people across the life span in cultural contexts, promoting equity and social justice, and helping all people craft lives of wellness, health, and meaning.

Students wishing to pursue master's-level graduate study in counseling and guidance may choose one of two programs:

- Counseling for Mental Health and Wellness, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Graduates of the program are eligible for New York State Licensure as a Mental Health Counselor and additionally are eligible to take the National Counselors Exam to become a national certified counselor.
- Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as school counselors in grades K-12. Graduates are eligible for New York State certification as school counselors and additionally eligible to take the National Certified School Counselor Exam to become national certified school counselors.

The Certificate of Advanced Study is available to individuals who possess a master's degree in counseling and provides post-M.A. study in individually selected areas of counseling.

CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well-placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State licensure requirements allows one to engage in private psychotherapy practice. Many graduates go on to pursue advanced degrees, including doctoral study.

DEGREE REQUIREMENTS

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in this program complete 48 units of coursework. All students are required to take 34 units in the following courses: Professional Orientation and Ethical Issues in School Counseling *APSY-GE.2650*, Foundations of School Counseling *APSY-GE.2662*, Counseling: Theory and Process *APSY-GE.2657*, Research and Evaluation in Behavioral Sciences *APSY-GE.2070*, Individual Counseling Practice Labs I and II *APSY-GE.2658*, 2659, Cross-Cultural Counseling *APSY-GE.2682*, Developmental Psychology *APSY-GE.2271* or Human Growth and Development *APSY-GE.2138* or Adolescent Development: Theory and Research *APSY-GE.2272*, Group Dynamics *APSY-GE.2620*, Dynamics of Vocational Development *APSY-GE.2634*, Program Development and Evaluation *APSY-GE.2663*, and Interpretation and

Use of Tests in Counseling Children and Adolescents *APSY-GE.2673*.

In addition to the basic curriculum, students in the school counseling program complete a year-long, 8-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I *APSY-GE.2667* (4 units) and Internship in School Counseling II *APSY-GE.2668* (4 units).

Students must also take 3 units in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Master of Arts in Counseling for Mental Health and Wellness

Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 37 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness *APSY-GE.2651*, Foundations of Counseling for Mental

Counseling and Guidance and Counseling for Mental Health and Wellness, continued

Health and Wellness *APSY-GE.2661*, Counseling: Theory and Process *APSY-GE.2657*, Individual Counseling Practice: Labs I and II *APSY-GE.2658, 2659*, Cross-Cultural Counseling *APSY-GE.2682*, Research and Evaluation in Behavioral Sciences *APSY-GE.2070*, Human Growth and Development *APSY-GE.2138*, Abnormal Psychology *APSY-GE.2038*, Group Dynamics: Theory and Practice *APSY-GE.2620*, Dynamics of Vocational Development *APSY-GE.2634*, Program Development and Evaluation *APSY-GE.2663*, and Interpretation and Use of Tests in Counseling Adults *APSY-GE.2672*. In addition to the curriculum specified above, students also complete an 8-unit year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships.

Coursework for this sequence includes Internship in Counseling for Mental Health and Wellness I *APSY-GE.2655* (4 units) and Internship in Counseling for Mental Health and Wellness II *APSY-GE.2656* (4 units).

In addition, students choose one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Students must also take 12 units in applied content areas.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Applied Content Area

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. Students may also elect to take applied coursework in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness should consult with an adviser to develop this applied content area sequence.

Comprehensive Exams

All students in the M.A. Programs in Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to two times. If they are unsuccessful in their initial attempt, they must also complete a designated project.

ADMISSION REQUIREMENTS

Applications are reviewed for fall entrance only.

This is a full-time master's program with a strict course sequencing and research requirement that is best completed on a full-time basis. We will consider part-time matriculation only on an exceptional, case-by-case basis.

CERTIFICATE OF ADVANCED STUDY

A Certificate of Advanced Study is available to individuals already possessing a master's degree in counseling. This program is designed to meet the specialized and diverse needs for professional education beyond a counseling M.A. A minimum of 30 units is required to complete this program of study, and the certificate is awarded on completion of three years of full-time professional work experience. Students may complete the program in one year of full-time study or three or more semesters of part-time study. Students design their own program of study in consultation with faculty advisers.

Course offerings for this program may include doctoral-level courses such as Seminar in Vocational Development Theory and Research *APSY-GE.3657*, Seminar in Counseling Theory and Research *APSY-GE.3633*, Supervised Counseling Practicum: Individual *APSY-GE.3607*, and Clinical Assessment in Counseling Psychology I and II *APSY-GE.3665,3666*. Additional courses are available in the offerings of the Department of Applied Psychology and in the programs of Music Therapy, Drama Therapy, and Art Therapy, as well as other departments in NYU Steinhardt. Students may not complete more than one internship sequence under the advanced certificate option.

Counseling Psychology

DIRECTOR

Samuel Juni

Kimball Hall
212-998-5555

DEGREE

Ph.D.

FACULTY

Ali, Grossman, Halkitis, Juni, Mattis, McClowry, McRae, Okazaki, Richardson, Suarez-Orozco, Suzuki

The Ph.D. Program in Counseling

Psychology is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility.

The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients, commitment to a health model of intervention, and appreciation of the gendered, cultural, and institutional contexts of people's lives, as these contexts affect both clients and counselors. The program follows a basic pattern in the education of psychologists—the scientist-practitioner model—and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

CAREER OPPORTUNITIES

Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies.

DEGREE REQUIREMENTS

For the completion of the doctorate, 96 units beyond the bachelor's degree are required. Additionally, as part of undergraduate or other graduate work, 18 units in psychology are prerequisites to the Ph.D. program. In Counseling Psychology (33 units), students complete work in the dynamics of vocational development, counseling theory and process, cross-cultural counseling, group dynamics, clinical assessments, abnormal psychology, program seminars, seminars in vocational development and counseling theory, practica in individual and group counseling, and counselor training. Students must also take a Counseling Psychology Specialty (9 units), which can include courses in marriage counseling, women's development, gay, lesbian, bisexual, and transgender studies, or other elective courses; Statistics and Research Design (18 units); Educational Sociology (3 units); and Educational Philosophy or History of Education (3 units). Students also must complete courses covering measurement and evaluation, history and systems, learning theory, personality, developmental psychology, and the biological basis of behavior. In addition to units required, students must pass a candidacy examination, complete a full-year internship, complete an approved dissertation proposal and a dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted, or passed by examination. A minimum of 48 units must be completed at New York University.

ADMISSION REQUIREMENTS

Applicants to the Program in Counseling Psychology must follow both the Steinhardt School's and the program's admission procedures and deadlines. All school and program admissions materials must be received by December 15. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 15. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Students are strongly encouraged to submit their financial aid application by January 15 as well. Contact the program directly for full details on program admission criteria.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 169. ►

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Educational Psychology

DIRECTOR

LaRue Allen

Kimball Hall
212-998-5555

DEGREE

M.A.

FACULTY

Aber, Allen, Aronson, Blair, Halkitis, Jordan, Melzi, Tamis-LeMonda, Way, Wolf

This program is not accepting applications for admission.

The M.A. Program in Educational

Psychology offers students a solid graduate foundation in psychology, including developmental psychology, personality theories, social psychology, and measurement and research methods in the context of an individualized and goal-directed plan of study.

During the course of study, students acquire a solid base in psychological theory and are challenged to consider the ways that basic psychological research might be applied to address the challenges faced by individuals in our society—particularly those living in the

multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of two concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student's chosen topic. These independently pursued projects should be related to and emerge out of the student's studies in his or her selected areas of emphasis. In most instances, the fieldwork/re-

search experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

Students may choose from two concentrations: general educational psychology and psychological measurement and evaluation.

CAREER OPPORTUNITIES

In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in such areas as research and data collection for hospitals and community agencies, advertising agencies, and private industry as well as

for school systems and other learning environments. It also offers educators an appropriate program to satisfy M.A. degree requirements in their school systems.

DEGREE REQUIREMENTS

Students in the M.A. program complete 36 units of coursework. The curriculum includes the following areas:

Requirements (9 units): Survey of Developmental Psychology/Advanced *APSY-GE.2271*, plus two courses from the following: Social Psychology *APSY-GE.2003*, Abnormal Psychology *APSY-GE.2038*, Theories of Personality *APSY-GE.2039*, Psychological Disturbances in Children *APSY-GE.2181*, Cognitive

Development *APSY-GE.2198*, and Learning Theories *APSY-GE.2214*. **Concentration Requirements** (24 units): Students pursue a series of courses prescribed by one of the two concentrations (general educational psychology and psychological measurement and evaluation). Specific course requirements are described in the following sections, which detail the concentration requirements.

Terminal Experience (3 units): Applied Psychology Integrative Seminar *APSY-GE.2335* serves as the capstone to all students in the M.A. program. Students pursue independent projects under faculty supervision and meet to discuss their fieldwork and research projects.

As part of this culminating experience, students complete a comprehensive paper regarding their own fieldwork/research project.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

General Educational Psychology Concentration

DEGREE REQUIREMENTS

Academic Prerequisites: A minimum of 18 undergraduate semester hours in behavioral sciences, including courses in personality, social psychology, and developmental psychology. These requirements may be met by taking additional courses as part of the program.

This concentration requires 36 units for completion. The curriculum includes the following:

Requirements (9 units): Survey of Developmental Psychology/Advanced *APSY-GE.2271*, plus two courses from the following: Social Psychology *APSY-GE.2003*, Abnormal Psychology *APSY-GE.2038*, Theories of Personality *APSY-GE.2039*, Psychological Disturbances in Children *APSY-GE.2181*, Cognitive Development *APSY-GE.2198*, Learning Theories *APSY-GE.2214*, and Culture, Context, and Psychology *APSY-GE.2105*.

Concentration Requirements (24 units): Measurement: Classical Test Theory *APSY-GE.2140*; two courses in research methods (e.g., Educational Statistics *RESCH-GE.2001*, Evaluation Methodology in the Behavioral Sciences I and II *APSY-GE.2173, 2174*); and a total of four courses completed from Group A and Group B as listed below. Note: Students must complete at least one course from each group; students must select courses not already completed under Core Requirements.

Electives: Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their programs of study, such as multiculturalism and diversity, counseling, or women's studies.

Group A: Psychological Foundations and Development: Neuropsychology of Behavior *APSY-GE.2001*, Social Psychology *APSY-GE.2003*, Theories of Personality *APSY-GE.2039*, Social Development of Children and Adoles-

cents *APSY-GE.2097*, Psychological Research in Infancy *APSY-GE.2115*, *APSY-GE*, Human Growth and Development *APSY-GE.2138*, Perceptual Development *APSY-GE.2197*, Cognitive Development *APSY-GE.2198*, Adolescent Development/Advanced *APSY-GE.2272*.

Group B: Educational Psychology and Learning: Child Development and the Program of Childhood Education *E25.2021*, Curriculum in Early Childhood Education *CHDED-GE.2037*, Education of Infants and Toddlers *CHDED-GE*, Survey of Individual Cognitive Tests *APSY-GE.2019*, Educational Psychology *APSY-GE.2114*, Infant and Toddler Assessment *APSY-GE.2116*, Learning Theories *APSY-GE.2214*, Psychological Foundations of Learning Disabilities *SPCED-GE.2131*.

Terminal Experience (3 units): Applied Psychology Integrative Seminar *APSY-GE.2335* serves as the capstone to all students in the M.A. program.

more ➡➡

Psychological Measurement and Evaluation Concentration

The demand for those with training in psychological measurement and evaluation has increased. This 36-unit concentration prepares individuals in the application of measurement, research, and evaluation principles in various settings in educational, social, community, health, and business sectors.

The concentration provides theoretical and applied training and experience through a carefully sequenced selection of courses in measurement, test construction, and research methods. In addition, students choose courses from various areas in psychology, such as developmental, learning, and personality. As a final project, each student conducts a field-based research study and prepares a journal-quality paper.

DEGREE REQUIREMENTS

Academic prerequisites: a minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 units for completion. The curriculum includes the following:

Core Requirements (9 units): Survey of Developmental Psychology/Advanced *APSY-GE.2271*, plus two courses from the following: Social Psychology *APSY-GE.2003*, Abnormal Psychology *APSY-GE.2038*, Theories of Personality *APSY-GE.2039*, Psychological Disturbances in Children *APSY-GE.2181*, Cognitive Development *APSY-GE.2198*, Learning Theories *APSY-GE.2214*, and Culture, Context, and Psychology *APSY-GE.2105*.

Concentration Requirements (24 units): Educational Statistics I and II *RESCH-GE.2001, 2002*; Measurement: Classical Test Theory *APSY-GE.2140*; Measurement: Modern Test Development *APSY-GE.2141*; Evaluation Methodology in the Behavioral Sciences I and II *APSY-GE.2173, 2174*.

Electives: Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

Terminal Experience (3 units): Applied Psychology Integrative Seminar *APSY-GE.2335* serves as the capstone to all students in the M.A. program.

Human Development and Social Intervention

DIRECTOR

LaRue Allen

Kimball Hall
212-998-5555

DEGREE

M.A.

FACULTY

Aber, Allen, Astuto,
Blair, Halkitis, Jordan,
Mattis, McClowry,
Melzi, Seidman,
Tamis-LeMonda, Way

The M.A. in Human Development and Social Intervention

offers a distinct curriculum that emphasizes the practical skills of research design and methods, grant writing and management, and program development and evaluation from a community psychology perspective. The curriculum is firmly rooted in the traditions and lexicon of community, social, personality, and developmental psychology. Students will learn how issues such as poverty, race, gender, and culture influence the daily lives of individuals. Hands-on research and grant writing will aid students in efforts to apply social interventions to these issues.

The program is designed for recent college graduates with backgrounds in the social sciences, including psychology, social work, sociology, anthropology, and race, gender or ethnic studies, as well as those who have work or volunteer experiences in nonprofit organizations, schools, health facilities, and community centers and seek to further or change the direction of their careers. All students in this program will receive training in

1. Theories of human development;
2. Theories and techniques of preventive and promotive interventions;

3. Theories and concepts of the influence of culture and context in various settings;
4. Conceptualization and analysis of individual and social change;
5. Research methodology including program management and evaluation; and
6. Grant preparation and grant management.

In addition to a core of research methodology and psychology courses, students will also pursue one of the following three areas of study:

- **Developmental Psychology:** Students will examine classical as well as contemporary literature on developmental changes in emotional, social, and cognitive areas, with specific attention to the roles of culture and context (e.g., family, school, community) in these processes.
- **Health:** Students will examine the individual level, socioecological, and sociopolitical factors that shape physical and mental health outcomes for individuals, families, and communities.
- **Methodology:** Students will gain expertise in research design and in the use of various methods of quantitative and qualitative reasoning and analysis of data.

CAREER OPPORTUNITIES

The degree prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, community agencies, hospitals, school systems, and private industry, including evaluation research firms. In addition, the program prepares students to pursue doctoral study in the social sciences, such as human development, public policy, or social and community psychology.

DEGREE REQUIREMENTS

Academic prerequisites: Prior to matriculation in the graduate program, students must have completed a basic statistics course (with content similar to Basic Statistics I *RESCH-GE.2085*) within the past three years. Students also must have completed five courses in psychology prior to matriculation in the graduate program.

The HDSI program requires 42 units for completion. The curriculum includes the following:

Required Core Courses (15 units): Grant Writing and Grant Management for the Social Sciences *APSY-GE.2077*; Culture, Context, and Psychology *APSY-GE.2105*; Survey of Developmental Psychology;

Human Development and Social Intervention,
continued

Advanced *APSY-GE.2271*; Risk and Resilience *APSY-GE.2279*; Development and Prevention Science *APSY-GE.2094*. Required Courses in Statistics and Research Methods (15 units): Basic Statistics II *RESCH-GE.2086*; Measurement: Classical Test Theory *APSY-GE.2140*; Evaluation Methodology in Behavioral Science I *APSY-GE.2173*; Evaluation Methodology in Behavioral Science II *APSY-GE.2174*; Research Project Seminar I *APSY-GE.2837* (0 units); Research Project Seminar II *APSY-GE.2838*.

Area of Specialization Electives (12 units): Under advisement, students choose four courses for specialization in one of three areas of study: Developmental Psychology, Health, or Methodology.

Research Requirement: Students are required to participate on a research team for 10–12 hours a week each semester. During the summer between the first and second year or during the final semester, students work at a research site off-campus in order to

strengthen and broaden their skills.

Terminal Experience: Students complete a thesis under the supervision of a faculty member, meeting monthly throughout the second year to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. This is the final requirement for completion of Evaluation Methodology in Behavioral Sciences I *APSY-GE.2174*.

Psychological Development

DIRECTOR

Niobe Way

KIMBALL HALL

212-998-5555

DEGREE

Ph.D.

FACULTY

Aber, Aronson, Blair, Gilligan, Jordan, Melzi, Raver, Sirin, Tamis-LeMonda, Way

AFFILIATED FACULTY

Allen

The mission of the Ph.D. Program in Psychological Development is to provide students with a strong foundation in developmental theories and research from a life span perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Research takes place in laboratories at NYU as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multiethnic and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges that individuals face. Through their coursework and research experiences, students in the Ph.D. Program in Psychological Development gain expertise in the following:

- The core areas of developmental psychology with a focus on how current research methodologies are applied to issues in human development
- A wide range of quantitative and qualitative research methodologies, including survey research, experimental, observational, ethnographic, and narrative and case studies
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities on the life of the individual, as well as how

the individual shapes his or her own experiences

- An understanding of how medical issues, ethnicity, race, social class, gender, and culture influence human development within and across national boundaries
- The application of assessment tools to address the needs of diverse populations
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations

Areas of research focus for doctoral students may include the following:

- Cognitive, emotional and social development in infants and young children
- Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide
- Family, school, and cultural influences on human development
- Etiology of risk behaviors, resiliency, and coping in at-risk populations.
- School-, family-, and community-based interventions
- Children's learning, academic achievement, and emotional self-regulation in school settings
- Quantitative modeling of high-risk health behaviors and decisions
- Test and scale development, validity and reliability studies, and the study of individual differences

Students who complete the program and acquire the appropriate work experience are eligible to sit for the New York State examination for the professional practice of psychology.

CAREER OPPORTUNITIES

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.

DEGREE REQUIREMENTS

Students take between 45 and 72 credits, depending on prior graduate coursework. Academic offerings and requirements include the following:

- Courses in the foundation areas of psychology (e.g., developmental, social, personality, learning, experimental, historical, neuropsychology)
- Courses in developmental psychology (e.g., cognitive, emotional, social, language, perceptual)
- Advanced content seminars in human development
- Sequences in research designs, methods, and statistics
- Active research involvement and attendance at weekly research colloquia
- Completion of a data-based dissertation

ADMISSION REQUIREMENTS

Admission to this program requires a bachelor's or a master's degree in psychology, GRE scores (verbal and quantitative), three letters of recommendation, prior research experience, and a personal interview with the program faculty.

See general admission section, page 156.

School Psychology

DIRECTOR

Carola Suárez-Orozco

Kimball Hall
212-998-5555

DEGREES

Ph.D., Psy.D.

Certificate as a School
Psychologist

FACULTY

Alpert, Cappella,
Fodor, McClowry,
Suárez-Orozco

Note: The Psy.D., the Ph.D., and the certificate programs are currently not admitting students.

This program is not accepting applications for admission.

As a psychological specialist and educational consultant, the school psychologist is concerned with the psychological well-being of children as it affects their educability, the educational development of children, and the total physical, social, and emotional setting in which children and adolescents spend their formative years.

School psychology represents not the place one works, but rather the way one works—in other words, a professional mind-set accompanied by relevant skills. The school psychologist, whether a researcher, teacher, or practitioner in diverse settings, is sensitive to the ecosystem of the child. This includes recognition that fulfillment of the child's developmental needs requires successful negotiation of both the family system and the school system, while listening to and respecting the inner world of the child.

Several fundamental premises underlie the training of a psychologist with NYU Steinhardt's Program in School Psychology. The school psychologist is both a scientist and a practicing professional involved in the extension and application of psychological knowledge. On the practitioner side, this includes training in assessment; designing and evaluating interventions; consultation; working with culturally diverse populations; working with parents, teachers, and school personnel; training in ethics; and knowledge of clinical research. On the researcher side, beyond grounding in basic quantitative and research methodology, school psychologists are trained in utilizing research skills in applied settings. Both sets of skills—the clinical and the research—are grounded in the context of familiarity with the school setting, with educational principles and problems, with the teaching-learning process and preventive mental health principles, as well as with the wider social context of family, community, and society. Accordingly, the Program in School Psychology offers courses of study to students seeking the scientist-practitioner model (the Ph.D. program) or the applied practitioner model (the Psy.D. program). For students who prefer not to pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

CAREER OPPORTUNITIES

Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children's settings such as learning disability centers, child guidance clinics, pediatric services, hospitals, and social service agencies.

Doctoral graduates also work in clinical settings such as hospitals or mental health clinics, for social service agencies as staff psychologists, as mental health consultants to other types of organizations, as researchers and teachers at colleges and universities, or in private practice conducting psychological testing and/or psychotherapy with children, adults, and families. Some doctoral graduates teach in college or university settings.

ACADEMIC PREREQUISITES

Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Certificate as a School Psychologist

This certificate program requires 69 units beyond the bachelor's degree in addition to related field experiences and internship. Students with previous graduate work will receive advanced

standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

The basic curriculum for certificate students includes courses in the following areas:

Psychological Foundations: 18 units including Neuropsychology of Behavior *APSY-GE.2001*, Psychological Disturbances in Children *APSY-GE.2181*, Survey of Developmental Psychology *APSY-GE.2271*, Social Psychology *APSY-GE.2003*, Measurement and Evaluation: Construction of Psychological Tests *APSY-GE.2142*, Learning Theories *APSY-GE.2214*.

Educational Foundations: 6 units from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching *ECED-GE.2357*, Teaching for Multicultural Understandings *ECED-GE.2011*, Literature for Younger Children *ECED-GE.2521*, Psychological Foundations of Learning Disabilities *SPCED-GE.2131*, Education of Exceptional Children *SPCED-GE.2124*, Teaching Students with Disabilities in General Education *SPCED-GE.2165*, Education Law *EDLED-GE.2207*, Leadership in the Adoption of Innovation *EDLED-GE.2305*.

School Psychology Practica (30 units): Laboratory in Intellectual and Cognitive Assessment *APSY-GE.2027, 2028*, Laboratory in Behavior Change *APSY-GE.2160, 2161*, Laboratory in Projective Techniques and Personality Assessment *APSY-GE.2065, 2066*, Laboratory in School Consultation *APSY-GE.2275, 2276*, Advanced Practicum in School Psychology *APSY-GE.2017, 2018*.

Measurement and Evaluation (9 units): Educational Statistics *RESCH-GE.2001, 2002*, Research Design and Methodology in the Behavioral Sciences I *APSY-GE.2073*.

Integrative Seminars (12 units): Proseminar in School Psychology *APSY-GE.2274*, Internship and Seminar in School Psychology *APSY-GE.3011, 3012*, Seminar in Current Issues in Developmental Psychology *APSY-GE.3021*.

Other Requirements: During the first three years of the program, students are required to spend at least one day per week in an unpaid externship. Students are also required to complete a workshop, The Social Responsibilities of Teachers *TCHL-GE.2999*.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Doctor of Philosophy

The Ph.D. Program in School Psychology is based on the scientist-practitioner model. The program emphasizes research, behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, and psychotherapy. The Ph.D. program is fully accredited by the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Graduates are eligible for New York State certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

This program calls for 99 units beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Ph.D. students includes courses in the following areas:

Psychological Foundations (18 units): including Neuropsychology of Behavior *APSY-GE.2001*, Psychological Disturbances in Children *APSY-GE.2181*, Historical Perspectives of Psychological Theory (History and Systems) *APSY-GE.3103*, Social Psychology *APSY-GE.2003*, Measurement and Evaluation: Construction of Psychological Tests *APSY-GE.2142*, Learning Theories *APSY-GE.2214*.

School Psychology Practica (30 units): See Certificate of Qualification description above for specific details.

Educational Foundations: 6 units from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching *CHDED-GE.2357*, Multicultural Perspectives in Social Studies *CHDED-GE.2011*, Literature for Younger Children *CHDED-GE.2521*, Psychological Foundations of Learning Disabilities *SPCED-GE.2131*, Education of Exceptional Children *SPCED-GE.2124*, Teaching Students with Disabilities in General Education *SPCED-GE.2165*, Education Law *EDLED-GE.2207*, Leadership in the Adoption of Innovation *EDLED-GE.2305*.

The Steinhardt School Foundations

(6 units): Examples of courses include Feminist Philosophies of Education *PHED-GE.2000*, What Are Schools For? Historical Perspectives *HSED-GE.2175*, Sociology of Complex Organizations *SOED-GE.2089*.

Specialty Sequence (9 units): A specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence: Psychoanalytic Theory of Childhood *APSY-GE.2089*, Practicum in Psychotherapy with Children and Adolescents *APSY-GE.2061, 2062*.

Measurement and Research Courses/ Dissertation Requirements (21 units). Examples of courses include Educational Statistics *RESCH-GE.2001, 2002*, Research Design and Methodology in the Behavioral Sciences I and II *APSY-GE.2073, 2074*, Dissertation Proposal Seminar in Applied Psychology *APSY-GE.3001*, plus one additional year of research elective.

Integrative Seminars (9 units): See above section for details.

OTHER REQUIREMENTS

During the first three years of the program, students are required to spend at least one day per week in unpaid externships and two of these years in research apprenticeships to complete scholarly requirements, a dissertation proposal, and other dissertation requirements. Subsequently, students are also required to complete a full-year internship. Students typically require more than four years of full-time study to complete all requirements.

The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

Doctor of Psychology

The Psy.D. Program in Professional Child/School Psychology is based on the practitioner-scholar model. The program emphasizes behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, psychotherapy, and scholarly writing. The Psy.D. program is fully accredited by the APA and NASP. Graduates receive state certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 units beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations coursework and practica is similar to the Ph.D., with fewer units required in the measurement and research component and more units allocated to an elective specialty sequence. A series of three Psy.D. scholarly papers replaces the formal dissertation, and an oral examination emphasizes professional competency in professional practice.

Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Psy.D. students includes courses in the following areas:

Psychological Foundations (18 units), **School Psychology Practica** (30 units), **Educational Foundations** (6 units), and **Steinhardt School Foundations** (6 units). (See descriptions above for specific details.) An 18-unit specialty sequence must be planned by each

School Psychology,
continued

student in consultation with an adviser. The following is a sample of a typical sequence divided into two subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood *APSY-GE.2089*, Practicum in Psychotherapy with Children and Adolescents *APSY-GE.2061, 2062*, Psychological Research in Infancy *APSY-GE.2115*, Infant and Toddler Assessment *APSY-GE.2116*, The Education of Infants and Toddlers *ECED-GE.2701*.

Measurement and Research Courses:
12 units are required for Psy.D. students. Courses include Educational Statistics *RESCH-GE.2001, 2002*, Evaluation Methodology in the Behavioral Sciences I and II *APSY-GE.2173, 2174*.

Integrative Seminars (9 units): See above section for details.

OTHER REQUIREMENTS

Students spend one and a half days per week on field placement during year one, two and a half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable, scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will

be an examination of competency for professional practice. All students are also required to pass a departmental comprehensive examination.

ADMISSION REQUIREMENTS

Note: The Psy.D. and Ph.D. programs are not currently admitting students.

Psychology and Social Intervention

DIRECTOR

Pamela A. Morris

Kimball Hall
212-998-5555

DEGREE

Ph.D.

FACULTY

Aber, Ali, Allen,
Cappella, Godfrey,
Hughes, Morris,
Seidman

The goal of the Ph.D. Program in Psychology and Social Intervention is to prepare action scientists to work in a variety of settings in order to understand, transform, and improve the contexts and systems (ranging from families, small groups, schools, communities, and neighborhoods to public policies) in which humans develop across the life span. The program has a strong emphasis on analysis and prevention of psychological, social, educational, and health problems, as well as on the promotion of well-being in these domains from a systems perspective, including organizational, community, and policy levels.

Students learn how varied ecologies influence individual functioning and well-being and receive theoretical and methodological training in the conceptualization and assessment of such ecologies. Students also learn about successful and unsuccessful efforts in these domains across multiple levels of analysis. Students are expected to have an interest in studying and understanding various forms of diversity and structural inequality among groups of individuals, institutions, communities, and societies.

The program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Program faculty members study a wide range of ecologies (e.g., schools, neighborhoods, policy, service systems contexts,

programs) and preventive interventions (e.g., pertaining to school readiness, school success, mental health, housing, and homelessness) locally, nationally, and internationally. Our New York City location provides students and faculty with an ideal urban setting for studying many kinds of communities and settings combined with easy access to gateways to the world at large.

The main objectives of the program are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology; theories and techniques of preventive and promotive interventions; program and policy formation, implementation, and evaluation; conceptualization and analysis of individual and social change; and research methodology for multilevel and cross-level analysis.

Areas of research focus may include the following:

- The analysis and change of human service and community-based organizations
- Consequences of poverty, social exclusion, and discrimination
- The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work)
- The design and evaluation of prevention and promotion programs
- Analysis and evaluation of public policies relevant to health, education, and well-being

- Experiences of racial, ethnic, sexual, and other minorities, as well as immigrant populations, in organizational, community, and transnational contexts
- Setting level influences on intergroup disparities or relationships

CAREER OPPORTUNITIES

The program prepares students for diverse roles in academia and social research. In the academic arena, our students are well-positioned for jobs in schools of human development, education, public health, and public policy. In the area of social research, students are prepared for positions in research, advocacy, and social service organizations. Indeed, there is increasing demand for evidenced-based strategies in health, education, and social service organizations, and our students will be positioned to contribute to the design and implementation of such strategies.

DEGREE REQUIREMENTS

Students take 45 to 72 units, depending on prior graduate coursework. Requirements for program completion include:

- Courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Understanding and Measuring Social Contexts, and Intervention and Social Change)
- Design, methodology, and statistics sequence (e.g., Research Design and Methods in the Behavioral Sciences,

- Methods for the Analysis of Change, Qualitative Field Research, and Research Using Mixed Methods).
- Intervention-research or policy-research practica (two semesters)
 - Psychology and social intervention elective courses (at least three)
 - Participation in area seminar
 - Completion of a second-year empirical paper
 - Completion of a comprehensive examination requirement
 - Completion of an independent, empirically based dissertation

ADMISSION REQUIREMENTS

Requirements for admission include strong academic background as evidenced by standard indicators, such as GPA and GRE scores; evidence of prior research experience; evidence of interest in human ecologies, systems-level interventions, and/or policy interventions and analysis; and three letters of recommendation.

See the general admission section, page 156.

FINANCIAL AID OPPORTUNITIES

Tuition remission and stipends are provided to all doctoral students in the first three years. During the fourth year, doctoral students are provided with a stipend to cover living expenses. Doctoral students are also funded via research grants from the faculty in the Department of Applied Psychology. In addition, the Department of Applied Psychology offers Monroe Stein and Raymond and Rosalee Weiss Awards. Information on scholarships is available on the Steinhardt Graduate Admissions website under financial aid. All applicants who are interested in being considered for school-based scholarships must complete the Free Application for Federal Student Aid (FAFSA) by going to www.fafsa.ed.gov and submitting it electronically to NYU. Check the Graduate Admissions Web pages for detailed instructions. The deadline for submitting the FAFSA form to NYU is February 1 for the fall term. Please note that the earliest time you

can access the form is January 1. For more details, contact the Department of Applied Psychology. See general financial aid section, page 167.

Courses

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

NOTES TO COURSES

*Registration closed to special students.

†Pass/fail basis.

Please be advised that licensing agencies and placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

APPLIED PSYCHOLOGY/ APSY-GE

Neuropsychology of Behavior

APSY-GE.2001 30 hours: 3 units.
Prerequisite: a course in psychology or educational psychology.

Social Psychology

APSY-GE.2003 30 hours: 3 units.
Prerequisite: a course in general or educational psychology.

Experimental Psychology

APSY-GE.2005 45 hours: 3 units.
Prerequisite: one year of statistics or measurement, or permission of instructor.

Sexual Decision Making and Risk Taking in Adolescence

APSY-GE.2008 30 hours: 3 units.

Psychology of Women

APSY-GE.2014 30 hours: 3 units.
Prerequisites: a course in general psychology or equivalent.

Health and Human Development

APSY-GE.2022 30 hours: 3 units.

Cognitive Behavior Therapy: Theory and Applications

APSY-GE.2025 30 hours, 3 units.

Abnormal Psychology

APSY-GE.2038 30 hours: 3 units.
Prerequisite: APSY-GE.2039 or equivalent.

Theories of Personality

APSY-GE.2039 30 hours: 3 units.
Prerequisite: a graduate course in general, developmental, or educational psychology.

Women and Mental Health

APSY-GE.2041 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Action Approaches to Mental Health Counseling

APSY-GE.2045 30 hours: 3 units.

Research, Reading, and Language

APSY-GE.2055* 45 hours: 3 units.
Prerequisite: a course in developmental psychology or linguistics.

Issues in Counseling People with Disabilities

APSY-GE.2068 30 hours: 3 units.

Research and Evaluation in the Behavioral Sciences

APSY-GE.2070 45 hours: 3 units.

Research Design and Methodology in the Behavioral Sciences I

APSY-GE.2073* 45 hours: 3 units.
Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.

Research Design and Methodology in the Behavioral Sciences II

APSY-GE.2074* 45 hours: 3 units.
Prerequisite: APSY-GE.2073 or permission of instructor.

Grant Writing and Grant Management for the Social Sciences

APSY-GE.2077 30 hours: 3 units.
Prerequisites: APSY-GE.2271 and APSY-GE.2105.

Family Diagnosis and Therapy

APSY-GE.2091* 30 hours: 3 units.
For students in the school psychology program; others by permission of the school psychology program adviser.

Gestalt Therapy: An Overview of Theory and Practice

APSY-GE.2093 30 hours: 3 units.

Developmental and Prevention Science

APSY-GE.2094 30 hours: 3 units.

Social Development of Children and Adolescents

APSY-GE.2097 30 hours: 3 units.

Culture, Context, and Psychology

APSY-GE.2105 30 hours: 3 units.

Educational Psychology

APSY-GE.2114 30 hours: 3 units.

Psychological Research in Infancy

APSY-GE.2115 30 hours: 3 units.
Prerequisite: a course in developmental or educational psychology.

Human Growth and Development

APSY-GE.2138 30 hours: 3 units.

Measurement: Classical Test Theory

APSY-GE.2140 (formerly APSY-GE.2035)
45 hours: 3 units.

Measurement: Modern Test Theory

APSY-GE.2141 (formerly APSY-GE.2037)
45 hours: 3 units.
Prerequisite: APSY-GE.2140 or equivalent, or permission of instructor.

Psychometric Theory

APSY-GE.2142 (formerly APSY-GE.2036)
45 hours: 3 units.
Prerequisite: APSY-GE.2140 or APSY-GE.2141 or equivalent, or permission of instructor.

Construction of Psychological Tests

APSY-GE.2143 (formerly APSY-GE.2042)
45 hours: 3 units.
Prerequisite: APSY-GE.2140 or APSY-GE.2141 or permission of instructor.

Evaluation Methodology in the Behavioral Sciences I

APSY-GE.2173 45 hours: 3 units.
Prerequisites: RESCH-GE .2001, APSY-GE.2041.

Evaluation Methodology in the Behavioral Sciences II

APSY-GE.2174 45 hours: 3 units.
Prerequisite: APSY-GE.2173.

Psychological Disturbances in Children

APSY-GE.2181 30 hours: 3 units.

Temperament-Based Intervention

APSY-GE.2184 30 hours: 3 units.

Cognitive Development

APSY-GE.2198 30 hours: 3 units.

Social Perception and Cognition

APSY-GE.2199 30 hours: 3 units.

Learning Theories

APSY-GE.2214 30 hours: 3 units.
Prerequisite: APSY-GE.2114 or equivalent, or permission of instructor.

The Psychology of Human Intelligence

APSY-GE.2218 30 hours: 3 units.
Prerequisites: a graduate-level course in social or educational psychology and a graduate-level course in statistics or measurement, or permission of instructor.

Cross-Cultural Research Methods

APSY-GE.2222 30 hours: 3 units.

Emotional Development in Childhood: Organization and Neurobiology

APSY-GE.2261 30 hours: 3 units.
Prerequisite: Introductory graduate-level course in statistics and developmental psychology.

Early Childhood: The Development of Self-Regulation

APSY-GE.2265 30 hours: 3 units.
Prerequisite: Introductory graduate-level course in statistics and developmental psychology.

Intervention/Prevention in Early Childhood Contexts

APSY-GE.2270 30 hours: 3 units.
Prerequisite: Introductory graduate-level course in developmental psychology or permission of instructor.

Survey of Developmental Psychology: Advanced

APSY-GE.2271 30 hours: 3 units.
Prerequisite: an introductory course in psychology or educational psychology.

Adolescent Development: Theory and Research

APSY-GE.2272 30 hours: 3 units.
Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.

Identification and Reporting of Suspected Child Abuse/Maltreatment

APSY-GE.2273 2 hours: 0 units.

Risk and Resilience

APSY-GE.2279 30 hours: 3 units.
Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.

Independent Study

APSY-GE.2300 45 hours per unit: 1-6 units. Hours to be arranged.

Applied Psychology: Integrative Seminar

APSY-GE.2335 30 hours: 3 units.
Open only to master's candidates in applied psychology.

Academic Achievement Gaps: Socio-psychological Dynamics

APSY-GE.2345 45 hours: 3 units.
Prerequisite: course in educational or developmental psychology, or permission of instructor.

Neuropsychological Assessment

APSY-GE.2401 30 hours: 3 units.
Prerequisites: APSY-GE.2001 and APSY-GE.2019, or permission of instructor.

HIV Prevention and Counseling: Psychoeducational Perspectives

APSY-GE.2450 30 hours: 3 units.

Trauma: Theoretical and Clinical Perspectives

APSY-GE.2500 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work

APSY-GE.2505 30 hours: 3 units.
Prerequisite: APSY-GE.2500 or permission of instructor.

Development of Immigrant Origin Youth

APSY-GE.2527 30 hours: 3 units.

Group Dynamics: Theory and Practice

APSY-GE.2620* 45 hours: 3 units.

Advanced Group Dynamics: Consultation & Facilitation

APSY-GE.2625** 45 hours: 3 units.
Prerequisite: APSY-GE.2620

Dynamics of Vocational Development

APSY-GE.2634 30 hours: 3 units.

Career Counseling

APSY-GE.2635 30 hours: 3 units.
Prerequisites: APSY-GE.2634 and APSY-GE.2657.

College Mental Health Intervention

APSY-GE.2649 30 hours: 3 units.
Professional Orientation and Ethical Issues in School Counseling
APSY-GE.2650* 20 hours: 2 units.

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness

APSY-GE.2651* 20 hours: 2 units.

Internship in Counseling for Mental Health and Wellness I and II

APSY-GE.2655*, 2656* 45 hours: 4 units per term. Hours arranged. APSY-GE.2655 is prerequisite for APSY-GE.2656.

Counseling: Theory and Process

APSY-GE.2657 45 hours: 3 units.

Individual Counseling: Practice I

APSY-GE.2658** 50 hours: 3 units; hours to be arranged.

Individual Counseling: Practice II

APSY-GE.2659** 50 hours: 3 units. Prerequisite: APSY-GE.2658.

Foundations of Counseling for Mental Health and Wellness

APSY-GE.2661* 20 hours: 2 units.

Foundations of School Counseling

APSY-GE.2662* 20 hours: 2 units.

Program Development and Evaluation in Counseling

APSY-GE.2663* 30 hours: 3 units. Prerequisite: APSY-GE.2070 or equivalent, or permission of instructor.

Internship in School Counseling I

APSY-GE.2667* 45 hours: 4 units. Hours arranged.

Internship in School Counseling II

APSY-GE.2668* 45 hours: 4 units. Hours arranged. Prerequisite: APSY-GE.2667.

Religiosity and Spirituality: Theory, Research, and Counseling

APSY-GE.2669 30 hours: 3 units.

Interpretation and Use of Tests in Counseling Adults

APSY-GE.2672* 45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Interpretation and Use of Tests in Counseling Children and Adolescents

APSY-GE.2673* 45 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Counseling Issues in Thanatology

APSY-GE.2681 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Cross-Cultural Counseling

APSY-GE.2682 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Grief and Bereavement Counseling

APSY-GE.2683 30 hours: 3 units. Prerequisite: APSY-GE.2681 or related work experience.

Marriage, Couple, and Family Counseling

APSY-GE.2684 30 hours: 3 units. Prerequisite: APSY-GE.2657 or equivalent.

Special Topics in Applied Psychology: Workshop on Research Development

APSY-GE.2686 15 hours per unit: 0-6 units.

Prerequisite or co-requisite: Basic graduate-level research design or statistics. Only open to graduate students in applied psychology.

Drug Use, Abuse, and Addiction: Bio-psychosocial Perspectives

APSY-GE.2691 30 hours: 3 units.

Understanding and Measuring the Social Contexts for Development

APSY-GE.2825 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 units.

Intervention and Social Change

APSY-GE.2826 (formerly G89.2269) 30 hours: 3 units.

Practicum in Intervention Research or Policy Research I and II

APSY-GE.2827 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 units.

APSY-GE.2828 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 units.

Advanced Seminar in Psychology and Social Intervention

APSY-GE.2830* (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 units. Only open to doctoral students in psychology and social intervention, or permission of instructor.

Child Development and Social Policy

APSY-GE.2832 (formerly Child Development and Social Policy, G89.2292) 30 hours: 3 units. Prerequisite: graduate course in developmental psychology or equivalent.

Special Issues in the Social Development of African American Children

APSY-GE.2833 (formerly Special Issues in the Social Development of African American Children, G89.3212) 30 hours: 3 units.

Program Evaluation

APSY-GE.2834 (formerly Evaluation Research, G89.2293) 30 hours: 3 units. Prerequisites: Research Design and Methods in the Behavioral Sciences I and II, APSY-GE.2073,

Research: Using Mixed Methods

APSY-GE.2835 30 hours: 3 units. Prerequisites: RESCH-GE.2140 and APSY-GE.2073.

Project Research Seminar I

APSY-GE.2837 30 hours: 0 units Only open to master's students in human development and social intervention.

Project Research Seminar II

APSY-GE.2838 30 hours: 3 units. Prerequisite: APSY-GE.2837 Only open to master's students in human development and social intervention.

Play and Drama Therapy with Children and Adolescents

APSY-GE.2840 (formerly E86.2120) 30 hours: 3 units.

Positive Psychological Development: Innovations in Theory, Research, and Practice

APSY-GE.2870 30 hours: 3 units.

Psychology of Gender Roles and Sex Differences

APSY-GE.2880 30 hours: 3 units.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study

APSY-GE.2892 20 hours per unit: 2-3 units. Requires permission of the instructor.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth

APSY-GE.2895 30 hours: 3 units.

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults

APSY-GE.2896 30 hours: 3 units.

Dissertation Proposal Seminar in Applied Psychology

APSY-GE.3001* 30 hours: 3 units
Open only to doctoral students in applied psychology, or by permission of instructor.

Departmental Seminar: Theories of Change in Applied Psychology

APSY-GE.3009* 30 hours: 3 units.
Open to doctoral candidates in applied psychology.

Internship and Integrative Seminar in School Psychology

APSY-GE.3011, 3012* 30 hours: 3 units
fall term, 0 units spring term.
Open to doctoral candidates in the school psychology program.

Internship in Counseling Psychology

APSY-GE.3016 0 units
Full-time one-year internship required of all doctoral students in counseling psychology.
Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

Seminar: Current Issues in Developmental Psychology

APSY-GE.3021* 30 hours: 3 units.
Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.

Listening Guide Method of Psychological Inquiry

APSY-GE.3040 30 hours: 3 units.

Advanced Listening Guide

APSY-GE.3045 30 hours: 3 units.

Historical Perspectives of Psychological Theory

APSY-GE.3103 30 hours: 3 units.

Supervised Advanced Counseling Practicum: Individual and Group I, II

APSY-GE.3607, 3608** 225 hours: 2 units each term. Hours arranged.
Registration by permission of program adviser and practicum director. Open to candidates in counseling psychology.

Counseling Psychology Program Seminar

APSY-GE.3611, 3612* 60 hours: 3 units each term.
Prerequisite: doctoral matriculation.
Required of all doctoral students in counseling psychology during the first or second year in the program.

Practicum in Counselor Training

APSY-GE.3629** 45 hours: 3 units.
Prerequisite: permission of instructor.
Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.

Seminar in Counseling Theory and Research

APSY-GE.3633* 30 hours: 3 units.
Open to advanced sixth-year and doctoral students in counseling psychology.

Seminar in Vocational Development Theory and Research

APSY-GE.3657 30 hours: 3 units.
Prerequisite: Open to advanced sixth-year and doctoral students in counseling psychology

Clinical Assessment in Counseling Psychology I and II

APSY-GE.3665, 3666* 45 hours: 3 units each term.
Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

82 Washington Square East
New York, NY 10003-6680



NEW YORK UNIVERSITY