New York University Bulletin

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

2015-2017 Graduate Bulletin

Applied Psychology

Art

Education

Health

Media

Music
NOTICES

About this Bulletin
The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities. Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.

Fieldwork Placement Advisory
Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

Campus Security Report
In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, NYU prepares an annual campus security and fire safety report containing information about crimes and policies related to security and safety at the University. All prospective students may view the full text of this report on nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html. The report is also available in hard copy by contacting Rebecca Holland, Vice President for Global Standards and Compliance in the Department of Public Safety, at public.safety@nyu.edu.
Table of Contents

An Introduction to New York University ................................................. 4
   The Schools and Colleges of the University ........................................ 4
   New York University and New York ...................................................... 5

An Introduction to the Steinhardt School of Culture, Education, and Human Development ........................................... 9

Academic Programs .............................................................................. 10
   Program and Concentration Codes ...................................................... 10
   Teacher Certification Programs ............................................................ 16
   Application Deadlines: Classification of Courses ................................ 18
   Course Number Prefixes .................................................................... 19

Department of Administration, Leadership, and Technology .................. 20
Department of Art and Art Professions ................................................... 31
Department of Communicative Sciences and Disorders ......................... 47
Department of Humanities and Social Sciences in the Professions .......... 54
Department of Media, Culture, and Communication ............................. 68
Department of Music and Performing Arts Professions ......................... 75
Department of Nutrition, Food Studies, and Public Health .................... 109
Department of Occupational Therapy .................................................. 117
Department of Physical Therapy ........................................................... 124
Department of Applied Psychology ....................................................... 132
Department of Teaching and Learning .................................................. 147
Program in Rehabilitation Sciences ....................................................... 185

Admission ............................................................................................. 187
Registration and Advisement ................................................................ 190
Tuition, Fees, and Expenses .................................................................. 196
Student Activities/School and University Services ............................... 203
Community Service ............................................................................... 206
Graduate Study/General Requirements ................................................. 207

Degree and Certificate Programs
   as Registered by the New York State Education Department ................. 213

Calendar ............................................................................................... 216
Map ........................................................................................................ 220
Travel Directions to the Washington Square Campus ............................ 222
Index ..................................................................................................... 223
Frequently Called Numbers ................................................................... 226
The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

The first president of New York University’s governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson’s cabinet. Gallatin and his cofounders said that the new university was to be a “national university” that would provide a “rational and practical education for all.”

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from over 130 foreign countries.

The University includes 18 schools, colleges, and institutes at major centers in Manhattan, Brooklyn, Abu Dhabi (UAE), and Shanghai. In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although the University as a whole is large, its divisions are small- to moderate-sized units—each of which has its own traditions, programs, and faculty.

The Schools, Colleges, Institutes, and Programs of the University
(in order of their founding)

1832 College of Arts and Science
   cas.nyu.edu
1835 School of Law
   www.law.nyu.edu
1841 School of Medicine
   school.med.nyu.edu
1865 College of Dentistry
   www.nyu.edu/dental
   (including the College of Nursing [1847], www.nyu.edu/nursing)
1886 Graduate School of Arts and Science
   www.gsas.nyu.edu
1890 Steinhardt School of Culture, Education, and Human Development
   steinhardt.nyu.edu
1900 Leonard N. Stern School of Business
   www.stern.nyu.edu
1922 Institute of Fine Arts
   www.nyu.edu/gsas/dept/fineart
1934 School of Continuing and Professional Studies
   www.scps.nyu.edu
1934 Courant Institute of Mathematical Sciences
   cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
   wagner.nyu.edu
1960 Silver School of Social Work
   www.nyu.edu/socialwork
1965 Tisch School of the Arts
   www.tisch.nyu.edu
1972 Gallatin School of Individualized Study
   www.nyu.edu/gallatin
1972 Liberal Studies Program
   www.liberalstudies.nyu.edu
2006 Institute for the Study of the Ancient World
   www.nyu.edu/isaw
2010 New York University Abu Dhabi
   nyuad.nyu.edu
1854 Polytechnic Institute of New York University
   www.poly.edu (affiliated 2008)
New York University and New York

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

Bobst Library offers 28 miles of open stacks and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year the center filled more than 70,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, paper, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

The Barbara Goldsmith Preservation and Conservation Department in Bobst Library comprises laboratories for book, film, and audio/video conservation. Its preservation projects often provide training for students in many aspects of book, paper, and media preservation. In 2008 completed development of rationales and strategies for all aspects of moving image and audio preservation, consulting with a variety of other institutions to identify and test best practices and disseminating them throughout the archival community.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Braise Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are those of the libraries of NYU’s School of Medicine, Dental Center, and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 30 subject specialists, who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital library technology.

The Libraries of New York University collections include more than 5.1 million volumes, over 6 million microforms, 480,000 government documents, 142,000 sound and video recordings, and a wide range of electronic resources. Bobst Library is visited by more than 6,800 users per day and circulates about one million books annually.

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

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection primarily comprises late 19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

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

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

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

Students in science work with their professors on such problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation boardrooms and intern as executive assistants in business and financial houses.

The schools, courts, hospitals, settlement houses, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

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

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

**A PRIVATE UNIVERSITY**

Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources.

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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

**Senior University Administration**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Sexton</strong>, BA, MA, PhD, JD, President</td>
<td>[Through December 31st, 2015]</td>
</tr>
<tr>
<td><strong>Alexander Hamilton</strong>, BSc, MSc, PhD, President</td>
<td>[As of January 1, 2016]</td>
</tr>
<tr>
<td><strong>David W. McLaughlin</strong>, BS, MS, PhD, Provost</td>
<td></td>
</tr>
<tr>
<td><strong>Richard S. Baum</strong>, BA, Chief of Staff to the President</td>
<td></td>
</tr>
<tr>
<td><strong>Robert Berne</strong>, BS, MBA, PhD, Executive Vice President for Health</td>
<td></td>
</tr>
<tr>
<td><strong>Martin S. Dorph</strong>, BS, MBA, JD, Executive Vice President, Finance and Information Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Katherine Fleming</strong>, BA, MA, PhD, Deputy Provost and Vice Chancellor, Europe</td>
<td></td>
</tr>
<tr>
<td><strong>Richard Foley</strong>, BA, MA, PhD, Vice Chancellor for Strategic Planning</td>
<td></td>
</tr>
<tr>
<td><strong>Alison Leary</strong>, BS, Executive Vice President for Operations</td>
<td></td>
</tr>
<tr>
<td><strong>Linda G. Mills</strong>, BA, JD, MSW, PhD, Vice Chancellor for Global Programs and University Life, NYU; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi; Lisa Ellen Goldberg Professor</td>
<td></td>
</tr>
<tr>
<td><strong>Ellen Schall</strong>, BA, JD, Senior Presidential Fellow</td>
<td></td>
</tr>
<tr>
<td><strong>Diane C. Yu</strong>, BA, JD, Deputy President</td>
<td></td>
</tr>
<tr>
<td><strong>Terrance Nolan</strong>, BA, JD, LLM, General Counsel and Secretary of the University</td>
<td></td>
</tr>
<tr>
<td><strong>Lynne P. Brown</strong>, BA, MA, PhD, Senior Vice President for University Relations and Public Affairs</td>
<td></td>
</tr>
<tr>
<td><strong>Norman Dorsen</strong>, BA, LLB, Counselor to the President</td>
<td></td>
</tr>
<tr>
<td><strong>Paul M. Horn</strong>, BS, PhD, Senior Vice Provost for Research; Senior Vice Dean for Strategic Initiatives and Entrepreneurship, Polytechnic School of Engineering</td>
<td></td>
</tr>
<tr>
<td><strong>Debra A. LaMorte</strong>, BA, JD, Senior Vice President for Development and Alumni Relations</td>
<td></td>
</tr>
<tr>
<td><strong>Ron Robin</strong>, BA, MA, PhD, Senior Vice Provost for Global Faculty Development, NYU; Senior Vice Provost for Faculty Development, NYU Abu Dhabi and NYU Shanghai</td>
<td></td>
</tr>
<tr>
<td><strong>Matthew S. Santirocco</strong>, BA, BA [Cantab.]; MPhil, MA [Cantab.], PhD; hon.: MA, Senior Vice Provost for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td><strong>Katepalli R. Sreenivasan</strong>, BE, ME, MA, PhD; hon.: DSc, Executive Vice Provost for Engineering and Applied Sciences; Dean, Polytechnic School of Engineering</td>
<td></td>
</tr>
<tr>
<td><strong>Marc L. Wais</strong>, BS, MBA, EdM, EdD, Senior Vice President for Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>
DEANS AND DIRECTORS

Roger Bagnall, BA, MA, PhD, Director, Institute for the Study of the Ancient World
Gérard Ben Arous, BS, MSc, PhD, Director, Courant Institute of Mathematical Sciences; Vice Provost for Science and Engineering Development
Lauren Benton, BA, PhD, Dean, Graduate School of Arts and Science [until June 30, 2015]
Charles N. Bertolami, DDS, DMedSc, Herman Robert Fox Dean, College of Dentistry
Alfred H. Bloom, BA, PhD; hon.: LLDD, Vice Chancellor, NYU Abu Dhabi
Dominic Brewer, BA, MA, PhD, Gale and Ira Drukier Dean, Steinhardt School of Culture, Education, and Human Development
Thomas J. Carew, BA, MA, PhD; hon.: MA, Anne and Joel Ehrenkranz Dean, Faculty of Arts and Science
Joy Connolly, BA, PhD, Dean for Humanities, Faculty of Arts and Science
Dennis Di Lorenzo, BA, Harvey J. Stedman Dean, School of Professional Studies
Sherry L. Glied, BA, MA, PhD, Dean, Robert F. Wagner Graduate School of Public Service
Allison Green, BFA, MFA, Dean, Tisch School of the Arts
Robert I. Grossman, BS, MD, Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center
Anna Harvey, BA, MA, PhD, Interim Dean, Graduate School of Arts and Science [as of July 1, 2015]
Cheryl G. Heaton, BA, MPA, DrPH, Director, Global Institute of Public Health; Dean of Global Public Health
Peter Blair Henry, BA, PhD, Dean, Leonard N. Stern School of Business
Steven E. Koonin, BS, PhD, Director, Center for Urban Science and Progress
Michael Laver, BA (hons.), MA, PhD, Dean for Social Sciences, Faculty of Arts and Science
Jeffrey S. Lehman, BA, JD, MPP, Vice Chancellor, NYU Shanghai
Carol A. Mandel, BA, MA, MLS, Dean of Libraries
Geeta Menon, BA, MA, PhD, Dean, Undergraduate College, Leonard N. Stern School of Business
Trevor W. Morrison, BA (hons.) [British Columbia]; JD, Dean, School of Law

Michael D. Purugganan, BS, MA, PhD, Dean for Science, Faculty of Arts and Science
Paul Romer, BS, PhD, Director, Marron Institute of Urban Management
Patricia Rubin, BA, MA, PhD, Judy and Michael Steinhardt Director, Institute of Fine Arts
Fred Schwarzbach, BA, MA, PhD, Dean of Liberal Studies, Faculty of Arts and Science
Katepalli R. Sreenivasan, BE, ME, MA, PhD; hon.: DSc, Dean, Polytechnic School of Engineering; Executive Vice Provost for Engineering and Applied Sciences
G. Gabrielle Starr, BA, MA, PhD, Seryl Kushner Dean, College of Arts and Science
Eileen Sullivan-Marx, BSN, MS, PhD, CRNP, RN, FAAN, Dean, College of Nursing
Lynn Videka, BSN, MA, PhD, Dean, Silver School of Social Work
Susanne L. Wofford, BA; BPhil [Oxon.], PhD, Dean, Gallatin School of Individualized Study

Board of Trustees

Martin Lipton, BS in Econ., LLB, Chair [through September 2015]
William Berkley, BS, MBA, Chair [as of October 2015]
Ronald D. Abramson, BA, JD; hon.: DFA
Khaldoon Khalifa Al Mubarak
Ralph Alexander, BS, MS, MS
Phyllis Putter Barasch, BS, MA, MBA
Maria Bartiromo, BA
Marc H. Bell, BS, MS
William R. Berkley, BS, MBA
Casey Box, AA, BA, MPA
Bill Brewer, BA, JD, LLM
Heather L. Cannady, BA, JD
Sharon Chang, BA, MA
Evan R. Chesler, BA, JD
Steven M. Cohen, BA, JD
William T. Comfort, III, BSBA, JD, LLM (in Taxation)
Florence A. Davis, BA, JD
Michael Denkensohn, BS
Barry Diller
Gale Drukier, BS
Joel S. Ehrenkranz, BS, MBA, LLB, LLM
Laurence D. Fink, BA, MBA
Luiz Fraga, BA, MBA
Mark Fung, BA, MA, JD, PhD
Lisa Yoo Hahn, BA, JD
Jonathan M. Herman, BA, JD
Natalie Holder, BS, JD, Executive MBA
Mitchell Jacobson, BA, JD
Boris Jordan, BA

Jonathan C. Kim, BS
Charles Klein, BA, JD
Andre J. L. Koo, BA, MBA
Mark Leslie, BA
Brian A. Levine, BS, MS, MD
Jeffrey H. Lynford, BA, MPA, JD
Kelly Kennedy Mack, BA, MBA
Mimi M. D. Marziani, BA, JD
Howard Meyers, BS
Steven S. Miller, BA, JD
Constance J. Milstein, BA, JD
David C. Oxman, BA, LLB
John Paulson, BS, MBA
Catherine B. Reynolds, BA
Brett R. Rockkind, BS, MBA
William C. Rudin, BS
Suresh Sani, BA, JD
John Sexton, BA, MA, PhD, JD
Constance Silver, BS, MSW, PhD
Lisa Silverstein, BA
Jay Stein
Joseph S. Steinberg, BA, MBA
Judy Steinhardt, BA, EdM
Michael H. Steinhardt, BS
Jessica Swartz, BA, MA, PhD
Chandrika Tandon, BA, MBA
Daniel R. Tisch, BA
John L. Vogelstein
Wenliang Wang
Casey Wasserman, BS
Nina Weissberg, BA, MA
Anthony Welters, BA, JD
Shelby White, BA, MA
Leonard A. Wilf, BA, JD, LLM (in Taxation)
Fred Wilson, BS, MBA
Tamara Winn, BA, JD, MBA
Charles M. Zegar, BS, MS, MS

**LIFE TRUSTEES**

Diane Belfer
Mamdouha Bobst, BA, MA, MPH; hon.: LHD
John Brademas (President Emeritus), BA; DPhil [Oxon.]; hon.: DCL, LHD, LittD, LLD
Arthur L. Carter, BA, MBA
Geraldine H. Coles
John J. Creedon, BS, LLB, LLM
Maurice R. Greenberg, LLB; hon.: JD, LLD
Henry Kaufman, BA, MS, PhD; hon.: LHD, LLD
Helen L. Kimmel, BA
Richard Jay Kogan, BA, MBA
Kenneth G. Langone, BA, MBA
Donald B. Marron
Thomas S. Murphy, BSME, MBA
Herbert M. Paul, BBA, MBA, JD, LLM
Lester Pollack, BS, LLB
E. John Rosenwald, Jr., BA, MBA
Marie Schwartz
Larry A. Silverstein, BA, LLB
Joel E. Smilow, BA, MBA
Sheldon H. Solow
Lillian Vernon
Robert F. Wright, BA, MBA
William D. Zabel, BA, LLB
Baroness Mariuccia Zerilli Marimò

**TRUSTEE ASSOCIATES**

Bruce Berger, BS
Leonard Boxer, BS, LLB
Jane Eisner Bram, BA, MSW, PhD
Betty Weinberg Ellerin, BA, JD
Norman Goodman, BA, JD
Marvin Leffler, BS, MBA
The Steinhardt School of Culture, Education, and Human Development is a professional school with a wide range of undergraduate and graduate programs, all designed to advance knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Our integration of education, media studies, health, and the arts into a single college makes us unique in the nation and offers unrivaled opportunities for inquiry and exploration. Many of our programs are especially committed to activities aimed at improving the urban environment for communities, families, and children.

At the graduate level, the school prepares aspiring and current professionals from a diverse range of backgrounds and experiences to enter or advance their careers in health, the arts, culture, and media in addition to teacher education, leadership, and applied psychology. We offer specialized professional and scholarly education within the context of one of the country’s premier centers for scholarly and creative inquiry, applied research, and field-based practice. Our students find a warm and supportive environment in which they can explore new ideas and practices with faculty and student colleagues. They work with researchers, scholars, and teachers who are intellectually adventurous and socially conscious. They learn in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratory. They embrace the challenges of our complex and interconnected world.

The school traces its origins to 1890, when New York University established a School of Pedagogy. With its founding, the University achieved another milestone in American education. It was the first time that a graduate school for preparing teachers was established in a major university, placing the School of Pedagogy at equal rank with other professional schools, such as law and medicine. From its earliest years, NYU Steinhardt recognized the importance of diversity, and included women among its first doctoral graduates and African Americans in its student body and faculty in the early 20th century.

Today, NYU Steinhardt offers a broad array of programs and classes, including on-campus and study abroad courses during winter and summer sessions; outstanding fieldwork sites for applied practice; award-winning faculty; and exceptional academic and research opportunities. Through rigorous research and education, both within and across disciplines, Steinhardt’s faculty and students continually evaluate and redefine processes, practices, and policies in their respective fields. They bring global and community perspectives to their studies and research and to their careers.

Welcome to NYU Steinhardt. We are proud to have you be part of our tradition of excellence and our vision for the future.

Administration

Dominic Brewer, BA, MA, PhD, Gale and Ira Drukier Dean
Ted Magder, BA, MA, PhD, Vice Dean for Academic Affairs
Pamela Morris, BA, MA, PhD, Vice Dean for Research and Faculty Affairs
Rebecca Brandriff, BS, MBA, Associate Dean of Operations
Patricia M. Carey, BA, MA, PhD, Associate Dean for Student Affairs
Erich Dietrich, BA, MA, PhD, Associate Dean for Global and Academic Programs
Charlton Mcilwain, BA, MHR, PhD, Associate Dean for Development and Diversity
Robert Rowe, BM, MA, PhD, Associate Dean for Research and Doctoral Studies
Lindsay Wright, BS, PhD, Associate Dean for Planning and Communication
Jeffrey Lane, BA, MA, Executive Director, Facilities Planning and Technology
Jeanne Bannon, BA, MA, Director, Student Services
Claude Blenman, BA, MA, Director, Faculty Affairs
Judith Costello, BS, Director, Institutional Research
Mary Beth Fenlaw, BMus, MBA, Director, Marketing
Lee Frissell, BA, MA, Director, Field Projects
Heather Herrera, BA, MA, PhD, Director, Academic Affairs
Roger Ho, BS, Director, Human Resources
Zachary Klim, BA, MA, Director, Academic Initiatives and Global Programs
Jacqueline McPhillips, BA, MS, Ed., Director, CCTOP
John S. Myers, BA, MA, Director, Enrollment Management
Debra Weinstein, BA, MA, Director, Publications and Creative Projects
David Zapotocky, BS, MA, PhD, Director, Registration Services
# Academic Programs

## Program and Concentration Codes

(See page 16-17 for teacher certification programs)

<table>
<thead>
<tr>
<th>ADMINISTRATION, LEADERSHIP &amp; TECHNOLOGY</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Workplace Education</td>
<td>GEBWEMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>GEBEWLADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Business and Workplace Education</td>
<td>GEBWECADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td><strong>Educational Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Administration</td>
<td>GEEDADEDD</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>GEEDADPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td><strong>Educational Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leadership: School Building Leader</td>
<td>GEELSBMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Leadership: School District Leader</td>
<td>GEELSDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Educational Leadership, Politics &amp; Advocacy</td>
<td>GEELPAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td><strong>Educational Communication and Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Communication and Technology</td>
<td>GEEDCTPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Digital Media Design for Learning</td>
<td>GEDMDLADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Digital Media Design for Learning</td>
<td>GEDMDLMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Games for Learning</td>
<td>GEGLETMS</td>
<td>M.S.</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education &amp; Student Affairs</td>
<td>GEHESAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>GEHIAEEDD</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Higher and Postsecondary Education</td>
<td>GEHIPSPHD</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

| APPLIED PSYCHOLOGY                        |                              |               |
|**Counseling & Guidance**                 |                              |               |
| Bilingual School Counseling K-12         | GECNGUMA: GECBG001           | M.A.          |
| Counseling & Guidance                    | GECNGUADCR: GECGU001         | Advanced Certificate |
| Counseling for Mental Health Wellness    | GECMHWMA                     | M.A.          |
| LGBT Health, Education, and Social Services | GELGBTADCR             | Advanced Certificate |
| LGBT Health, Education and Social Services | GELGBDADCR         | Advanced Certificate/MPH Global Public Health |
| School Counseling K-12                   | GECNGUMA: GECGS001           | M.A.          |
| Counseling for Mental Health and Wellness/|                              |               |
| LGBT Health, Education, and Social Services | GEHCMLGMA             | M.A.          |
| Counseling for Mental Health and Wellness/|                              |               |
| LGBT Health, Education, and Social Services | GEHCMLGADC           | Advanced Certificate |
| **Counseling Psychology**                |                              |               |
| Counseling Psychology                    | GECNPSPHD                   | Ph.D.         |
| **Psychology & Social Intervention**     |                              |               |
| Psychology & Social Intervention         | GEPSSIPHD                   | Ph.D.         |
| **Human Development & Social Intervention** |                              |               |
| Human Development & Social Intervention  | GEHDSIMA                     | M.A.          |
| Human Development & Social Intervention/ |                              |               |
| LGBT Health, Education, and Social Services | GEHDLGMA             | M.A.          |

* Leads to New York State certification.
† Professional license qualifying.
‡ Students are no longer admitted into this program.
Human Development & Social Intervention/
LGBT Health, Education, and Social Services**     GEHDLGADCR     Advanced Certificate

Developmental Psychology
Developmental Psychology                          GEPSDVPHD     Ph.D.

School Psychology
Professional Child/School Psychology             GEPSCHPSYD     Psy.D.

ART & ART PROFESSIONS

Studio Art
Studio Art/Teaching Art, All Grades               UEARAG/GEARED    B.F.A./M.A
Studio Art                                        GEARTCADCR     Advanced Certificate
Studio Art                                        GEARSAMFA      M.A.
Studio Art                                        GEARSTM A      M.A. (3 Summer Program)
Teaching Art/Social Studies 7-12                 GEARESMA      M.A.
Teaching Art/Social Studies 7-12(dual degree,   GEARESMA      M.A.
    initial/professional certification)

Art Education
Art Education                                    GEARTDEDD      Ed.D.
Art Education and Community Practice             GEAECPMA      M.A.
Teaching Art: All Grades                         GEAREPMA      M.A.
Teaching Art/Social Studies 7-12 Dual Degree    GEARESMA      M.A.

Art Therapy
Art Therapy                                      GEARTTMA      M.A.

Visual Arts Administration
Visual Arts Administration                        GEARVAMA      M.A.
Visual Culture-Costume Studies                   GEARCSMA      M.A.
Visual Culture-Costume Studies/                 GECSLSMA      M.A. (dual degree LIU)
Library and Information Science
Visual Culture and Education:
    Art Education Dual Degree                     GEAVCEPHD: GEAED007    Ph.D.

COMMUNICATIVE SCIENCES & DISORDERS

Communicative Sciences & Disorders               GECSDCADCR     Advanced Certificate
Communicative Sciences & Disorders               GECSDMMS      M.S.
Communicative Sciences & Disorders               GECSDP PHD     Ph.D.

HUMANITIES & SOCIAL SCIENCES IN THE PROFESSIONS

Applied Statistics in Social Research
Applied Statistics in Social Research             GEASSRMS      M.S.

History of Education
History of Education                              GEHSEDM A      M.A.
History of Education                              GEHSEDPHD     Ph.D.

Education & Jewish Studies
Education & Jewish Studies                        GEEDJ S MA      M.A.
Education & Jewish Studies/                      GEEJHJMA      M.A. (Dual Degree with GSAS)
Hebrew & Judaic Studies                           GEEJSTPHD     Ph.D.

Education & Social Policy
Education & Social Policy                         GEEDSPMA      M.A.

International Education
International Education:
    Cross-Cultural Exchange and Training           GEINTEPHD: GECI001    Ph.D.
    International Education: Global Education     GEINTEPHD: GEGED001    Ph.D.
    International Education:                      GEINTEPHD: GEC001
    International Development Education           GEINTSMA      M.A.
    International Education                       GEINTSADCR
    International Education                       GEINTEPHD
    International Education                       GEINTEPHD

* Leads to New York State certification.
† Professional license qualifying.
‡ Students are no longer admitted into this program.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Title</th>
<th>Code(s)</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Education</td>
<td>Sociology of Education</td>
<td>GESOEDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Sociology of Education Policy</td>
<td>GESOEDMA: GEEP001</td>
<td>M.A.</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Social &amp; Cultural Studies of Education</td>
<td>GESOEDMA: SCS001</td>
<td>M.S.</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Sociology of Education: Education Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIA, CULTURE &amp; COMMUNICATION</td>
<td>Media, Culture &amp; Communication</td>
<td>GEMDCCMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MEDIA, CULTURE &amp; COMMUNICATION</td>
<td>Media, Culture &amp; Communication/ Library &amp; Info Services(dual degree LIU)</td>
<td>GEMCLSMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MUSIC &amp; PERFORMING ARTS PROFESSIONS</td>
<td>Educational Theatre</td>
<td>GEEDTAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MUSIC &amp; PERFORMING ARTS PROFESSIONS</td>
<td>Educational Theatre: All Grades</td>
<td>GEEDTAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MUSIC &amp; PERFORMING ARTS PROFESSIONS</td>
<td>Educational Theatre: All Grades and English 7-12</td>
<td>GEEDTAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MUSIC &amp; PERFORMING ARTS PROFESSIONS</td>
<td>Educational Theatre: All Grades and Social Studies 7-12</td>
<td>GEETSSMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>MUSIC &amp; PERFORMING ARTS PROFESSIONS</td>
<td>Educational Theatre in Colleges and Communities</td>
<td>GEEDTCMA/GEEDTC</td>
<td>M.A./ Ph.D.</td>
</tr>
<tr>
<td>MUSIC - Instrumental</td>
<td>Instrumental Performance: Teaching Music All Grades, Dual Degree</td>
<td>UEEDU007</td>
<td>B.Mus./M.A.</td>
</tr>
<tr>
<td>MUSIC - Instrumental</td>
<td>Instrumental Performance: Jazz Instrumental Performance</td>
<td>GEJIPO01</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Piano</td>
<td>Piano Performance: Teaching Music All Grades, Dual Degree</td>
<td>UEMSDBBMUS: UEEDU005</td>
<td>B.Mus./M.M</td>
</tr>
<tr>
<td>MUSIC - Piano</td>
<td>Piano Performance</td>
<td>GEMUPPMM</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Piano</td>
<td>Piano Performance: Collaborative Piano</td>
<td>GEMUPPMM: GECPI001</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Piano</td>
<td>Piano Performance: Solo Piano</td>
<td>GEMUPPMMGESPI001</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Voice/Vocal Performance</td>
<td>Vocal Performance: Teaching Music All Grades, Dual Degree</td>
<td>UEMSBBBMUS: UEEDU003</td>
<td>B.Mus./M.A.</td>
</tr>
<tr>
<td>MUSIC - Voice/Vocal Performance</td>
<td>Vocal Performance</td>
<td>GEMUVPMM</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Voice/Vocal Performance</td>
<td>Vocal Performance: Classical Voice</td>
<td>GEMUVPMM: GECLV001</td>
<td>M.M.</td>
</tr>
<tr>
<td>MUSIC - Voice/Vocal Performance</td>
<td>Vocal Performance: Music Theatre Performance</td>
<td>GEMUVPMM: GEMTP001</td>
<td>M.M.</td>
</tr>
<tr>
<td>Music Business</td>
<td>Music Business</td>
<td>GEMUBGMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Music Business</td>
<td>Music Business: Music Technology</td>
<td>GEMUBGMA: GETTT001</td>
<td>M.A.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music Education, For College and University Faculty</td>
<td>GEMUSEMA:MCU</td>
<td>M.A.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music Education, For College and University Faculty</td>
<td>GEMUSEEMCU</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music Education, For College and University Faculty</td>
<td>GEMUSEEED: GEMCU001</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Teachers of Music in Elementary and Secondary Schools, Music Teacher K-12</td>
<td>GEMUSEADCR: GEMES004</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music Education, Music Teacher K-12</td>
<td>GEMUSEEED: GEMES001</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Music Education: Music Teacher K-12</td>
<td>GEMUSEPHD: GEMES003</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Teaching Music All Grades</td>
<td>GEMUSAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Music Education</td>
<td>Teaching Music: All Grades (Dual Degree)</td>
<td>GEMUSDMA</td>
<td>B.Mus./M.A.</td>
</tr>
<tr>
<td>Music Technology</td>
<td>Music Technology (Dual Degree)</td>
<td>UEMTBDBMUS/GEMTMDDMM</td>
<td>B.Mus./M.M</td>
</tr>
<tr>
<td>Music Technology</td>
<td>Music Technology</td>
<td>GEMUMTMM</td>
<td>M.M.</td>
</tr>
<tr>
<td>Music Technology</td>
<td>Music Technology</td>
<td>GEMUTDOPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Theory and Composition</td>
<td>Theory and Composition: Teaching Music All Grades Dual Degree</td>
<td>UEMTCDBMUS</td>
<td>B.Mus./M.A.</td>
</tr>
</tbody>
</table>
### Programs and Concentration Codes, continued

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Concentration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>Music Theory &amp; Composition</td>
<td>GEMATCMM</td>
</tr>
<tr>
<td></td>
<td>Music Theory &amp; Composition</td>
<td>GEMTACMM: GEFMS001</td>
</tr>
<tr>
<td></td>
<td>Music Theory &amp; Composition</td>
<td>GEMTACMM: GESDW001</td>
</tr>
<tr>
<td><strong>Dance and Dance Education</strong></td>
<td>Teachers of Dance - All Grades</td>
<td>GEDATPMA</td>
</tr>
<tr>
<td></td>
<td>Teaching Dance: All Grades</td>
<td>GEDATCMA</td>
</tr>
<tr>
<td></td>
<td>Teaching Dance - All Grades</td>
<td>GEDATDADCR</td>
</tr>
<tr>
<td></td>
<td>Teaching Dance in the Professions</td>
<td>GEDAPRMA</td>
</tr>
<tr>
<td></td>
<td>The American Ballet Theater Pedagogy</td>
<td>GEDAPRMA: GEABT002</td>
</tr>
<tr>
<td></td>
<td>Teaching Dance: All Grades/Dance (MFA)</td>
<td>GEDEDAMA</td>
</tr>
<tr>
<td><strong>Drama Therapy</strong></td>
<td>Drama Therapy</td>
<td>GEDRMTMA</td>
</tr>
<tr>
<td><strong>Music Therapy</strong></td>
<td>Music Therapists</td>
<td>GEMUSTMA</td>
</tr>
<tr>
<td><strong>Music Performance and Composition</strong></td>
<td>Music Performance &amp; Composition</td>
<td>GEMUCPPHD</td>
</tr>
<tr>
<td></td>
<td>For Composers</td>
<td>GEMUCPPHD: GECP001</td>
</tr>
<tr>
<td></td>
<td>Music Performance &amp; Composition: Performance</td>
<td>GEMUCPPHD: GEPER001</td>
</tr>
<tr>
<td><strong>Vocal Pedagogy</strong></td>
<td>Vocal Pedagogy</td>
<td>GEMVPCADCR</td>
</tr>
<tr>
<td></td>
<td>Vocal Pedagogy/Vocal Performance Dual Degree</td>
<td>GEMVPMM/GEMPDM</td>
</tr>
<tr>
<td></td>
<td>Vocal Performance: Classical Voice</td>
<td>GEMUVPM: GEMVCL</td>
</tr>
<tr>
<td></td>
<td>Vocal Performance: Musical Theatre Performance</td>
<td>GEMUVPM: GEMVCL</td>
</tr>
<tr>
<td></td>
<td>Vocal Performance/Vocal Pedagogy</td>
<td>GEMVPMM: GEMVAL</td>
</tr>
<tr>
<td></td>
<td>Classical Voice (dual degree)</td>
<td>GEMVPMM: GEMVCC</td>
</tr>
<tr>
<td></td>
<td>Musical Theatre (dual degree)</td>
<td>GEMVPMM: GEMTH001</td>
</tr>
<tr>
<td></td>
<td>Vocal Performance/Teaching Music: All Grades (dual degree)</td>
<td>GEMVPMM: GEMVTC</td>
</tr>
<tr>
<td></td>
<td>Vocal Performance: Musical Theatre/ Teaching Music: All Grades (dual degree)</td>
<td>UEMSVDMM: UEMVO</td>
</tr>
<tr>
<td><strong>Performing Arts Administration</strong></td>
<td>Performing Arts Administration</td>
<td>GEAADPMA</td>
</tr>
<tr>
<td></td>
<td>Theater (B.F.A.)/Performing Arts Administration</td>
<td>GEAAPDMA</td>
</tr>
</tbody>
</table>

### NUTRITION, FOOD STUDIES & PUBLIC HEALTH

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Concentration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nutrition &amp; Dietetics</strong></td>
<td>Nutrition and Dietetics, Clinical Nutrition</td>
<td>GEHONDMS: GECNU002</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Dietetics, Foods and Nutrition</td>
<td>GEHONDMS: GEFNU001</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Dietetics</td>
<td>GEHONDPHD</td>
</tr>
<tr>
<td><strong>Food Studies</strong></td>
<td>Food Studies—food culture</td>
<td>GEFOODMA: GECUL001</td>
</tr>
<tr>
<td></td>
<td>Food Studies—food systems</td>
<td>GEFOODMA: GESYS001</td>
</tr>
<tr>
<td></td>
<td>Food Studies &amp; Food Management</td>
<td>GEHOFPHD</td>
</tr>
</tbody>
</table>

### OCCUPATIONAL THERAPY

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Concentration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Therapy</strong></td>
<td>Occupational Therapy</td>
<td>GEOTHRMS</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy</td>
<td>GEOTHSDPS</td>
</tr>
<tr>
<td></td>
<td>Research in Occupational Therapy</td>
<td>GEOTHXPHD</td>
</tr>
<tr>
<td><strong>Post Professional Occupational Therapy</strong></td>
<td>Advanced Occupational Therapy</td>
<td>GEOTTHMA</td>
</tr>
</tbody>
</table>

### PHYSICAL THERAPY

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Concentration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Therapy</strong></td>
<td>Physical Therapy</td>
<td>GEPTPSDPT</td>
</tr>
<tr>
<td></td>
<td>(for entry level Physical Therapists)</td>
<td>GEPTPSDPT</td>
</tr>
<tr>
<td></td>
<td>Physical Therapy</td>
<td>GEPTPPDPT</td>
</tr>
<tr>
<td></td>
<td>(for practicing Physical Therapists)</td>
<td>GEPTPPDPT</td>
</tr>
</tbody>
</table>

---

13 **ACADEMIC PROGRAMS** THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2015-2017
<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopedic Physical Therapy</td>
<td>GEPTHDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Physical Therapy: Pathokinesiology</td>
<td>GEPTHPMA: GEKIN001</td>
<td>M.A.</td>
</tr>
<tr>
<td>Research in Physical Therapy</td>
<td>GEPTHRPHD</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

**TEACHING & LEARNING**

**Early Childhood and Elementary Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Education</td>
<td>GECHEDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>GECEPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Childhood Education/ Special Education, Childhood</td>
<td>GECSECMIA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>GEECEDMA</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Early Childhood/ Special Education, Early Childhood</td>
<td>GEESEEEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Positions of Leadership: Early Childhood &amp; Elementary Education</td>
<td>GEELLDADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Positions of Leadership: Early Childhood &amp; Elementary Education</td>
<td>GEELLDPHD</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

**English Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Education Secondary &amp; College</td>
<td>GEENGEPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>English Education Secondary &amp; College: Applied Linguistics</td>
<td>GEENGEPHD: GEAPL001</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>English Education Secondary &amp; College: Literature, Reading, Media Education, Composition Education &amp; Curriculum Development</td>
<td>GEENCPHD: GEELRM001</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Teachers of English Language &amp; Literature in Colleges</td>
<td>GEENGCADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>English Education: Teachers of English 7-12</td>
<td>GEENGPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English Education: Teaching English 7-12</td>
<td>GEENGLMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English Education: Clinically-Based English Education</td>
<td>GECBEADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>English Education: Clinically-Based English Education</td>
<td>GECBEEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English and American Literature/Teaching English 7-12 (dual degree, initial certification)</td>
<td>GEENGDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of English 7-12/Teaching Students with Disabilities 7-12</td>
<td>GEENGGMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Environmental Conservation Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Conservation Education</td>
<td>GEENYCMAMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Literacy Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy B-6</td>
<td>GELITBMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Literacy 5-12</td>
<td>GELITCMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Mathematics Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors of Mathematics &amp; Mathematics Education in Colleges</td>
<td>GEMAECPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Teachers of Mathematics 7-12</td>
<td>GEMTHPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Mathematics 7-12</td>
<td>GEMTHEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Mathematics/Teaching Mathematics 7-12</td>
<td>GEMTEDMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Bilingual Education**

<table>
<thead>
<tr>
<th>Program</th>
<th>Concentration Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education for Teachers</td>
<td>GEBILMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Bilingual Education(initial/professional certification)</td>
<td>GEBILNPHD</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Bilingual Education for Teachers</td>
<td>GEBILCADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Post-Masters Study in Bilingual Education</td>
<td>GEBEMPACR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Foreign Language Education</td>
<td>GEFLDGEDEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Foreign Language Education</td>
<td>GEFLCEDEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching a Foreign Language 7-12: Chinese (Mandarin)</td>
<td>GEFLCEMA: MAN</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Chinese 7-12</td>
<td>GEFLCPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching a Foreign Language 7-12 French</td>
<td>GEFLFHPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of French 7-12</td>
<td>GEFLFHPMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>
Teaching a Foreign Language 7-12, Italian  GEFLINMA  M.A.
Teachers of Italian 7-12  GEFLIPMA  M.A.
Teaching a Foreign Language 7-12 Japanese  GEFLJEMA  M.A.
Teachers of Japanese 7-12, M.A.  GEFLJPMA  M.A.
Teaching a Foreign Language 7-12, Spanish  GEFLSHMA  M.A.
Teachers of Spanish 7-12.  GEFFSSPMA  M.A.
Teaching French as a Foreign Language  (Joint Degree - GSAS)  SGFLTTFMA: SGFLT001  M.A.
Teaching French as a Foreign Language/ and TESOL(Joint Degree - GSAS)  SGFLTTFMA-SGESLO01  M.A.
Teaching Spanish as a Foreign Language  (Joint Degree - GSAS)  SGFLTSMA: SG  M.A.
Post-Masters Study for Teachers of Foreign Languages in Colleges  GEFLPMADCR  Advanced Certificate

Science Education
Science Education:
  Clinically Rich Integrated Science Program  GECRSIPMA  M.A.
Teachers of Biology 7-12  GESBLIPMA  M.A.
Teaching Biology 7-12  GESBLYMA  M.A.
Teachers of Chemistry 7-12  GESCHPMMA  M.A.
Biology/Teaching Biology 7-12  GESBIIDMA  M.A.
Teaching Chemistry 7-12  GESCHYMA  M.A.
Chemistry/Teaching Chemistry 7-12  GESCHDMA  M.A.
Teachers of Physics 7-12  GESPHPMA  M.A.
Teaching Physics 7-12  GESPHYMA  M.A.
Physics/Teaching Physics 7-12  GESPHDMA  M.A.

Social Studies Education
Teaching Social Studies 7-12  GESSSTMA  M.A.
Teachers of Social Studies 7-12  GESSSPMA  M.A.
History/Teaching Social Studies 7-12  GESSTDMA  M.A.
Teaching Social Studies 7-12/Teaching Students with Disabilities 7-12  GESOCGMA  M.A.
Clinically Based Social Studies 7-12/ with 5-6 extension  GEARESMA  M.A.
Clinically Based Social Studies 7-12/ with 5-6 extension  GESSSSSPMA  Advanced Certificate

Teaching English to Speakers of Other Languages
Post-Baccalaureate Study in Teaching English to Speakers of Other Languages  GETEPBADCR  Advanced Certificate
Post-Masters Study in TESOL in Colleges, Advanced Certificates  GETEPMADCR  Advanced Certificate
Teaching English to Speakers of Other Languages - All Grades  GETSOGMA  M.A.
Teachers of English to Speakers of Other Languages  GETSOLMA  M.A.
Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages  GEFLTSMA  M.A.
Teaching English to Speakers of Other Languages in College  GEENTCPHD  Ph.D.

Doctoral Programs
Teaching & Learning  GETLEDGEDD  Ph.D.
Teaching & Learning  GETLPHGPMA  Ed.D.

Special Education
Special Education Childhood, M.A.  GESECHMA  M.A.
Special Education: Early Childhood, M.A.  GESEECMA  M.A.

INTERDISCIPLINARY, INTER-PROFESSIONAL PROGRAM
Interdisciplinary Sciences  GERHSCPHD  Ph.D.
## Teacher Certification Programs*

**ART AND ART PROFESSIONS**

<table>
<thead>
<tr>
<th>Program Description</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art/Teaching Art, All Grades, dual degree (initial/professional certification)</td>
<td>UEARAGBFA/GEAREDMA</td>
<td>B.F.A./M.A.</td>
</tr>
<tr>
<td>Teaching Art: All Grades (professional certification)</td>
<td>GEAREPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Art: All Grades (initial/professional certification)</td>
<td>GEAREIMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Art: All Grades/Teaching Social Studies 7-12 (initial/professional certification)</td>
<td>GEARESMA/GEESSPMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**COMMUNICATIVE SCIENCES & DISORDERS**

<table>
<thead>
<tr>
<th>Program Description</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative Sciences &amp; Disorders (initial/professional certification)</td>
<td>GECSDMMS</td>
<td>M.S.</td>
</tr>
</tbody>
</table>

**MUSIC AND PERFORMING ARTS PROFESSIONS**

<table>
<thead>
<tr>
<th>Program Description</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Theatre: All Grades (initial/professional certification)</td>
<td>GEEDTAMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Theatre: All Grades and English 7-12 (dual certification, initial/professional certification)</td>
<td>GEETEDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Educational Theatre: All Grades and Social Studies 7-12 (dual certification, initial/professional certification)</td>
<td>GEETSSMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Instrumental Performance/Teaching Music All Grades, dual degree (initial/professional certification)</td>
<td>UEMSNDBMUS: UEEDU007</td>
<td>B.Mus/M.A.</td>
</tr>
<tr>
<td>Piano Performance/Teaching Music All Grades (initial/professional certification)</td>
<td>UEMSPDBMUS: UEEDU005</td>
<td>M.M</td>
</tr>
<tr>
<td>Vocal Performance/Teaching Music All Grades (initial/professional certification)</td>
<td>UEMUSVBBMUS: UEEDU003</td>
<td>B.Mus/M.A.</td>
</tr>
<tr>
<td>Theory and Composition/Teaching Music All Grades (initial/professional certification)</td>
<td>UEMTCDBMUS</td>
<td>B.Mus/M.A.</td>
</tr>
<tr>
<td>Teachers of Dance: All Grades (professional certification)</td>
<td>GEDATPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Dance: All Grades (initial/professional certification)</td>
<td>GEDATCMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Dance: All Grades for M.A’s/M.F.A’s (initial/professional certification)</td>
<td>GEDATDADCR Advanced Certificate</td>
<td></td>
</tr>
<tr>
<td>Teaching Dance: All Grades/Dance (initial/professional certification)</td>
<td>GEDEDAMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**TEACHING AND LEARNING**

<table>
<thead>
<tr>
<th>Program Description</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood Education (initial certification)</td>
<td>GECHEDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Childhood Education (professional certification)</td>
<td>GECHEPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Childhood Education/Childhood Special Education, Childhood (dual certification, initial/professional certification)</td>
<td>GECSECMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Early Childhood Education (professional certification)</td>
<td>GEECEDMA Advanced Certificate</td>
<td></td>
</tr>
<tr>
<td>Early Childhood/Early Childhood Special Education, Early Childhood</td>
<td>GEESEEEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English Education: Teachers of English 7-12 (professional certification)</td>
<td>GEENGPMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English Education: Teaching English 7-12 (initial/professional certification)</td>
<td>GEENGLMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>English Education: Clinically-Based English Education (initial/professional certification)</td>
<td>GECBEEADCR Advanced Certificate</td>
<td></td>
</tr>
<tr>
<td>English Education: Clinically-Based English Education (initial/professional certification)</td>
<td>GECBEEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching English 7-12/Teaching Students with Disabilities (initial/professional certification)</td>
<td>GEENGGMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Literacy B-6, (initial/professional certification)</td>
<td>GELITBMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Literacy 5-12 (initial/professional certification)</td>
<td>GELITCMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Bilingual Education for Teachers (initial/professional certification)</td>
<td>GEBILCADCRC Advanced Certificate</td>
<td></td>
</tr>
<tr>
<td>Bilingual Education for Teachers (professional certification)</td>
<td>GEBILMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Special Education Childhood, M.A. (initial/professional certification)</td>
<td>GESECHMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Special Education: Early Childhood, M.A. (initial/professional certification)</td>
<td>GESEECEMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

* Many of these programs are approved by the Department of Veterans Affairs.
Please consult with the Office of Graduate Admissions for further information.
<table>
<thead>
<tr>
<th>Bilingual Education</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education for Teachers (initial/professional certification)</td>
<td>GEBILCADCR</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Bilingual Education for Teachers (professional certification)</td>
<td>GEBILMMMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Teaching a Foreign Language 7-12:**

(Initial/professional certification)

<table>
<thead>
<tr>
<th>Language</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>GEFLCEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Chinese: Mandarin</td>
<td>GEFLCEMA: MAN</td>
<td>M.A.</td>
</tr>
<tr>
<td>French</td>
<td>GEFLFHMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Italian</td>
<td>GEFLINMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Japanese</td>
<td>GEFLJEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Spanish</td>
<td>GEFLSHMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

(Professional certification)

<table>
<thead>
<tr>
<th>Position</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher of Chinese</td>
<td>GEFLCPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teacher of Chinese: Mandarin</td>
<td>GEFLCPMA: MAN</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teacher of French</td>
<td>GEFLFPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teacher of Italian</td>
<td>GEFLIPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teacher of Japanese</td>
<td>GEFLJPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teacher of Spanish</td>
<td>GEFSPPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching French as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification)</td>
<td>SGFLTFMA: SGFLT001</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching French as a Foreign Language/and TESOL (Joint Degree-GSAS) (dual certification, initial/professional certification)</td>
<td>SGFLTFMA-SGESL001</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Spanish as a Foreign Language (Joint Degree-GSAS) (dual certification, initial/professional certification)</td>
<td>SGFLTSMA: SG</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (dual certification, initial/professional certification)</td>
<td>GEFLTSMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages: All Grades (initial/professional certification)</td>
<td>GETSOGMA</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

**Teaching a Science**

<table>
<thead>
<tr>
<th>Science Education: Clinically Rich Integrated Science Program (initial/professional certification)</th>
<th>CODES</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Biology 7-12 (professional certification)</td>
<td>GESBLPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Biology 7-12 (initial/professional certification)</td>
<td>GESBLYMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Biology/Teaching Biology 7-12 (dual degree, initial certification)</td>
<td>GESBDIDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Chemistry 7-12 (professional certification)</td>
<td>GESCHPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Chemistry 7-12 (initial/professional certification)</td>
<td>GESCHYMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Chemistry/Teaching Chemistry 7-12 (dual degree, initial certification)</td>
<td>GESCHDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Mathematics 7-12 (initial/professional certification)</td>
<td>GEMTHEMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Mathematics 7-12 (professional certification)</td>
<td>GEMTHPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Mathematics/Teaching Mathematics 7-12 (dual degree, initial certification)</td>
<td>GEMTEDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Physics 7-12 (professional certification)</td>
<td>GESHPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Physics 7-12 (initial/professional certification)</td>
<td>GESPHYMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Physics/Teaching Physics 7-12 (dual degree, initial certification)</td>
<td>GESPHDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Social Studies 7-12 (initial/professional certification)</td>
<td>GESSSTMMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teachers of Social Studies 7-12 (professional certification)</td>
<td>GESSSPMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>History/Teaching Social Studies 7-12 (dual degree, initial certification)</td>
<td>GESTDMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Teaching Social Studies 7-12/Teaching Students with Disabilities (initial/professional certification)</td>
<td>GESOCGMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Clinically Based Social Studies 7-12/with 5-6 extension (initial/professional certification)</td>
<td>GEARESMA</td>
<td>M.A.</td>
</tr>
<tr>
<td>Clinically Based Social Studies 7-12/with 5-6 extension (initial certification)</td>
<td>GESSSSPPMA</td>
<td>Advanced Certificate</td>
</tr>
</tbody>
</table>
Application Deadlines

It is always advisable to apply early, since many programs have very firm deadlines. It is the responsibility of the applicant to ensure that all materials are in the Office of Graduate Admissions by the appropriate deadline. All deadlines are “in-office” and not postmarked deadlines. The Office of Graduate Admissions reserves the right to return any application that arrives after the deadline. Should any deadline fall on a weekend or official holiday, the in-office deadline will be the next business day.

DOCTORAL PROGRAMS
Ph.D. and Ed.D. programs (fall only)—December 15
D.P.T. entry-level program PTPS (summer only)—December 1
D.P.S. program OTHS (fall or spring)—March 15 for fall or November 1 for spring

MASTER’S AND ADVANCED CERTIFICATE PROGRAMS
Deadlines vary by program. Specific dates are posted in the online Application Guide located at www.steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

SPRING SEMESTER PROGRAMS
Several master’s and advanced certificate programs and the D.P.S.-OTHs review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at www.steinhardt.nyu.edu/guide.

Classification of Courses

The following pages contain descriptions of the courses offered at the Steinhardt School of Culture, Education, and Human Development.

All courses at New York University are assigned a two- to five-letter program code as a prefix, followed by a two-letter level (undergraduate/graduate) school identifier and a one- to four-digit course number. Within a given department/program, courses are listed in numerical order.

For example:

ENGED-GE.2601

ENGED-GE.2601 indicates a course in English Education in the Steinhardt School of Culture, Education, and Human Development for master’s and doctoral students,

ENGED  indicates the course is in the Program in English Education

GE  indicates the course is given at the graduate level in the Steinhardt School of Culture, Education, and Human Development

The four digits after the decimal indicates both eligibility to take the course and the course number within the given department or program:

ELIGIBILITY
1-999  freshman, sophomore
1000-1999  junior, senior
2000-2999  master’s, doctoral
3000-3999  doctoral
4000-4999  cross-school courses restricted to specific majors within approved schools

■ A hyphen between the numbers (e.g. ENGED-GE.2601-2602) indicates a two-semester course in which the first course (ENGED-GE.2601) is a prerequisite for the second course (ENGED-GE.2602)
■ A comma between the numbers (e.g. ENGED-GE.2601, 2602) indicates a two-semester course in which the first course (ENGED-GE.2601) is not a prerequisite for the second course (ENGED-GE.2602,) which may be taken as a stand-alone course.
■ Undergraduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 15 hours per credit which includes four or nine and one-half hours of outside study per class meeting
■ Graduate courses in the Steinhardt School of Culture, Education, and Human Development are required to meet for 10 hours per credit, which includes seven hours of outside study per class meeting
■ Undergraduates within 12 credits of the baccalaureate may upon approval of their advisor and the instructor of the course register for a 2000 level course.
■ Undergraduates within 32 credits of the baccalaureate may, upon approval of their advisor, the instructor, and the chairperson of the department offering the course, register for a 2000 level course.
# Course Number Prefixes

<table>
<thead>
<tr>
<th>DEPARTMENT/PROGRAM</th>
<th>CODE</th>
<th>DEPARTMENT/PROGRAM</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Leadership and Technology</td>
<td>AMLT-GE</td>
<td>Nutrition, Food Studies, and Public Health</td>
<td>FOOD-GE</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>EDLED-GE</td>
<td>Food Studies</td>
<td></td>
</tr>
<tr>
<td>Educational Communication and Technology</td>
<td>EDCT-GE</td>
<td>Nutrition and Dietetics</td>
<td>NUTR-GE</td>
</tr>
<tr>
<td>Higher and Post Secondary Education</td>
<td>HPSE-GE</td>
<td>Public Health</td>
<td>PUHE-GE</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>APSY-GE</td>
<td>Occupational Therapy</td>
<td>OT-GE</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>ASL-GE</td>
<td>Physical Therapy</td>
<td>PT-GE</td>
</tr>
<tr>
<td>Art and Art Professions</td>
<td>ARTP-GE</td>
<td>Teaching and Learning</td>
<td>TCHL-GE</td>
</tr>
<tr>
<td>Art Education</td>
<td>ARTED-GE</td>
<td>Bilingual Education</td>
<td>BILED-GE</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>ARTT-GE</td>
<td>Childhood Education</td>
<td>CHOED-GE</td>
</tr>
<tr>
<td>Art Theory and Critical Studies</td>
<td>ARTCR-GE</td>
<td>Early Childhood and Elementary Education</td>
<td>ECED-GE</td>
</tr>
<tr>
<td>Costume Studies</td>
<td>ARCS-GE</td>
<td>English Education</td>
<td>ENGED-GE</td>
</tr>
<tr>
<td>Studio Art</td>
<td>ART-GE</td>
<td>Environmental Conservation Education</td>
<td>ENYC-GE</td>
</tr>
<tr>
<td>Visual Arts Administration</td>
<td>ARVA-GE</td>
<td>Foreign Language Education</td>
<td>FLGED-GE</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>CSD-GE</td>
<td>Language Education</td>
<td>LANED-GE</td>
</tr>
<tr>
<td>Humanities and Social Sciences in the Professions</td>
<td>HMMSS-GE</td>
<td>Literacy Education</td>
<td>LITC-GE</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>APSTA-GE</td>
<td>Mathematics Education</td>
<td>MTHED-GE</td>
</tr>
<tr>
<td>Arts and Humanities Education, Studies in</td>
<td>AHUM-GE</td>
<td>Reading Recovery</td>
<td>RDREC-GE</td>
</tr>
<tr>
<td>Education and Jewish Studies</td>
<td>EJST-GE</td>
<td>Science and Mathematics Education</td>
<td>SCMT-HGE</td>
</tr>
<tr>
<td>Education and Social Policy</td>
<td>EDPLY-GE</td>
<td>Science Education</td>
<td>SCIED-GE</td>
</tr>
<tr>
<td>History of Education</td>
<td>HSED-GE</td>
<td>Social Studies Education</td>
<td>SOCED-GE</td>
</tr>
<tr>
<td>International Education</td>
<td>INTE-GE</td>
<td>Special Education</td>
<td>SPED-GE</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>PHE-D-GE</td>
<td>Teachers of English to Speakers of Other Languages</td>
<td>BILED-GE</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>SOED-GE</td>
<td>Teaching English as a Second Language</td>
<td>TESOL-GE</td>
</tr>
<tr>
<td>Interdepartmental Research Studies</td>
<td>RESCH-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media, Culture, and Communication (graduate)</td>
<td>MCC-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music and Performing Arts Professions</td>
<td>MPADE-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Education</td>
<td>MPADE-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama Therapy</td>
<td>MPADT-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Therapy</td>
<td>MPAMT-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts Administration</td>
<td>MAPAPA-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Theatre</td>
<td>MAPAE-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>MPAME-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental Strings</td>
<td>MPASS-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz</td>
<td>MPAJZ-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percussion</td>
<td>MPAPS-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brass</td>
<td>MPABR-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwinds</td>
<td>MPAWW-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piano</td>
<td>MPAPE-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>MPAVP-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Business</td>
<td>MPAMB-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Technology</td>
<td>MPATE-GE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory and Composition</td>
<td>MPATC-GE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Department of Administration, Leadership, and Technology prepares leaders, researchers, teaching faculty, multimedia specialists, technology designers, and trainers for schools, colleges, nonprofit agencies, and business settings. The department’s 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. Students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function and 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


**Michael Sean Funk**, Clinical Assistant Professor. B.A. 1993, Edinboro University; M.A. 2000, New York University; Ed.D. 2012, University of Massachusetts, Amherst.


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

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


**Camilla F. Matuk**, Associate Professor. B.Sc. 2002, The University of Windsor; M.Sc. 2004, University of Toronto; Ph.D. 2010, Northwestern University.


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


**Jan L. Plass**, Professor, Paulette Goddard Chair in Digital Media and Learning Science. M.A. 1990, Ph.D. 1994, Erfurt (Germany).

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

**Number of Adjunct Faculty**: 16

**Affiliated Faculty**


Educational Leadership

**DIRECTOR**
Gary Anderson

82 Washington Square East
7th Floor, Suite 700
New York, NY 10003
Tel: 212-998-5177
Fax: 212-995-4041

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

**FACULTY**
Anderson, Anderson, Astuto, Fergus, Larson

**ADJUNCT FACULTY**
DiFiore, Feijoo, Gibson, Guerriero, James

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. The curriculum addresses those complexities by including a solid grounding in understanding multiple perspectives 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 policymakers today. Collaborations between and among faculty and students and linkages with practicing educational leaders are important components of the program.

Effective immediately the Educational Leadership program has begun accepting applications for doctoral studies every other year. Hence, no applications will be reviewed in academic year 2015/2016 for fall 2017 matriculation. Prospective applicants will need to apply during academic year 2016 for fall 2017 matriculation.

**OVERVIEW**
Our program is grounded in the belief that advanced graduate study relevant to urban education and leadership requires an inquiry-based orientation to professional learning. Our curriculum is grounded 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; stimulates intellectual growth; and enhances the practical wisdom of good leaders. Our programs of study cultivate a deep understanding of life in schools and their communities and introduces the best of research to make sense of and inform leadership practice.

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

**CAREER OPPORTUNITIES**
Graduates of the Educational Leadership program assume key leadership roles in education, nationally and internationally. Among them are superintendents, principals, directors, and 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 to create academic and professional experiences that enable students to learn about key issues and emerging practices in their chosen fields.

In both programs, students study issues of politics and policy in education that can prepare those who will want to pursue future study in educational leadership, policy studies, non-profit management, 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. Graduates work in child, youth, and community advocacy organizations; policy and research centers; public, 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 electives from a wide array of options in education public policy, not-for-profit organizations, child and family services, and research.

The program of study consists of 36 credits of coursework and continuous field-based experience. It is designed to accommodate full-time or part-time study; coursework typically starts each September (but students can also start spring semester or summer session), and full-time students can complete the program in three 12-credit semesters, or two semesters and two summers. Each course examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of low-income children and youth, and implications for leadership within and outside of educational settings. Eighteen of the 36 credits represent required courses focusing on content requirements: Advocacy and Education EDLED-GE.2205, Internship in Educational Leadership, Politics, and Advocacy EDLED-GE.2160, Organizational Theory I AMLT-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 18 credits 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, 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 credits 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 credits are required courses that focus on the content requirements, and three credits 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 credits 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 credits, including 21 credits of coursework, continuous leadership experiences, and a three-credit culminating internship.


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. Coursework 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 42-60 credits of coursework beyond the master’s degree. The minimum of 42 credits applies to students who have earned two master’s degrees or a master’s degree and a Certificate of Advanced Study; however, these are not required for admission.

**Administrative Core** (15 credits):

- Educational Reform and Leadership in the New Economy 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


**ADMISSION APPLICATION**

Applicants must follow the school-wide 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 200.
Programs in Educational Technology: Games for Learning; Digital Media Design for Learning; Educational Communication and Technology

**DIRECTOR**
Jan Plass
2 MetroTech Center
8th Floor, Room 868
646-997-0734

**DEGREES**
M.S. in Games for Learning; M.A. in Digital Media Design for Learning; Advanced Certificate in Digital Media Design for Learning; Ph.D. in Educational Communication and Technology

**FACULTY**
Bouwmeester, Goldman, Hoadley, Matuk, Plass

**ADJUNCT FACULTY**
Biles, Majzlin, Migliorelli, Olsen, Reardon, Singh, Vaccu

The Program in Games for Learning (G4L) awards the Master of Science degree. The program focuses on design, evaluation, and application of digital games for learning outcomes and other non-entertainment purposes.

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.

The graduate programs in educational technology at NYU connect cutting-edge research from the cognitive and learning sciences with practice in designing digital learning tools for varied contexts—K-12 schools, universities, workplaces, museums, nonprofits, and international development. Our programs are unique in their focus across broad learning contexts and in the linkage between design and research (including our studio-based learning approach).

Our master’s in Digital Media Design for Learning and Advanced Certificate in Digital Media Design for Learning (formerly Educational Communication and Technology) prepare students to create, use, and evaluate media and technology for learning, from software and websites, to games, video and mobile phone applications. The master’s in Games for Learning prepares students to create, use and evaluate serious games for learning and social change. The PhD in Educational Communication and Technology prepares world-class scholars to theorize and study the relationship between design, media, technology, and learning in a variety of paradigms: from social science, to design, to humanistic and cultural studies.

The educational technology programs house two research laboratories and one institute. The two labs are CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education, and dolcelab, the Laboratory for Design Of Collaboration, Learning, & Experience. 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, with projects in areas such as secondary chemistry education, medical education, and learning through videogames. The dolcelab houses primarily design-based research for human empowerment through learning, with a special focus on learning for sustainability and global development, equity, and non-cognitive learning goals. 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. 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.

**DEGREE REQUIREMENTS**

The Master’s and Advanced Certificate educational technology programs are primarily course based, with a final capstone (thesis) requirement for Master’s degrees. Internships provide an important optional component of these degrees as well. The doctoral degree is based on both coursework and research milestones, with a continuous research apprenticeship model.

**Master of Science**
The G4L Master of Science is a 36-credit program: two courses in the foundations of educational communication and technology category; four courses in the games foundations category; five electives chosen from either design electives and professional applications or from games-related courses in other NYU graduate programs; and the Master of Science capstone or thesis project.

**Master of Arts**
The DMDL Master of Arts is a 36-credit 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, games foundation category and/or the professional applications category; one or two electives chosen from other NYU graduate programs; and the Master of Arts capstone or thesis project. Students who take three of the four foundations of games for learning courses may declare a formal concentration in games for learning to be noted on the transcript.

**Certificate of Advanced Study**
The DMDL Advanced Certificate is a 30-credit 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. There is no thesis requirement.

**Doctor of Philosophy**
The ECT doctorate is a 57-credit program. Doctoral students are required to take seven specialization courses (21 credits, 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 credits, in categories established by NYU Steinhardt, include six courses on research design and methods; two courses in educational foundations; the ECT content seminar; the dis-
Programs in Educational Technology, continued

Certificate 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. To provide a venue for continuous research mentorship, all doctoral students in the program must maintain continuous registration in the doctoral colloquium, and are expected to participate in research activities in collaboration with faculty. Depending on how long it takes to complete the program, this may entail more than 57 credits.

SUPPLEMENTARY APPLICATION REQUIREMENTS

Master of Arts/Master of Science

While neither GRE scores nor a portfolio of prior professional work in learning media or technology is required, either may be provided. In some cases applicants may be required to attend an admissions interview either face to face or online.

Certificate Program

In addition to the standard Steinhardt application form, the certificate program requires a supplemental application requirement—a set of half-page essay responses to the following questions: (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 in some cases applicants may be required to attend an admissions interview either face to face or online.

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 questions: (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 shortlisted applicants must attend an admissions interview.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 200.

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. The program hosts guest speakers of faculty and other students. Prospective doctoral students are strongly encouraged to contact faculty members they are interested in working with in advance. Prospective masters and advanced certificate students are strongly encouraged to attend program information sessions or webinars; one-on-one preadmissions meetings are not routinely scheduled for Master’s level applicants.

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. Part-time doctoral and all Masters or Advanced Certificate students should not expect to receive teaching or research assistantships; see the Steinhardt financial aid webpage for more information.
Programs in Higher and Postsecondary Education

The Program in Higher and Postsecondary Education prepares individuals for leadership and professional roles 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 in Business and Workplace Education, the Advanced Certificate in Workplace Learning, and the Post-Master’s Certificate in Workplace Education 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 M.A. Program in Teachers of Business and Workplace Education, the Post-Baccalaureate Advanced Certificate in Workplace Learning, and the Post-Master’s Advanced Certificate in Workplace Learning 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

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-credit program includes 18 required credits in higher education and 18 credits 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 fewer.


Business and Workplace 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 credits are required in the following areas:

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

Content (9 credits): 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 credits): Learning in Higher and Workplace Education HPSE-GE.2122, Research Approaches
Advanced Certificate

The program offers two Advanced Certificates. The post-baccalaureate Certificate Program in Workplace Learning consists of 15 credits 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 post-master’s Advanced Certificate of Study in Workplace Learning that consists of 30 credits beyond the master’s degree. This highly flexible program permits students to pursue their individual career goals through focused coursework, 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 the Ph.D. program stems from the range of interests and expertise of 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 requires combined research in literature and empirical investigation. 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, an analytical synthesis of the research and related scholarly literature on a researchable problem of significant interest to higher and postsecondary education. Ph.D. students submit a dissertation, an empirical study that contributes new knowledge to their fields of study.

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 credits beyond the master’s degree, including 18–24 credits 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 credits), including required courses (6 credits): Doctoral Colloquium in Higher Education HPSE-GE.3001 and Theoretical Perspectives for Research on College Students HPSE-GE.3120; Foundations of Education (6 credits by advisement). Research (18 credits of quantitative and qualitative research courses by advisement and the 3-credit Higher Education Dissertation Proposal Seminar HPSE-GE.3015). Cross-disciplinary preparation/cognate electives (6 credits by advisement).

The Ph.D. Program in Higher and Postsecondary Education accepts applications every other year. Prospective applicants will need to apply in December 2015 for fall 2016 matriculation.

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 coursework in higher and postsecondary education. It requires 60 credits 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, a 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.
SPECIAL OPPORTUNITIES
The Department of Administration, Leadership, and Technology also conduct programs in Turkey, Abu Dhabi, India, and Israel, in conjunction with the University of Pretoria in South Africa, offers an intensive 6-credit 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 2015–2017.

NOTES TO COURSES
*Registration closed to students in specific circumstances.

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 credits. Fall, Spring.

Organizational Theory II
AMLT-GE.2054 Astuto. 30 hours: 3 credits. Spring. Prerequisite: AMLT-GE.2053 or permission of instructor.

International Perspectives on Education Reform
AMLT-GE.2072 Moja. 30 hours: 3 credits. Fall.

Educational Reform and Leadership in the New Economy
AMLT-GE.3301 Anderson. 30 hours: 3 credits. Spring.

Dissertation Proposal Seminar
AMLT-GE.3400 Staff. 45 hours: 3 credits. Fall, Spring.

EDUCATIONAL LEADERSHIP/EDLED-GE
Professional Seminar in Educational Leadership
EDLED-GE.2005 Staff. 30 hours: 3 credits. Fall.

School Finance, Budget, and Facilities
EDLED-GE.2012 Staff. 30 hours: 3 credits.

School District Leadership
EDLED-GE.2035 Staff. 30 hours: 3 credits.

Excellent School Seminar I: School Design
EDLED-GE.2080 Staff. 30 hours: 3 credits. Fall.

Excellent School Seminar II: Teachers and Students
EDLED-GE.2085 Astuto. 30 hours: 3 credits. Spring.

Internship in Educational Leadership
EDLED-GE.2159. Astuto. 3 credits. Fall, Spring, Summer.

Internship in Educational Leadership, Politics, and Advocacy
EDLED-GE.2160. Astuto. 3 credits. Fall, Spring, Summer.

Internship Seminar in School Leadership
EDLED-GE.2161. Astuto. 30 hours: 3 credits. Fall, Spring, Summer.

Advocacy and Education
EDLED-GE.2205. Anderson. 30 hours: 3 credits. Fall, Spring.

Education Law
EDLED-GE.2207. Staff. 30 hours: 3 credits. Summer.

Transforming the Urban High School
EDLED-GE.2240. Siskin. 30 hours: 3 credits. Spring.

Independent Study
EDLED-GE.2300*. Staff. 45 hours per credit: 1-6 credits. Fall, Spring, Summer; hours to be arranged.

Leadership for School Improvement
EDLED-GE.2305. Staff. 30 hours: 3 credits. Fall.

Politics of Education
EDLED-GE.2341. Staff. 30 hours: 3 credits. Spring.

The Politics of Multicultural School Communities
EDLED-GE.2342. Larson. 30 hours: 3 credits. Spring, Summer.

Data-Supported Inquiry, Decision Making, and Leadership
EDLED-GE.2343. Anderson. 30 hours: 3 credits. Spring.

Educational Policy Analysis
EDLED-GE.2355. Dumas, 30 hours: 3 credits. Fall, Spring.

NOTES TO COURSES
*Registration closed to students in specific circumstances.
Demographic Analysis and School-Community Planning  
EDLED-GE.2367  Staff. 30 hours: 3 credits. Spring.

Individual Learning Systems for Administrators  
EDLED-GE.2901  Astuto. 30–120 hours: 3–12 credits. Fall, Spring, Summer.

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

Educational Policy Analysis  
EDLED-GE.3005  Dumas. 30 hours: 3 credits. Spring.

Information Strategies for Educational Policy and Practices  
EDLED-GE.3015  Staff. 30 hours: 3 credits. Spring.

Professional Seminar in Educational Leadership Studies I and II  
EDLED-GE.3097, 3098  Staff. 30 hours: 3 credits. Fall, Spring.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE

EDCT-GE.2158  Hoadley. 30 hours: 3 credits. Fall.

Cognitive Science and Educational Technology I  
EDCT-GE.2174  Goldman, Schwartz. 45 hours: 3 credits. Spring.

Cognitive Science and Educational Technology II  
EDCT-GE.2175  Goldman. 30 hours: 3 credits. Fall.

EDUCATIONAL MEDIA DESIGN FOUNDATIONS

Architecture of Learning Environments  
EDCT-GE.2177  Goldman, Reardon. 30 hours: 3 credits. Spring.

Interaction Design for Learning Environments  
EDCT-GE.2178  Vacca, Plass. 30 hours: 3 credits. Fall.

FOUNDATIONS OF GAMES FOR LEARNING

Video Games and Play in Education  
EDCT-GE.2500  Staff. 30 hours: 3 credits. Spring.

Designing Simulations and Games for Learning  
EDCT-GE.2505  Plass. 30 hours: 3 credits. Fall.

Narrative, Digital Media, and Learning  
EDCT-GE.2510  Goldman, Reardon. 30 hours: 3 credits. Fall.

Research on Simulations and Games for Learning  
EDCT-GE.2505  Plass. 30 hours: 3 credits. Spring.

MEDIA DESIGN ELECTIVES

Educational Video: Design and Production I  
EDCT-GE.2153  30 hours: 3 credits. Spring.

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

Current Topics in Developing Learning Technologies  
EDCT-GE.2220  30 hours: 3 credits. Summer.

Educational Design for the World Wide Web I  
EDCT-GE.2251  Staff. 30 hours: 3 credits. Fall.

Educational Technology in Global Context  
EDCT-GE.2031  Neuman. 30 hours: 3 credits. Fall, Spring.

Educational Video: Design and Production II  
EDCT-GE.2154  Staff. 30 hours: 3 credits. Fall. Prerequisite: EDCT-GE.2153 or permission of the instructor.

Advanced Video Design Workshop  
EDCT-GE.2156  Staff. 30 hours: 3 credits. Fall. Prerequisite: EDCT-GE.2154 or permission of instructor.

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

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/EDCT-GE

EDCT-GE.2017  Goldman, Reardon. 30 hours: 3 credits. Spring.

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

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

Advanced World Wide Web Design Lab  
EDCT-GE.2177  Staff. 30 hours: 3 credits. Spring. Prerequisite: EDCT-GE.2251 or equivalent.

Educational Technology Studio Practicum: Special Topics  
EDCT-GE.2550  Staff, 10–40 hours: 1–4 credits. Summer, Spring, Fall.

PROFESSIONAL APPLICATIONS

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

Integrating Media and Technology in the K-12 Curriculum  
EDCT-GE.2018  Staff. 10 hours per credit: 1–3 credits. Fall, Spring, Summer.

Media Practicum: Internships  
EDCT-GE.2197  Majzlin. 180 hours: 3 credits. 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 credits. Fall, Spring, Summer. Includes fieldwork and seminar on campus. May be taken a maximum of two times. Permission of the instructor is required.

MASTER OF ARTS/MASTER OF SCIENCE CAPSTONE (THESIS) PROJECT

EDCT-GE.2095  Staff. 15 hours per credit: 1–3 credits. Fall, Spring. Restricted to ECT majors. Permission of the program coordinator required.

RESEARCH AND DOCTORAL SEMINARS
Courses, continued

Advanced Seminar in Research and Practice in Educational Technology
EDCT-GE.3076 Goldman, Plass, Hoadley. 30 hours: 3 credits. Fall. Prerequisite: EDCT-GE.3311.

Doctoral Colloquium in Educational Communication and Technology
EDCT-GE.3315 Plass, Goldman. 15 hours per credit: 1–3 credits. Fall, Spring, Summer. Permission of the instructor required.

INDEPENDENT STUDY

Independent Study
EDCT-GE.2300 Staff. 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged. For description, see page 173.

HIGHER AND POSTSECONDARY EDUCATION/HPSE-GE

The College Environment
HPSE-GE.2015 30 hours: 3 credits.

The College Presidency
HPSE-GE.2025 30 hours: 3 credits. Fall.

Comparative Higher Education Studies
HPSE-GE.2041 30 hours: 3 credits. Fall.

The Community College
HPSE-GE.2057 30 hours: 3 credits. Spring.

The Impact of College on Student Success
HPSE-GE.2068 30 hours: 3 credits.

College Student Learning and Development
HPSE-GE.2069 30 hours: 3 credits. Spring.

Enrollment Management and Retention Programs in Higher Education
HPSE-GE.2070 30 hours: 3 credits. Spring.

Managing Administrative Services in Colleges
HPSE-GE.2085 30 hours: 3 credits. Summer.

Institutional Assessment in Higher Education
HPSE-GE.2087 30 hours: 3 credits. Fall.

Research Approaches and Techniques in Postsecondary Education
HPSE-GE.2088 30 hours: 3 credits. Fall.

Foundations of Higher Education
HPSE-GE.2090 30 hours: 3 credits.

Professional Seminar in Higher Education
HPSE-GE.2093 Marcus. 30 hours: 3 credits. Spring.

Leadership in Higher Education
HPSE-GE.2097 Marcus. 30 hours: 3 credits. Fall.

Higher Education and the Law
HPSE-GE.2115 Nolan. 30 hours: 3 credits. Spring.

Financing Higher Education
HPSE-GE.2117 Staff. 30 hours: 3 credits. Spring.

Higher Education Studies, Administrative Work, and Field Experiences
HPSE-GE.2121 135 hours: 3 credits. Fall, Spring. Permission of the instructor required.

Learning in Higher and Workplace Education
HPSE-GE.2122 O’Connor. 30 hours: 3 credits. Spring.

Higher Education and Contemporary Society
HPSE-GE.2131 Staff. 30 hours: 3 credits. Summer.

The Politics of Higher Education
HPSE-GE.2135 Brown. 30 hours: 3 credits. Fall.

Internship in Higher Education
HPSE-GE.2141 Hubbard. 135 hours: 3 credits. Fall.

Global Perspectives in Higher Education
HPSE-GE.2151 30 hours: 3 credits. Semesters offered may be repeated once.

Diversity in Higher Education
HPSE-GE.2161 Teranishi. 30 hours: 3 credits. Spring.

Independent Study
HPSE-GE.2300 Staff. 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.

Doctoral Colloquium in Higher Education
HPSE-GE.3001 Marcus. 30 hours: 1–3 credits.

Doctoral Seminar in Higher Education
HPSE-GE.3009 Staff. 30 hours: 3 credits. Fall; hours to be arranged.

Globalization and Higher Education Reforms
HPSE-GE.3109 Moja. 30 hours: 3 credits. Spring.

Economics and Finance of Higher Education
HPSE-GE.3110 Richardson. 30 hours: 3 credits. Spring.

Governance of Colleges and Universities
HPSE-GE.3119 Richardson. 30 hours: 3 credits. Spring.

Theoretical Perspectives for Research on College Students
HPSE-GE.3120 Staff. 30 hours: 3 credits. Fall.
located in New York’s legendary East Village, NYU Steinhardt’s Department of Art and Art Professions is closely tied to the international art world in all its dimensions. The department’s interdisciplinary approach to art, with its commitment to autonomy and experimentation, as well as research, collaboration, and community practice, underscores the central role of visual art within contemporary culture.

Downtown New York has long been a magnet for the world’s most innovative artists. Within this cosmopolitan environment, NYU creates a home for visual artists and art professionals who work side by side with acclaimed performers, scientists, theorists, and philosophers to explore the frontiers of creative practice.

Degree Programs in Studio Art The M.F.A. Program in Studio Art is an intimate full-time program that combines art and critical theory with a focused studio practice. The admissions process is highly competitive. Faculty members meet regularly with students individually and in intensive group critiques and seminars. Weekly visiting artist lectures enhance the program’s connection to the greater art world. Facilities and faculty expertise include painting, drawing, installation, sculpture, photography, digital art, video, printmaking, performance, ceramics, and metals.

Degree Programs in the Arts Professions The M.A. Programs in Art Education aspire to transform the landscape of the field through a radical approach to visual arts education. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist, able to work in schools, museums, community-based programs, alternative educational sites and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society.

The M.A. Program in Art Therapy offers an in-depth psychological and yet strongly art-based curriculum, including rigorous academic coursework and an extensive internship practicum (1,000 hours) at a wide range of placements and populations in the metropolitan area. The program also offers a unique cross-cultural internship experience in non-Western countries such as Tanzania, Peru, South Africa, and Morocco. The program, established by Edith Kramer, a pioneer and prominent figure in the field, is one of the first training programs accredited by the American Art Therapy Association.

The M.A. Program in Costume Studies focuses on the history of costume and textiles in its broadest aesthetic and cultural context and was the first program in the United States to offer a specialized curriculum on the history and role of dress in culture. Students work with faculty who are specialists in the field as well as professionals from important New York institutions such as the Metropolitan Museum of Art, the Museum of the City of New York, and the Brooklyn Museum. A dual degree option in library science is also available.

The M.A. Program in Visual Arts Administration promotes a thorough understanding of the cultural forces affecting the visual arts for professionals managing arts organizations. Students develop keen management, marketing, and financial skills and work with both for-profit and not-for-profit organizations. In addition to taking coursework in the department, students take classes at the Stern School of Business and the Robert F. Wagner Graduate School of Public Service. Through consideration of conceptual and practical issues, students are prepared for the increasingly specialized opportunities in this important and exciting field. The program also offers study abroad in the Netherlands, Berlin, and London. In these international seminars, students explore current cultural and social issues affecting international arts practices. Working professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.
Global Study NYU offers a range of summer and winter session courses abroad. Classes and workshops taught by NYU faculty and local artists, scholars, and professionals introduce students to the local art scene and explore the differences in global cultures that are influencing contemporary art. The university is also expanding its new campus in Abu Dhabi in the coming years.

Faculty The close relationship between the department’s faculty and students is at the heart of each of the department’s programs. Studio faculty members include some of the highest profile figures in the contemporary art world and represent broadly diverse approaches to content, critical theory, and media. Recent additions to the studio faculty include Marlene McCarty, Jonathan Berger, and Andrew Weiner. The Art Professions Programs, led by Dipti Desai in Art Education, Sandra Lang in Art Administration, Ikuko Acosta in Art Therapy, and Nancy Deihl in Costume Studies, are intensely involved in arts policy, education, and community engagement in the visual arts. Issues such as globalization and the display of culture in a large spectrum of cultural institutions and alternative sites are core features across the curriculum.

Internships in Art New York City provides a wide range of internship settings that help students make essential connections and acquire professional experience in fields related to their studies that will serve them well into the future. An internship coordinator works closely with students to ensure successful experiences. Recent internships include the Metropolitan Museum of Art; MoMA/PS 1; NYC Department of Cultural Affairs; Artists Space; Creative Time; Christies; prominent commercial galleries such as Lehmann Maupin and Gagosian; artists such as Matthew Barney and Diana Al-Hadid; and creative companies, including Viacom, Condé Nast Publications, Anthropologie and Armani.

Facilities All of the art department’s studios, shops, labs, classrooms, exhibition spaces, and faculty offices are housed in the six-story Beaux Arts building. Facilities include studio classrooms and workshops for sculpture, printmaking, painting, drawing, ceramics, metalsmithing, sewing, photography, computer and digital printing, 3D fabrication, and video. The M.F.A. studios are spacious and private, with windows on New York City’s East Village. Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the Rosenberg Gallery and the Commons, which also serve as venues for interdisciplinary collaborations, performances, receptions, workshops, meetings, and public events. The department’s 2,800-square foot 80 Washington Square East Galleries (80WSE) provide exceptional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host exhibitions of graduating M.F.A. students, as well as reviewed exhibitions curated by faculty, alumni, students, and guests. Broadway Windows and Washington Square Windows serve as street-side galleries for exhibitions of student work and curated projects.

Special Departmental Features The Visiting Artist Lecture Series is a vibrant public program that includes lectures, performances, panels, and screening. Visiting artists include Michel Auder, Ellen Berkenblit, Keith Edmier, Lia Gangitano, Bruce Hainley, Kurt Kauper, Wayne Koestenbaum, Matthew Day Jackson, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, Andrea Scott, Erin Shirreff, Sue Williams, B Wurtz, R.H. Quaytman, and Martha Schwendener.

The Department of Art and Art Professions provides exceptional opportunities for cross-disciplinary discourse and experimentation. New York City’s galleries, museums, schools, studios, and performance spaces from Chelsea to Brooklyn and the Lower East Side are an integral part of NYU’s extended campus, as are the University’s vast intellectual and academic resources. New York University is one of the nation’s leading research universities, with 48,000 students enrolled in 14 schools and colleges. With students from all over the world, the multinational, multietnic makeup of the student body presents myriad perspectives, energetic exchanges, and fresh insights.
Faculty


Ross Bleckner, Clinical Associate Professor. B.S. 1971, New York University; M.F.A. 1973, California Institute of the Arts.


Melissa Rachleff Burtt, Clinical Associate Professor. B.S. 1985, Drexel; M.A. 1993, New York University.


Trisha Donnelly, Clinical Associate Professor. B.F.A. 1995, California (Los Angeles); M.F.A. 2000, Yale.


Rose Lee Goldberg, Clinical Associate Professor. 1970 Courtland Institute, London.

Lyle Ashton Harris, Clinical Assistant Professor. B.A. 1988, Wesleyan; M.F.A. 1990, California Institute of the Arts.


Carlo M. Lamagna, Clinical Associate Professor. B.A. 1969, College of the Holy Cross; M.A. 1971, Massachusetts (Amherst).

Sandra Lang, Clinical Associate Professor. B.A. 1972, Middlebury College; M.B.P. 1983, Columbia University.

Marlene McCarty, Clinical Associate Professor, Honorary Doctorate, Mass. College of Art.


Gerald Pryor, Associate Professor; Artist-in-Residence. B.A. 1968, Trinity College; M.A. 1976, Hunter College (CUNY).

Judith S. Schwartz, Professor. B.A. 1964, Queens College (CUNY); M.A. 1969, Ph.D. 1983, New York University.


Number of Adjunct Faculty

 Studio Art: 43
 Art Education: 6
 Visual Arts Administration: 14
 Costume Studies: 7
 Art Therapy: 13
Studio Art

M.F.A. IN STUDIO ART
PROGRAM DIRECTOR
Maureen Gallace
mag6@nyu.edu

DEGREE PROGRAMS

M.F.A. in Studio Art
60 credits

The NYU Steinhardt M.F.A. Program in Studio offers students the opportunity to work with accomplished artists and scholars in a truly interdisciplinary setting. The small two-year program provides private studios and access to facilities in painting, printmaking, ceramics, photography, digital media, and sculpture. During the course of study, students engage in team-taught critique classes, as well as one full afternoon a week of individual studio meetings with visiting artists. The NYU faculty and visiting artists are made up of acclaimed artists, critics, and writers with diverse interests, who see teaching as a part of their creative practice.

VISITING ARTIST LECTURE SERIES AND STUDIO VISITS

The weekly Visiting Artist Lecture Series is an important part of the M.F.A. Studio Art Program. Each week, students meet individually with selected visiting artists, followed by a lecture. With the University’s location in the center of New York, these lectures regularly bring innovative artists, writers and critics into the department.

Recent visiting artists and curators include Michel Auder, Ellen Berkenblit, Keith Edmier, Lia Gangitano, Bruce Hainley, Kurt Kauper, Wayne Koestenbaum, Matthew Day Jackson, Leigh Ledare, Nick Mauss, Rick Moody, Rebecca Morris, Laurel Nakadate, Jack Pierson, Andrea Scott, Erin Shirreff, Sue Williams, B Wurtz, R.H. Quaytman, and Martha Schwendener.

CAREER OPPORTUNITIES

Alumni of the program in studio art are represented by galleries, featured in contemporary museums and biennials, recipients of prestigious fellowships, and artist residencies. Many hold positions as teachers, designers, and curators.

DEGREE REQUIREMENTS

Students must complete 60 credits and are required to take 4 semesters of ART-GE2990 Graduate Studio and ART-GE2993 Visiting Artist Critiques. In the last and final semester students also must take the Thesis Project course (ART-GE2997) as well as participate in the M.F.A. Exhibition at 80WSE Galleries. Additional course requirements include art theory/criticism, M.F.A. seminars, and studio electives.

ADMISSION REQUIREMENTS

Applicants must have a solid GPA and a strong studio art and art history background. International students must have a minimum TOEFL score of 100 IBT to apply to the program. The application, transcripts, artist statement, and CV must be submitted directly to the Office of Graduate Admissions along with three letters of recommendation, preferably from both academic and professional sources (steinhardt.nyu.edu/graduate_admissions).

The portfolio, along with a copy of the artist statement, CV, and the names of the three recommenders must be submitted directly to SlideRoom (http://steinhardt.nyu.edu/graduate_admissions/guide/arsa/mfa). Once applications have been reviewed a select number of applicants will be contacted for an interview.

Painting and Drawing

John Torreano
jt2@nyu.edu

Painting has a history that goes back more than 40,000 years, as seen in the El Castillo Caves of Spain. There is no other art form with as extensive and accessible a history. It gives us images from cultures as wide ranging as the Neanderthal, the Renaissance on to the Modern and Postmodern. Since the beginning people have reached out to mark in order to record their existence and say, “we were here.” When we look at those “markings” we connect empathetically to whoever did them. This serves to collapse time and thus bring us together with all of humanity. Therefore, to the painter, all art is contemporary art. If we can see it today, even if it is from millennia past, then we can be influenced and inspired by it.

To pick up a piece of charcoal (nothing but a burnt stick) or brush (nothing but a cluster of animal hairs) with paint (nothing but dirt mixed with a medium like blood or oil) and mark, gives evidence as to who we are as individuals within this grand universe of humanity. To choose painting as a medium requires both knowledge of this immense history and the courage to add to the discourse.

The making of shapes, marks, colors and textures on a 2-dimensional plane, that can express 3- and 4-dimensional ideas, requires a particularly complex level of abstract thinking. Our program confronts the challenges of painting with a community of faculty, students and other experienced practitioners. Peer-to-peer discourse and camaraderie is our most important educational component. These artists represent a rich diversity of points-of-view reflecting the complexity of our contemporary global culture. Of course we support skill development, but most emphatically encourage experimentation and expansion of ideas toward an inspired, expressive, and personalized life affirming process. The painting and drawing faculty is led by John Torreano and includes Ross Bleckner, Jesse Bransford, Maureen Gallace, Marlene McCarty as well as many acclaimed adjunct and visiting faculty, including Cecily Brown, Juliet Jacobsen, Erika Ranee, Max Razdow, David Salle, and Sue Williams.
Studio Art, continued

Sculpture
Sue deBeer
sue.debeer@nyu.edu

Sculpture courses allow artists and students to explore their ideas in media as varied as video, ceramics, architecture, 3-D printing, fabric, drawing, text, or performance, as well as classic skills such as woodworking, welding, and moldmaking.

The sculpture facility covers a full floor of the Barney Building and is divided into a wood and metal shop, a critique room, a plaster and moldmaking studio with a walk in spray booth, and a studio housing a new state-of-the-art CNC router. Shop technicians are available for information and oversight of the studio. The sculpture faculty includes area director Sue deBeer, who recently completed solo exhibitions in Berlin, and New York, and internationally renowned artists such as Trisha Donnelly, Carol Bove, Keith Edmier, Beverly Semmes, Luis Gispert, Corey McCorckle, Rico Gatson, Curtis Mitchell, Dave Hardy, and Ian Cooper, along with other innovative practitioners. Courses range from theory-driven classes such as Corey McCorckle’s class on Walter Benjamin to technical classes in moldmaking taught by Keith Edmier and Ian Cooper.

Sculpture: Craft Media
Judith Schwartz
judith.schwartz@nyu.edu

A vibrant cross-disciplinary movement in contemporary art has created renewed connections between fine arts, design and craft media. Courses in ceramics, mold making, mixed media sculpture, metalsmithing, jewelry, and sewn fabrics allow artists to expand their ideas and practices through a wide range of materials and skills in the art department’s studio facilities. In ceramics, the fully equipped, naturally lit studio housing electric, down, and updraft gas kilns, wheels and hand building areas provide an ideal facility for a dynamic working environment in the heart of Manhattan. Students can expand their creative vocabulary in glass as well, through a unique liaison with Urban Glass, the largest facility in the United States dedicated to glass as an art form. The mixed media studio supports a variety of experimentation in soft sculpture, metal craft, and critical theory classes that focus on the intersection of new and old media. As a space that crosses artistic and aesthetic borders, these studios are an important reflection of the interdisciplinary use of materials that is vital to craft scholarship and contemporary art engaging artists, designers, artisans, and historians.

Area director, Judith Schwartz, Ph. D. is one of the world’s leading authors and curators in ceramics and craft media. Faculty, including Matt Nolen, Beverly Semmes, Kathy Butterly, Klaus Burgei, Shida Kuo, Sayumi Yokouchi, and Ann Mulford, discuss work within an historical, contemporary, and theoretical framework designed to foster technical, literary, and critical skills. Both the artist and the artist/teacher are prepared to meet professional standards for a global career.

Printmaking
Mark Johnson
mark.johnson@nyu.edu

Print provides contemporary artists with an extensive array of possibilities and working methods, from photocopy to etching to digital 3-D printing, from unique to multiple to installation. The NYU Print Studio is dedicated to creating an environment where this range is encouraged in conjunction with experimentation and personal exploration.

The print studio, with 14’ high ceilings and northern light, is equipped to realize ideas in multiple techniques, including silkscreen, etching, relief print, book arts and letterpress, digital imaging/printing, as well as Departmental facilities for laser cutting, 3-D printing and CNC machining. New York City at large provides a unique context for the study of print, which includes numerous special print exhibitions, vast museum collections, the annual New York City Print Week, and a vibrant D.I.Y., zine, and street art scene. The print area faculty, led by Area director Mark Johnson, includes Kiki Smith, Valerie Hammond, Noah Breuer, and Ruby Sky Stiler.
Photography
Gerald Pryor
gp1@nyu.edu

Photography stills life and reveals the artist’s self. An active exchange between the photographer and outside world occurs when an image is made. Present time is considered through past memory and future desire. Photography extends into other art forms such as video, digital art, performance and installation. Images are central to art in the 21st century as the aesthetical truth and political place of photography predominate.

The Art Department maintains state-of-the-art photo analogue and digital facilities. The analogue studio includes a 24” color processor, separate group black-and-white and color labs, and eight individual darkrooms. The digital facilities housed in three separate areas include computer video editing, LED and projected viewing, and digital printing with two large digital Epson printers, including the Epson 9900. The classrooms, which can be converted into shooting studios, are equipped with iMacs, all computer programs, video and slide projectors, scanners, and digital photo printers. There is a large selection of equipment for loan including 35mm, digital, 4 x 5, and video cameras, light meters, tripods, and professional strobe lights. Introductory, intermediate, and advanced classes are offered in black-and-white, color, digital, video, performance, installation, and photographic theory along with the techniques of lighting and use of large format cameras.

Photographic artists and thinkers share faculty duties in this innovative area, led by Gerald Pryor. Outstanding faculty members include Lyle Ashton Harris, Nancy Barton, Hiroshi Suna-iri, Adam Putnam, O Zhang, Tommy Hartung, Rita Barros, Gautam Kansara, Lior Shvil, Delia Gonzalez, Kim Hoeckele, Linzy Kalup.

Video

Video has been a major force in the art world since the 1970s; with new advances in technology, video will soon become a dominant force in commercial film industries, as well. Artists working in video have been at the forefront of these new developments, exploring both the public impact of mediated imagery and the personal resonance of increasingly convenient technologies. The department computer studio for video and new media, houses 16 innovative iMac workstations, a laptop lounge, viewing areas, projection, and video equipment checkout. An advanced video suite contains two additional editing stations and a 24p camera. The video faculty include Jennifer Krasinski, Alex McQuilkin, Claudia Joskowitz, and Priyanka Dasgupta.

Environmental Art Activism
Natalie Jeremijenko
nj6@nyu.edu

Natalie Jeremijenko, one of the most visible and dynamic artists working at the intersection of art, technology, engineering, and environmental studies, has established the Environmental Health Clinic, a laboratory to diagnose environmental ills and create solutions for a greener future. Working with designers, farmers, and computer scientists aka “doctors without disciplinary borders” Jeremijenko, who is herself an engineer as well as an artist, has established a cross-disciplinary team of artists and researchers who contribute to a slate of poetic, political and spectacular projects that engage diverse participants in measurably improving shared environmental health.
Art Education

**DIRECTOR**
Dipti Desai
dd25@nyu.edu

**DEGREE**
M.A.

The M.A. Programs in Art and Education aspire to transform the landscape of the field through a radical approach to visual arts education and artistic practice. With a special focus on contemporary art and its social context, the programs position the artist-teacher as cultural producer, intellectual, and activist able to work in schools, museums, community-based programs, alternative educational sites, and in the public realm. Our programs also prepare students to be innovative researchers and persuasive advocates for the arts in schools and society. There are four different Masters degrees offered:

- **MA-Teaching Art, All Grades leading to Initial Certification**
- **MA-Teaching Art, All Grades leading to Professional Certification**
- **MA-Teaching Art and Social Studies (Dual Certification)**
- **MA in Art, Education, and Community Practice.**

**MA-Teaching Art, All Grades (Initial-33 credits)**

Coursework in the initial certification program is designed for students who wish to pursue graduate-level professional training leading to an initial (and provisional) certification as artist-teachers in primarily public and private schools both nationally and internationally. The program combines a strong foundation in critical pedagogy with a solid grounding in practice, including experience teaching in NYU Visionary Studio classes for high school students and two student teaching placements in elementary and secondary schools. Through a sequence of core courses grounded in a progressive social justice approach, students examine the making and teaching of art as a social act, and consider its philosophical, historical, political, economic, and sociological contexts. Students develop a pedagogical foundation through courses in education, art education, and research methodologies while continuing their work as artists in graduate-level studio courses.

For students who have an undergraduate B.A. or B.F.A. degree in studio art and wish to acquire teacher certification, the M.A. Program in Teaching Art, All Grades, offers a curriculum that satisfies the academic requirements for New York State teacher certification. To fulfill New York State teacher certification requirements for initial certification, the candidate must enroll in the 33-credit M.A. program.

**MA-Teaching Art, All Grades (Professional-30 credits)**

The coursework in the professional certification program is designed for students who already have an initial teaching art certificate and wish to pursue graduate training that positions the artist-teacher as cultural producer, intellectual, and activist. Grounded in contemporary art and critical pedagogy that fosters social transformation, students explore the making and teaching of art as a social act, and consider its philosophical, historical, political, economic, and sociological contexts. The 30-credit program is tailored to student interests allowing them to take courses in the various schools and programs at New York University. Special partnerships with museums, non-profit art organizations, and educational initiatives provide students with a wide range of opportunities to gain practical and professional experience in the field.

The 30-credit M.A. program meets the academic requirements for New York State professional certification. To fulfill the total requirements for professional certification, a candidate must additionally complete two years of school experience as a full-time paid teacher. This requirement can be fulfilled while taking courses toward the master’s degree.

**Dual Certification in Teaching Art (All Grades) and Social Studies (Grades 7-12)**

This program offers a M.A. with dual certification in Art Education (all grades) and Social Studies Education (grades 7-12). This dual-degree program models critical and investigatory education that empowers students to think beyond subject area. A fundamental component of this program is collaboration across two departments in Steinhardt: the Department of Teaching and Learning and the Department of Art and Art Professions. Students take courses in both departments and have the opportunity to engage with and learn from students and faculty across Steinhardt. Students must apply to the Art Education Program initially and fulfill all admissions requirements, including a visual portfolio, and then meet the admissions requirements for the Social Studies Education program in Teaching and Learning.

**MA-Art, Education, and Community Practice**

This interdisciplinary program combines coursework in contemporary artistic practice, educational theory, and social activism to prepare artists, educators, designers, community organizers, and other publicly situated activists to work within community-based settings, museums, NGOs, or broader public and civic contexts to initiate social change through the arts.

Grounded in the work of critical educational theorists including Paulo Freire and bell hooks, this program supports artists and other publicly situated activists to connect visual strategies with the needs of a community. Students learn from artists who do socially engaged work, examining how art and design can open dialogue about a community’s history, culture, and social needs. Drawing on community organizing strategies and artistic activism, students are directly involved in putting ideas generated with the community into practice. This hands-on approach leads to students’ capstone project, which provides an opportunity to design and implement a community-based art project that allows for social transformation. In this program students assume major roles in changing the social, cultural, political, and economic landscape through their artistic practice.

This program does not lead to certification for teaching.

Students take foundational courses in the three core program modules: Contemporary Artistic Practice, Educational Theory, and Social Activism, as well as complete a Final Project. In addition, students can choose elective courses from across the university to customize their degree focus and experiences.

**CAREER OPPORTUNITIES**

The three programs in art education that lead to Initial and Professional Certification prepare teachers and curriculum specialists in visual art for positions in elementary, middle, and high schools nationally and internationally. Our graduates also work as educators in...
museums, community-based programs, and arts organizations, and some pursue doctoral study in art education, curriculum, and instruction.

The Art, Education, and Community Practice program serves individuals interested in socially engaged art and who want to work outside or in collaboration with traditional avenues (museum, gallery, arena, and classrooms). Graduates may also serve as artists and organizers working as educators, curators, and artists in museums, community-based organizations, and NGOs.

DEGREE REQUIREMENTS

M.A. candidates in Initial Certification (33 credits) take the following courses: Pedagogical Foundations (16 credits); Studies in Critical Theory in Art Education (6 credits); Advanced Studio in Art (6 credits); Student Teaching in Art Education (6 credits); The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/Violence Prevention (0 credits); and Research in Art Education and Final Project (3 credits).

M.A. candidates in Professional Certification (30 credits) take the following courses: Studies in Critical Theory in Art and Art Education (15 credits); Guided Elective (3 credits); Advanced Studio in Art (9 credits); and Research in Art Education and Final Project (3 credits).

M.A. candidates in Teaching Art and Social Studies (44 credits) take courses in the following areas: Pedagogical Foundations (29 credits); Praxis in Art Education and Social Studies Education (6 credits); Studies in Critical Theory and Education (6 credits minimum); Final Project in Social Studies or Art Education (3 credits).

M.A. candidates in Art, Education and Community Practices (30-34 credits) take courses in the following areas: Contemporary Artistic Practice (6 credits); Educational Theory (3 credits); Social Activism (3 credits); Guided Electives (10-12 credits); Terminal Capstone Project (9 credits).

ADMISSION REQUIREMENTS

In order to be considered for admission to the Initial or Professional certification programs (33 or 30 credits), applicants must have a minimum GPA of 3.0 and a bachelor’s degree with a minimum of 27 credits in studio art and a minimum of 9 credits in art history, as well as a liberal arts/general education degree from an accredited four-year college or university. For international applicants, a minimum TOEFL score of 100 IBT is required.

In addition to the general requirements, applicants must submit 20 examples (in digital form) that reflect the strongest selections of their artistic practice and a 500-word (typed) statement describing their interests, experience, and the direction they wish to pursue in the field. We encourage applicants to address the following in their statement: Describe your previous experiences teaching art or in other related fields. Why is it important to teach art in schools? What is the role of art and the artist in society today? Why are you applying to the NYU program in Art Education and how will the program support your personal and professional goals?

In addition to the general requirements, applicants must submit 20 examples (in digital form) that reflect the strongest selections of their artistic practice and a 500-word (typed) statement describing their interests, experience, and the direction they wish to pursue in the field. We encourage applicants to address the following in their statement: Describe your previous experiences teaching art or in other related fields. Why is it important to teach art in schools? What is the role of art and the artist in society today? Why are you applying to the NYU program in Art Education and how will the program support your personal and professional goals?

In addition to the general requirements, applicants must submit 20 examples (in digital form) that reflect the strongest selections of their artistic practice and a 500-word (typed) statement describing their interests, experience, and the direction they wish to pursue in the field. We encourage applicants to address the following in their statement: Describe your previous experiences teaching art or in other related fields. Why is it important to teach art in schools? What is the role of art and the artist in society today? Why are you applying to the NYU program in Art Education and how will the program support your personal and professional goals?

ACCESSIBILITY

The Steinhardt School of Culture, Education, and Human Development teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Visual Arts Administration

(Nonprofit and For-Profit Concentration)

DIRECTOR
Sandra Lang
sl65@nyu.edu

DEGREE
M.A.

Established in 1971, the M.A. Program in Visual Arts Administration was the first in the nation to focus specifically on management careers in the visual arts, in both traditional and alternative contexts. Taking into account the cultural and economic impact of the visual arts, nationally and internationally, as well as the challenges facing the arts today, the program prepares students to become leaders in a broad range of arts organizations.

The Visual Arts Administration M.A. Program addresses the whole art ecology, including the cultural environment in which art and arts organizations operate, the role of the artist in society, how artwork is documented, presented and interpreted, the structure and management of organizations that display artwork—both non-profit and for-profit—and the role of art theorists, critics, curators, and collectors. The Program curriculum also considers how education in arts organizations expands knowledge and builds audiences, the increasing role of art in urban development and public spaces, and new approaches and tools for encouraging access and participation. Students acquire the theoretical and practical tools for fundraising, financial management, marketing, and knowledge of new media and technology in the visual arts. While the program is primarily oriented toward the non-profit segment of the field, it also offers a strong for-profit concentration.

Since its beginnings, the program has an extensive international outlook. The curriculum fosters a global perspective within course syllabi, readings and discussions, and through several study abroad options. In London, students analyze the exhibition and display of art in material culture through a dynamic curriculum that blends classroom sessions and site visits. In the Netherlands and Berlin, Performing Arts Administration and Visual Arts Administration students compare and contrast the management of cultural institutions in the U.S. and Europe, with an emphasis on cultural policy, cultural diplomacy, funding mechanisms, globalization and mobility, cultural identity, and diversity, among other issues.

Faculty expertise, internships in the field, alumni experience and success, and a strong international applicant pool ensure that students are provided with the optimal resources of an advanced professional program set in the context of a major urban cultural center.

CAREER OPPORTUNITIES

Both the internship program and the master’s thesis provide critical opportunities for graduate students to develop relationships with art organizations in New York, nationally, and internationally. The program includes a series of supervised internships. Students have gained placement in museums, alternative spaces, public art agencies, galleries, auction houses, and consultancies and work with program advisers and the department’s internship coordinator in planning this important component of their educational experience. Organizations providing internship and research opportunities locally have included the Museum of Modern Art, Metropolitan Museum of Art, Solomon R. Guggenheim Museum, New York City Department of Cultural Affairs, JPMorgan Chase Bank Collection, Jewish Museum, Asia Society, Sotheby’s, Christie’s, Whitney Museum of American Art, Cooper-Hewitt National Design Museum, and Pace-Wildenstein Gallery. A more complete listing of the organizations where graduate students have secured national and international internships may be found on the program’s webpage, steinhardt.nyu.edu/art/admin

In addition, the Program serves as an active information center for advocacy issues and for career opportunities. The Program works closely with its visual arts administration alumni to provide special events and to facilitate mentoring and career opportunities. Graduates hold positions in a broad cross-section of museums, cultural institutions, foundations, galleries, auction houses, and advisory services throughout North America, Europe, and Asia.

DEGREE REQUIREMENTS

I. Core Courses (12 credits)
Law and the Visual Arts ARVA-GE.2028 (3 credits), The Environment of the Visual Arts ARVA-GE.2030 (3 credits), Digital Technologies and the Art Organization ARVA-GE.2109 (3 credits).

PRIMARY AREAS OF STUDY
(Select either area; 9 credits required)

II. Arts Management
Exhibition and Display of Art and Material Culture ARVA-GE.2027 (3 credits), Development for the Visual Arts ARVA-GE.2032 (3 credits), Strategy, Planning and Governance ARVA-GE.2133 (3 credits).

III. Business Courses (9 credits required)
Leonard N. Stern School of Business or Robert F. Wagner Graduate School of Public Service
Leadership in Organizations CORI-GB.1302 (3 credits), Financial Accounting CORI-GB.1306 (3 credits), Marketing Concepts and Strategies CORI-GB.2310 (3 credits).

IV. Internships (3 credits. required)
Internship in Art ARVA-GE.2302 (variable 1-3 credits/semester).

V. Thesis (3 credits. required)
Research in Visual Arts Administration ARVA-GE.2299 (2 credits), Final Project ARVA-GE.2301 (1 credit)

SECONDARY AREAS OF STUDY
(Students may choose one from the following suggested areas of study, or create their own area of study–9 credits required.)

VI. Curatorial Studies
Exhibition Design ARVA-GE.2019 (3 credits), Collections and Exhibition Management ARVA-GE.2198 (3 credits), Graduate Projects: Curatorial
Praxis ARVA-GE.2911 (3 credits).

VI. Arts Advocacy/Art Education
Art Education in Museums ARVA-GE.2021 (3 credits), Arts Advocacy: Concept and Practice ARVA-GE.2035 (3 credits), Urban Development and Visual Arts ARVA-GE.2112 (3 credits).

VII. Electives by advisement are selected from, but not limited to, the following as well as courses offered throughout the university (6 credits):
Function and Structure of Museums ARVA-GE.2015 (3 credits); Exhibition and Display of Art and Material Culture ARVA-GE.2027.095 (London), ARVA-GE.2060 (3 credits); Corporate Art Programs ARVA-GE.2118 (3 credits); Cultural Branding in Arts Organizations ARVA-GE.2134 (3 credits); Business and the Visual Arts: Corporate Sponsorship in the Arts ARVA-GE.2212 (1.5 credits); Introduction to Galleries and Museums ARVA-GE.2002 (3 credits); Issues and Practice in Arts Administration: The European Context ARVA-GE2215 (3 credits) (Netherlands and Berlin); History of Taste 1850-present ARTCR-GE.2141 (3 credits); History of Contemporary Art and New Media ARTCR-GE.2235 (3 credits); Art and Ideas ARTCR-2450; Art Theory and Criticism I ARTCR-GE.2801 (3 credits); Art Theory and Criticism II ARTCR-GE.2802 (3 credits); Current Issues in Art Education ARTED-GE.2070 (3 credits); Art Education in Alternative Settings ARTED-GE.2276 (3 credits); Cultural Tourism MPAPA-GE 2225 (1.5 credits); Graduate Projects in Visual Arts Administration: Art Market Analysis and Investment ARVA-GE 2915 (1.5 credits); Graduate Projects in Visual Arts Administration: High Impact Media ARVA-GE 2919 (1.5 credits).

Program Total: 51 credits

For program information, please consult the website: steinhardt.nyu.edu/art/admin.

ADMISSION REQUIREMENTS
steinhardt.nyu.edu/graduate_admissions

In order to be considered for admission to the program, applicants must have a solid GPA and a strong art history background, as well as appropriate internship and/or work experience. Application, transcripts, a personal statement, and other necessary material should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation, preferably from both academic and professional sources, and a current résumé. Once applications have been reviewed, qualified applicants under consideration will be contacted to arrange for a personal interview, or, if this is not possible, a telephone interview will be arranged.

International students must have a minimum TOEFL score of 100 iBT to apply to the program. On arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

STUDY ABROAD
An international study abroad seminar provides graduate students, alumni of arts administration programs, and arts management professionals with a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. For further information, please contact the Office of Academic Initiatives and Global Programs at 212-992-9380.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.
Costume Studies

**Directors**
Nancy Deihl
nbd2012@nyu.edu

**Degree**
M.A. in Costume Studies
Dual M.A. in Costume Studies and
M.S. in Library and Information Sciences

The field of costume studies is one of the most exciting areas of current visual arts research. Since 1979 the M.A. program in Costume Studies has focused on the history of costume and textiles in its broadest aesthetic and cultural contexts. It was the first curriculum in the United States to educate specialists in this field. An additional dual degree option between The Department of Art and Art Professions and LIU Post’s Palmer School of Library and Information Science bridges the gap between theory and practice, so that students benefit from the programs’ complementary strengths in teaching information science and costume studies.

The programs offer courses that emphasize the relation of costume studies to material culture and the fine and decorative arts. The 42-credit M.A. curriculum includes core courses as well as electives in exhibition and museum topics, art theory and criticism, and the decorative arts. The 61-credit dual M.A. and M.S. offers many of the same core courses with the additional unique combination of courses that address costume studies and library and information science.

Faculty in the programs, some of whom are associated with museums and galleries in New York, teach courses in costume and textile history, decorative arts, and conservation. Students are exposed to collections of costumes, accessories, and related objects at leading institutions, including the Costume Institute at the Metropolitan Museum of Art, Cooper-Hewitt National Design Museum, the Museum of the City of New York, and the New-York Historical Society. The internship component of the program enables students to gain firsthand work experience and make valuable professional contacts. Students in the dual degree program are mentored and advised by subject specialists from local New York City Libraries. A 160-hour mentoring arrangement provides students the opportunity for hands-on experiences.

**Dual Degree Program MA in Costume Studies and MS in Library and Information Science**

The Department of Art and Art Professions has partnered with Long Island University’s (LIU) Palmer School of Library and Information Science to offer a dual degree program in Costume Studies and Library Science. In addition to an M.A. in Costume Studies (ARCS), students can earn a M.S. in Library and Information Science (MSLIS), which is accredited by the American Library Association. The program combines the rigorous study of costume studies with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving.

The new 61-credit M.A./M.S. program prepares students for highly sought after positions as subject specialists/scholar-librarians in academic and research institutions or as archivists in libraries, museums, publishing houses, fashion companies and other institutions. Dual degree students take 17 fewer credits than would be required if they pursued each master’s degree separately.

**Courses and Location**
All Costume Studies and Library Science courses are taught at the NYU Washington Square Campus. All MSLIS courses meet at NYU’s Bobst Library. All MSLIS weekday courses are offered after 4:30 p.m. ARCS courses are offered during the day as well as after 4:30 p.m.

Students can access Palmer’s online course system to view MSLIS courses. Simply select the term, the department (Library and Information Science), and course level (graduate) to view a list of current course offerings.

**Program of Study**
Students transfer nine NYU credits to Palmer LIU and eight Palmer credits to NYU to complete the required credits for the two degrees. See curriculum details.

The dual degree program provides unique opportunities for orientation, mentorship, and professional training. The program structure includes:

- **Boot Camp**: Four half days of introduction to research library functions and discussions with librarians or information professionals in various special libraries including museums, archives, and media
- **Internships**: A minimum of two (maximum of four) internships of 35 hours per semester in relevant institutions
- **Assessment meetings**: One group meeting each semester to collectively discuss student’s current internship experiences and one individual meeting each semester with the Dual Degree Program Coordinator

**How to Apply**
Prospective students interested in the dual degree program at NYU and LIU must apply separately for admission to each school.

**Career Opportunities**
The costume studies program is suitable for those seeking careers as curators, museum administrators, collection managers, and exhibition consultants; as specialists at auction houses and galleries; as archivists and historical researchers; and as educators, writers, journalists, and critics. The dual degree combines subject expertise and training in library and information science. In addition to positions in costume studies-related fields, students are prepared for positions as subject specialist or scholar-librarian in academic and research institutions.
Art Therapy

**Director**
Ikuko Acosta
ia4@nyu.edu

**Degree**
M.A.

New York University has been identified with the training of art therapists since the 1950s, when Margaret Naumburg, an eminent pioneer in the field, began to teach here. This tradition was continued when Edith Kramer came to the University in 1973. By 1976, the Master of Arts in Art Therapy Program had obtained approval from the New York State Education Department, and in 1979 New York University’s Graduate Art Therapy Program was one of five programs to receive approval and accreditation from the American Art Therapy Association (AATA). Over the years, the program has gained a reputation for excellence and soundness in clinical training that is borne out by the number of international applicants as well as the success of its graduates. Every summer, the program offers students a unique opportunity to experience internships abroad and practice clinical applications of art therapy unique to specific cultural contexts, such as in Tanzania, Peru, South Africa, Brazil, India, Ghana and Bolivia.

The program strives to create a balance between the therapeutic potential of the creative process itself and the informed use of psychological understanding in the treatment of patients. Students learn to modify and adapt the two disciplines of visual arts and psychotherapy in order to affect the synthesis of art therapy. Students learn to use art materials and the creative process according to the physical and psychological needs of clients.

In the diagnosis, planning, and treatment of individuals and groups, the art therapist functions typically as a member of a multidisciplinary team. Professional skills include a working knowledge of the concepts and methods of art therapy, as well as the ability to communicate its approach and methods to the team. Students are required and encouraged to study a wide range of psychological frameworks. In the course of a variety of classes, students become familiar with a range of theoretical approaches.

The 50-credit master’s program offers unique opportunities to graduate students in art therapy. The program is staffed by 12 highly qualified and diverse adjunct faculty who provide an excellent education and training for students. Students receive an M.A. degree in art therapy upon the completion of coursework that includes an internship practicum and final project thesis.

**Career Opportunities**
Art therapy is a rapidly growing field that had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of art. In recent years, it has expanded to...
reach a broad range of populations, such as substance abusers, AIDS-patients, the homeless, survivors of trauma, and elderly with Alzheimer’s disease and dementia. Art therapists frequently work in such settings as hospitals, community mental health centers, Child Life programs, shelters, prisons, nursing homes, and schools.

Faculty and graduates of the program have held executive positions in regional and national art therapy associations (AATA, NYATA) and regularly present papers at conferences.

**PROFESSIONAL REGISTRATION AND DEVELOPMENT**

New York University’s M.A. degree in art therapy meets the educational requirements for registration (A.T.R.) by the American Art Therapy Association and for New York State Creative Art Therapy License (L.C.A.T.). New York University is also concerned with the continued growth and development of art therapists. The Art Therapy program has instituted post-master’s courses of interest to working professionals, such as Supervision Techniques in Art Therapy (ARTT-GE.2221). In addition, it offers a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and psychology. These special programs allow art therapists and related professionals to expand their knowledge and experience.

**ADMISSION REQUIREMENTS**

Applications are for fall admission only. Matriculation requires a bachelor’s degree from an accredited college or university. Prerequisite courses required include a minimum of 18 credits in studio art, 12 credits in psychology (in addition to Introduction to Psychology), and 30 credits in the behavioral or social sciences and/or liberal arts disciplines.

Some of the art credits may be waived upon advisement if evidence of artistic excellence is apparent in the portfolio. Applicants are expected to show proficiency in the basic areas of visual arts: drawing, painting, and clay modeling. Prerequisite psychology courses include Abnormal Psychology, Theories of Personality, and Developmental Psychology. Deficiencies in course credits may be fulfilled prior to admission or during the first year that courses are available.

Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing an application. Completed applications, transcripts, and portfolio should be sent directly to the Office of Graduate Admissions, along with three letters of recommendation (academic and professional), a current résumé, and a 500-word statement of purpose.

Applicants must have a minimum GPA of 3.0 and are required to submit a digital portfolio of 15 examples of artwork (drawing, painting, and sculpture, including figurative work). In addition, personal interviews and attendance at the art workshop are required (by invitation only with special arrangements made for international applicants).

International applicants must have a minimum TOEFL score of 600 on the paper test, 250 on the computerized test, or 120 on the online test in order to apply to the program. Upon arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

**DEGREE REQUIREMENTS**

Art Therapy (28 credits): Art Therapy with Children ARTT-GE.2033, Art for Art Therapists ARTT-GE.2034, Art Therapy with Adults ARTT-GE.2037, Pictorial Analysis for Assessment and Diagnosis ARTT-GE.2040, Art Therapy with Groups ARTT-GE.2042, Art Therapy with Adolescents ARTT-GE.2044, Theory and Practice of Art Therapy ARTT-GE.2145, Diverse Populations in Art Therapy: Trauma ARTT-GE.2222, Cultural Diversity in Art Therapy ARTT-GE.2223, Research in Art Therapy ARTT-GE.2228, Final Project in Art Therapy ARTT-GE.2301, Family Art Therapy ARTT-GE.2765.

**Internship** (12 credits): Internship in Art Therapy ARTT-GE.2302 (1,000 hours).

**Psychology** (9 credits): Elective psychology courses to be selected through advisement from the wide selection of psychology courses offered by both the Steinhardt School of Culture, Education, and Human Development and the Graduate School of Arts and Science. Since both schools have a number of renowned programs at both the master’s and doctoral levels, course offerings each semester are rich and challenging.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study, each of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. Some fieldwork placement facilities that provide training may not be available to you in some states due to local legal prohibitions.

---

**Doctoral Studies**

The program is currently considering substantial revisions to the curriculum and is, therefore, not accepting students at this time.
Courses

The courses listed herein are to be offered in 2015–2017

NOTES TO COURSES

*Registration closed to special students.
†Pass/fail basis.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

DEPARTMENTAL COURSES

M.F.A. STUDIO ART CORE COURSES/ART-GE

Graduate Projects in Studio Art (MFA)
ART-GE.2910  60 hours: 4 credits.

Interdisciplinary Graduate Projects in Studio Art
ART-GE.2980  60 hours: 3 credits.

Graduate Studio
ART-GE.2990  60 hours: 4 credits.

Visiting Artist, Curator, and Faculty Critiques
ART-GE.2993  60 hours: 4 credits. Corequisite: ART-GE.2990.

MFA Seminar
ART-GE.2996  15 hours per credit: 1–4 credits.

Thesis Project
ART-GE.2997  40 hours: 4 credits.

INTERNSHIP

Internship in Studio Art
ART-GE.2010  45 hours per credit: 1–6 credits. Hours to be arranged.

STUDIO ART

DRAWING

Topics in Drawing
ART-GE.2120  60 hours: 4 credits.

Projects in Drawing
ART-GE.2180  60 hours: 3 credits.

Advanced Projects in Drawing
ART-GE.2190  60 hours: 3 credits.

PAINTING

Topics in Painting
ART-GE.2140  60 hours: 4 credits.

Projects in Painting
ART-GE.2171  60 hours: 3 credits.

Advanced Projects in Painting
ART-GE.2191  60 hours: 3 credits.

PRINTMAKING

Topics in Printmaking
ART-GE.2162  60 hours: 4 credits.

Projects in Printmaking
ART-GE.2182  60 hours: 3 credits.

Advanced Projects in Printmaking
ART-GE.2192  60 hours: 3 credits.

SCULPTURE

Topics in Sculpture
ART-GE.2230  60 hours: 4 credits.

Projects in Sculpture
ART-GE.2280  60 hours: 3 credits.

Advanced Projects in Sculpture
ART-GE.2290  60 hours: 3 credits.

SCULPTURE: CRAFT MEDIA

Craft Arts I: Glass
ART-GE.2514  60 hours: 3 credits.

Craft Arts II: Metalsmithing
ART-GE.2515  60 hours: 3 credits.

Ceramics I
ART-GE.2517  60 hours: 3 credits.

Ceramics II
ART-GE.2518  60 hours: 3 credits.

Topics in Craft Arts
ART-GE.2520  60 hours: 4 credits.

Topics in Ceramics
ART-GE.2540  60 hours: 4 credits.

Projects in Metalsmithing
ART-GE.2581  60 hours: 3 credits.

Projects in Glass
ART-GE.2582  60 hours: 3 credits.

Projects in Ceramics
ART-GE.2584  60 hours: 3 credits.

Advanced Projects in Craft Arts
ART-GE.2590  60 hours: 3 credits.

Advanced Projects in Ceramics
ART-GE.2594  60 hours: 3 credits.

PHOTOGRAPHY

Topics in Photography
ART-GE.2320  60 hours: 4 credits.

Projects in Photography
ART-GE.2380  60 hours: 3 credits.

Advanced Projects in Photography
ART-GE.2390  60 hours: 3 credits.

DIGITAL

Topics in Digital Art
ART-GE.2340  60 hours: 3 credits.

Projects in Digital Art
ART-GE.2381, 2653  60 hours: 3 credits.

Advanced Projects in Digital Art
ART-GE.2391  60 hours: 3 credits.

VIDEO

TOPICS IN VIDEO ART
ART-GE.2360  60 hours: 4 credits.

Projects in Video Art
ART-GE.2382  60 hours: 3 credits.

Advanced Projects in Video Art
ART-GE.2392  60 hours: 3 credits.

Advanced Projects in Art and Media
ART-GE.2393  60 hours: 3 credits.

ENVIRONMENTAL ART ACTIVISM

Interdisciplinary Graduate Projects in Studio Art: Environmental Art Activism
ART-GE.2983  10–20 hours per credit: 1–3 credits.
ART THEORY AND CRITICAL STUDIES/ARTCR-GE

Modern Art Seminar  
ARTCR-GE.2050  30 hours: 3 credits.

Introduction to Critical Theory  
ARTCR-GE.2060  30 hours: 3 credits.

History of 19th-Century Photography  
ARTCR-GE.2111  30 hours: 3 credits.

History of 20th-Century Photography  
ARTCR-GE.2112  30 hours: 3 credits.

The History of Taste: 1850 to the Present  
ARTCR-GE.2141  30 hours: 3 credits.

Dynamics of 20th-Century Art Theories  
ARTCR-GE.2252  30 hours: 3 credits.

Art and Ideas  
ARTCR-GE.2450  45 hours: 3 credits.

Art Theory and Criticism I  
ARTCR-GE.2801  30 hours: 3 credits.

Art Theory and Criticism II  
ARTCR-GE.2802  30 hours: 3 credits.

Methods and Practices of Art Criticism  
ARTCR-GE.2803  30 hours: 3 credits.

Advanced Critical Theory  
ARTCR-GE.2869  30 hours: 3 credits.

ART EDUCATION/ARTED-GE

Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism  
ARTED-GE.2015  45 hours: 3 credits.

Current Issues in Art Education  
ARTED-GE.2070  30 hours: 3 credits.

School Art: Issues in Pedagogy and Curriculum I  
ARTED-GE.2271  60 hours (45 hours fieldwork): 3 credits.

School Art: Issues in Pedagogy and Curriculum II  
ARTED-GE.2272  60 hours (45 hours fieldwork): 3 credits.

ART EDUCATION IN ALTERNATIVE SETTINGS/ARTED-GE

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces  
ARTED-GE.2276  45 hours (30 hours fieldwork): 3 credits.

Media Literacy and Art in the Classroom  
ARTED-GE.2277  45 hours: 3 credits.

Research in Art Education  
ARTED-GE.2299  30 hours: 2 credits.

Final Project  
ARTED-GE.2301  45 hours per credit: 1 credit.

Student Teaching in Art Education: Elementary School  
ARTED-GE.2901  150 hours fieldwork: 3 credits. Fall, spring.

Student Teaching in Art Education: Secondary School  
ARTED-GE.2902  150 hours fieldwork: 3 credits.

VISUAL ARTS ADMINISTRATION/ARVA-GE

Introduction to Galleries and Museums of New York  
ARVA-GE.2002  45 hours: 3 credits.

The Function and Structure of Museums  
ARVA-GE.2015  30 hours: 3 credits.

Art Collecting  
ARVA-GE.2016  30 hours: 3 credits.

Exhibition Design  
ARVA-GE.2019  30 hours: 3 credits.

Art Education in Museums  
ARVA-GE.2021  30 hours: 3 credits.

Exhibition and Display of Art and Material Culture  
ARVA-GE.2027  30 hours: 3 credits.

The Law and the Visual Arts  
ARVA-GE.2028  30 hours: 3 credits.

The Environment of Visual Arts Administration  
ARVA-GE.2030  30 hours: 3 credits.

Development for the Visual Arts  
ARVA-GE.2032  30 hours: 3 credits.

The Artist's Career  
ARVA-GE.2060  30 hours: 3 credits.

Visual Arts Markets  
ARVA-GE.2076  30 hours: 3 credits.

Digital Technologies and the Art Organization: From Strategy to Practice  
ARVA-GE.2109  30 hours: 3 credits.

Urban Development and the Visual Arts  
ARVA-GE.2112  30 hours: 3 credits.

Business and the Visual Arts  
ARVA-GE.2118  45 hours: 3 credits.

Strategic Planning and Governance for the Visual Arts  
ARVA-GE.2133  30 hours: 3 credits.

Contemporary Art and Community Museum Partnerships  
ARVA-GE.2120  3 credits.

Cultural Branding in Arts Organizations  
ARVA-GE.2134  30 hours: 3 credits. Prerequisite: BOT.2310 or P11.2119.

Appraisal and Valuation of Art  
ARVA-GE.2171  30 hours: 3 credits.

Collections and Exhibition Management  
ARVA-GE.2198  30 hours: 3 credits.

Cultural Marketing in the Arts: Corporate Sponsorship  
ARVA-GE.2212  15 hours: 1.5 credits.

Research in Visual Arts Administration  
ARVA-GE.2299  20 hours: 2 credits.

Final Project in Visual Arts Administration  
ARVA-GE.2301  10 hours: 1 credit.

Market Analysis and Investment  
ARVA-GE.2915  1.5 credits.

Graduate Projects in Visual Arts Administration: Curatorial Practice  
ARVA-GE.2911  10 hours per credit 1-4 credits.

Graduate Projects in Visual Arts Administration: Performa Intensive: Contemporary Art in the Era of the Biennial  
ARVA-GE.2913  10 hours per credit 1-4 credits.
Graduate Projects in Visual Arts Administration: Cultural Heritage
ARVA-GE 2915 10 hours per credit 1-4 credits.

Graduate Projects in Visual Arts Administration: Art Market Analysis and Investment
ARVA-GE 2915 1.5 credits.

Graduate Projects in Visual Arts Administration: Video and Beyond
ARVA-GE 2918 10 hours per credit 1-4 credits.

Graduate Projects in Visual Arts Administration: High Impact Media
ARVA-GE 2919 1.5 credits.

COSTUME STUDIES/ARCS-GE

Literature and Methodology of Costume Studies
ARCS-GE.2012 30 hours: 3 credits.

Research in Costume Studies
ARCS-GE.2022 20 hours: 2 credits.

History of Costume: 1500-1804
ARCS-GE.2061 30 hours: 3 credits.

History of Costume: The 19th Century
ARCS-GE.2062 30 hours: 3 credits.

History of Costume: The 20th Century
ARCS-GE.2063 30 hours: 3 credits.

History of Costume: Contemporary Dress
ARCS-GE.2064 30 hours: 3 credits.

Costume Conservation and Display
ARCS-GE.2069 30 hours: 3 credits.

History of Textiles: The Ancient World Through 1700
ARCS-GE.2077 30 hours: 3 credits.

History of Textiles: The Modern Era
ARCS-GE.2078 30 hours: 3 credits.

Design and Culture: The 18th Century
ARCS-GE.2100 30 hours: 3 credits.

Design and Culture: The 19th Century
ARCS-GE.2101 30 hours: 3 credits.

Design and Culture: The 20th Century
ARCS-GE.2102 30 hours: 3 credits.

Contemporary Design and Society
ARCS-GE.2451 30 hours: 3 credits.

History of Fashion Photography
ARCS-GE.2452 30 hours: 3 credits.

Final Project in Costume Studies
ARCS-GE.2301 45 hours per credit: 1 credit.

History of Fashion Photography
ARCS-GE.2911 30 hours: 3 credits.

Graduate Projects in Costume Studies: Contemporary Design and Culture
ARCS-GE 2912 30 hours 3 credits.

Diverse Populations in Art Therapy: Trauma
ARTT-GE.2222 10 hours: 1 credit.

Art Therapy with Adults
ARTT-GE.2037 45 hours: 3 credits.

Art Therapy with Families
ARTT-GE.2036 20 hours: 2 credits.

Cultural Diversity in Art Therapy
ARTT-GE.2223 10 hours: 1 credit.

Final Project in Art Therapy
ARTT-GE.2301 10 hours: 1 credit.

Internship Supervision Seminar
ARTT-GE.2302 22.5 hours: 4 credits.

Introduction to Art Therapy*
ARTT-GE.2010 45 hours: 3 credits.

Supervision Techniques in Art Therapy*
ARTT-GE.2150 10 hours: 1 credit.

*Courses not required for this program.
New York University was one of the first universities to offer advanced degree programs in communicative sciences and disorders. The program leading to the Master of Science degree is available for college graduates seeking the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and New York State licensure as speech-language pathologists. The master’s program prepares students to remediate communication and swallowing disorders. In-depth coursework and practicums are designed to give students expertise in a range of areas, such as adult language disorders, voice disorders, craniofacial anomalies, motor speech disorders, stuttering, phonology, audiology, geriatric, and child language disorders, as well as dysphagia. The many nationally renowned hospitals, clinics, and schools in the New York City area provide students with exceptional opportunities for clinical experience under the supervision of licensed and certified speech-language pathologists. The program meets New York State Education Department’s requirements leading to certification in teaching students with speech and language disabilities.

The program leading to the Doctor of Philosophy degree in Communicative Sciences and Disorders has as its goal the development of outstanding scholars, trained as strong independent researchers and effective teachers. As such, this program is designed for students seeking advanced knowledge and research skills in speech and language for both typical and atypical populations. Students have the opportunity to develop research experience with members of the faculty of the department and university as appropriate to the student’s program of study. It is expected that students will engage in scholarly, publishable research endeavors throughout their course of study at New York University. Each doctoral student goes through a rigorous mentoring process involving the primary advisor and other faculty members.
Faculty


Gina Canterucci, Associate Director, Undergraduate Program. B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP.

Erin Embry, Associate Director, Master’s Program. B.S. 1995, Western Kentucky; M.S. 2001, College of Saint Rose; CCC-SLP.

Maria Grigos, Associate Professor. B.S. 1991, New York University; M.S. 1993, Ph.D. 2002, Columbia; CCC-SLP.

Harriet B. Klein, Professor. B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbia; CCC-SLP.


Christina Reuter斯基öld, Department Chair and Associate Professor. B.S. 1986, Lund U (Sweden); M.S. 1988, Boston U.; Dr. Med. Sc. 1999, Lund U. (Sweden; CCC-SLP.


Celia F. Stewart, Associate Professor. B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York University; CCC-SLP.

Clinical Staff

Erasmia Ioannou Benakis, Externship Coordinator. B.A. 1995, Queens College; M.A. 1997, New York University; CCC-SLP, TSHH.

Iris Fishman, Director, Speech-Language-Hearing Disorders Clinic. B.S. 1973, New York University; M.A. 1978, M.Phil 2014, The Graduate Center, City University of NY; CCC-SLP.

Darlene Monda, Master Clinician. B.A. 1976, State University of New York; M.S. 1983, William Paterson University; CCC-SLP.

Alicia M. Morrison, Master Clinician. B.S. 1996, SUNY Plattsburgh; M.A. 1999 NYU; CCC-SLP.

Jose A. Ortiz, Master Clinician. B.A. 2004, UConn; M.A. 2007, UMass; CCC-SLP.

Adjunct Faculty 25
Master of Science

ASSOCIATE DIRECTOR
Erin Embry
665 Broadway,
9th Floor
212-992-7688

DEGREE
M.S.

Accredited by the American Speech-Language-Hearing Association, this program is a component leading to the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and licensure as a speech-language pathologist in New York State. The program provides a broad-based and comprehensive education in both the theoretical and practical aspects of communicative sciences and disorders. Coursework and practicums are designed to achieve the integration of academic and clinical experiences. Graduates of the program are capable of making informed diagnostic judgments as well as planning and executing a program of therapeutic management for persons with communication impairments.

CAREER OPPORTUNITIES
Graduates of the program have found employment opportunities as speech-language pathologists in hospitals, clinics, schools, rehabilitation centers, and private practice and as administrators of clinical facilities. The current need for well-prepared speech-language pathologists is extensive and is expected to increase in the future.

ACADEMIC PREREQUISITES
Students who enter the M.S. program must have completed a bachelor’s degree, preferably with a major in communicative sciences and disorders. Students are required to master some basic knowledge and to complete specific courses prior to beginning graduate level courses. There are two ways to meet the prerequisite requirements for courses specific to the M.S. degree. All prerequisite courses are necessary for New York State licensure and ASHA certification. These prerequisite courses do not carry graduate credit for the M.S. degree.

1. The prerequisite courses may be taken at another university before the student begins the program at NYU.
2. The prerequisite courses can be taken at NYU once the student begins the M.S. program. Once students begin the program at NYU, they cannot take courses at another university and transfer them into the program at NYU.

NYU’s graduate program will certify to ASHA that the requirements for clinical certification have been met.

Thus, the faculty in the Department of Communicative Sciences and Disorders at NYU must be convinced that the courses taken elsewhere are equivalent in breadth, depth, and rigor to courses at NYU. In addition, students must demonstrate that they have mastered the information in the required prerequisite courses by earning a grade of B or better in all courses taken at another university or they will be required to take the course again at NYU. Students must earn a C or better in all prerequisite courses taken at NYU or they will be required to take the course again.

Once accepted into the program, students are required to meet with their M.S. adviser and be prepared with documentation such as the syllabus, texts, exams, and notes to demonstrate working knowledge of the information in a prerequisite course to determine course equivalence. Courses for which equivalence cannot be established must be taken as part of the graduate program.

The schedule below indicates the semester in which prerequisite courses are usually offered (subject to change). Students must complete all prerequisite courses before they can take any graduate-level courses with the exception of Critical Evaluation of Research in Communicative Sciences and Disorders CSCD-GE.2109 or a course on normal speech process. Students may take these courses with prerequisite courses to fill out a full-time program of study. Any other deviations necessitated by unusual student circumstances must be approved by the student’s adviser.

Fall
CSCD-UE.0009 Neuroanatomy and Physiology of Communication 3 credits.
CSCD-UE.0061 Phonetics and Phonemics of American English 3 credits.
CSCD-UE.1045 Science of Language 4 credits.
CSCD-UE.1230 Introduction to Audiology 3 credits.
CSCD-UE.1601 Language Development in the Preschool Years 3 credits.

Spring
CSCD-UE.0008 Anatomy and Physiology of the Speech and Hearing Mechanism 3 credits.
CSCD-UE.0402 Acoustic Phonetics 3 credits.
CSCD-UE.1101 Introduction to Articulation Disorders 3 credits.
CSCD-UE.1205 Audiology: Intervention Strategies across the Lifespan (may be taken at the graduate level) 3 credits.

Total required prerequisite credits: 28

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 28 credits of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physics/chemistry, behavioral sciences, social sciences, and statistics for a total of at least 12 credits for ASHA certification and for the M.S. degree. Students must also complete 3 prerequisite courses in a language other than English. Prerequisite courses do not carry graduate credit for the M.S. degree.

DEGREE REQUIREMENTS
Students must complete 53 graduate credits beyond a recognized bachelor’s degree in speech-language pathology or the equivalent preparation (see previous section). Individual needs for ASHA certification or New York State licensure may require additional credits. Students require a minimum of five full semesters to complete M.S. requirements. All prerequisites must be completed before registering for graduate-level courses. All coursework must be approved by the graduate adviser.

Nondisorder courses (14 credits): Principles of Intervention CSCD-GE.2075, Critical Evaluation of Research in Speech and Hearing Sciences and Disorders CSCD-GE.2109, Speech Science: Instrumentation CSCD-GE.2125, Multicultural and Professional Issues CSCD-GE.2110, and one course that provides fundamental information applicable to normal development and use of speech, hearing, and language, such as Perception and Production of Speech CSD-GE.2150, Voices & Listeners CSD-GE.2033, or a course in human development or psychology.

Disorders courses (27 credits minimum): The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders CSCD-GE.2021,
Fluency Disorders CSD-GE.2028, Voice Disorders CSD-GE.2037, Language Disorders in Children CSD-GE.2039, Language Development and Disorders in School Aged Children CSD-GE.2035, Motor Speech Disorders CSD-GE.2016, Phonological Analysis of Normal and Disordered Speech CSD-GE.2108, Dysphagia in Adults and Children CSD-GE.2060. Additional elective coursework is offered in Augmentative and Alternative Communication CSD-GE.2015, Dysphagia in Infants and Toddlers CSD-GE.2062, or Baby Trachs CSD-GE.2067. A course in aural rehabilitation is required; if this requirement has been satisfied at the undergraduate level, students may substitute two additional elective credits in its place. Students who demonstrate completion of equivalent courses within a previous five-year period and have earned at least a B may make substitutions for advanced-level courses by adviser approval.

Practicum courses (8 credits maximum): A maximum of 8 credits is permitted in practicum courses. The clinical practicums provide the clinical experiences necessary to integrate theory and practice. In addition to acquiring the clinical hours needed for ASHA certification and New York State licensure, students are exposed to various aspects of the field such as in-service and interdisciplinary conferences, report writing, therapeutic intervention, diagnostic evaluations, and contact with experienced clinicians.

Academic standards: All master’s candidates must maintain an average grade point average of 3.0 or higher throughout the program. Students must also pass a written comprehensive examination during the final semester of practicum or complete a research project as the terminal experience. A grade below C in any academic course, below a B in Practicum, or a mean GPA of less than 3.0 in any given semester places the student at risk of dismissal from the program in Communicative Sciences and Disorders.

Practicum requirements: Students’ clinical experiences include a variety of clinical settings, client populations, backgrounds, and age groups. Graduate students complete a minimum of 5 semesters of clinical practicum. The first 3 semesters of clinical education are completed in the on-campus clinic. The first two semesters focus on the clinical diagnostic processes, and the third semester focuses on treatment. Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first off-campus placement is in a pediatric setting, and the second is in an adult care setting. If students have not completed the necessary clock hours following the five clinical education placements indicated above, a sixth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation, and at least 350 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance in accordance with the policies outlined in the Department of Communicative Sciences and Disorders Master of Science Student Handbook.

All practicums require full-time, daytime attendance at practicum sites. Students are required to earn a grade of B or better or they fail the course, are required to retake it, and the clinical hours earned during that semester will not count toward the ASHA certification requirement. Practicum students are assigned by the off-campus externship coordinator to at least two of the program’s affiliated clinical facilities, which include a variety of health care organizations, schools, and private practices.

Terminal experience: Students may choose from two options to meet the comprehensive examination requirement for the Master of Science degree. The first option is to earn a passing score of 162 or greater on the PRAXIS Examination in Speech-Language Pathology (0331) offered by ETS and recognized by ASHA. The second way to meet the terminal experience is for master’s students to conduct a research project in place of the comprehensive examination. If a student selects the research option, he or she must also successfully complete one semester of the research colloquium course and one semester of independent study, as a 1-credit elective. During the first semester of the colloquium, with the guidance of a faculty member, the student selects a research topic and submits a written proposal. The project is to be completed by the end of the second semester.

ADMISSION REQUIREMENTS
Students in all graduate programs are admitted in the summer and the fall. GRE scores are required.

SPECIAL OPPORTUNITIES
Summer Abroad in Lund, Sweden: The Department of Communicative Sciences and Disorders offers a 6-credit, five-week summer study abroad program in Lund, Sweden, for post-baccalaureate and master’s level students in speech-language pathology and post-master’s speech-language pathologists. Students may also earn 60 New York State continuing education credits. Sweden is known for its state-of-the-art approaches to speech science and speech-disorder remediation. Housed in the Department of Logopedics and Phoniatrics of Lund University, the program combines lectures with directed enrichment activities and draws on the expertise of Lund University speech-language pathologists, linguists and physicians.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
The Doctoral Program in Communicative Sciences and Disorders provides students with training as academic researchers and scholars. This five-year full-time program includes several academic research milestones and comes with a competitive funding package (described below). In addition to research requirements, doctoral candidates take advanced-level courses in the department, school, and university. To obtain the Ph.D., candidates who hold a master’s degree must take doctoral coursework (43 credits total), complete the candidacy research and scholarship requirements, and develop and defend a dissertation consisting of original research that makes a novel contribution to the field. Incoming students without a master’s degree must minimally complete the prerequisite courses for an M.S. degree in this area in addition to the doctoral requirements (minimum 73 credits).

CAREER OPPORTUNITIES
Alumni from NYU’s doctoral program have become prominent professors and researchers at many leading universities in the metropolitan area and across the country.

DEGREE REQUIREMENTS
The program is structured around research milestones. Students are required to produce two research papers using two different methodologies (as part of a lab rotation) during their first few years in the department. These papers may supplement or form the basis for the dissertation work. These papers are followed by the dissertation proposal and ultimately the dissertation.

The research experiences, as well as the coursework, are intended to provide both breadth and depth to the doctoral experience. Mentors will help guide their students through conference presentations, article writing, and grant submission in order to prepare them academically and professionally for post-doctoral work.

The precise coursework for the program will be different for each student depending on his or her interests and background. General requirements, including rigorous training in research methodology and statistics (15 credits) provide students with the skills to perform independent research. In addition, students are required to take a course in Seminal Readings in Communicative Sciences and Disorders (3 credits) and are expected to attend the department Doctoral Seminar and Research Colloquium each semester. These one-credit classes will be taken for credit half the time (a total of 10 credits). The remaining 15 credits consist of in-depth coursework to support the students’ knowledge foundation in their areas of interest; students are strongly encouraged to take courses outside of the department as appropriate.

ADMISSION REQUIREMENTS
Given the goals of the program, we admit students whose backgrounds can demonstrate a commitment and aptitude to perform academic research in CSD. This is evaluated on the basis of three letters of recommendation, a personal interview, academic history, and GRE scores. Applicants are also encouraged to specify a general area of study and to identify professors in the program that they would like to work with.

See general admission section, page 187.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
The Steinhardt School offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes three years of full tuition and fees and a living stipend of approximately $26,000 through the completion of the student’s required coursework. This is followed by two years of a $23,500 scholarship to support the development and completion of their dissertation. Selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty win funding for projects that require research assistance.

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.

Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic is a part of the Department of Communicative Sciences and Disorders and provides services to NYU and the community at large. The clinic specializes in the diagnosis and treatment of the disorders of speech, language, and hearing in infants, toddlers, children, adolescents, adults, and geriatrics. Types of communication disorders that can be treated at the clinic include delayed language development, stuttering, voice disorders, articulation delays and disorders, and impaired speech and/or language caused by strokes, traumatic brain injury, or other neurological disorders. Services provided by graduate student clinicians include diagnosis and treatment of speech and language disorders, individual and group sessions, and hearing screenings. The clinic director, faculty, and professional supervisors provide continuous, ongoing, and direct supervision of the assessment and intervention activities in the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.
The courses listed herein are to be offered in 2015–2017.

NOTES TO COURSES
*Registration closed to special students.
**Courses, continued**

**Honors Research: CSD**
CSCD-GE.2424  Hours to be arranged: 0 credits. Fall, Spring.

**Speech Science: Instrumentation**
CSCD-GE.2515  20 hours plus 10 hours arranged for lab sessions: 2 credits. Fall.

**Seminal Readings in Speech-Language Pathology and Audiology**
CSCD-GE.3001  30 hours: 3 credits. Spring.

**Advanced Studies in Speech and Language**
CSCD-GE.3021  30 hours: 3 credits. Spring.

**Doctoral Seminar in Speech-Language Pathology and Audiology**
CSCD-GE.3400  10 hours: 1 credit. Fall. Spring.
The Department of Humanities and Social Sciences in the Professions includes disciplines and modes of inquiry that provide strong intellectual and cultural foundations for the study of the professions in modern life. Its dual academic purpose is to provide disciplinary and research coursework for students in other parts of the school while also preparing students within the department for positions leading to research and teaching in colleges and universities, in government, and in other service organizations, both nationally and internationally.

The following identifies the department’s programs, grouped according to three broad areas.

1. Social-Cultural Disciplinary Studies of Education—Programs in two disciplinary areas, the sociology of education and the history of education, offer cognate and foundational course work for students across the school as well as prepare educational researchers within each program.

2. Interdepartmental Research Studies and Applied Statistics—The department program offers a wide array of qualitative and quantitative research courses for graduate students in all programs across the school and also offers a masters in applied statistics for social science research.

3. Interdisciplinary Studies—The department’s specialized interdisciplinary programs—education and social policy, international education, and education and Jewish studies—prepare majors to assume professional positions both nationally and internationally as well as provide courses for non-majors with specialized interests.

Richard Arum, Professor (joint appointment with the Department of Sociology, College of Arts and Sciences). B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, University of California (Berkeley).


Sean Corcoran, Associate Professor. B.B.A. 1996, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.

James W. Fraser, Professor (joint appointment with the Department of Teaching and Learning) and Department Chair. B.A. 1966, University of California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia University.


Daphna Harel, Assistant Professor. B.Sc. 2010 McGill University; Ph.D 2014, McGill University.


Bethamie Horowitz, Research Assistant Professor. A.B. 1977, Harvard College; Ph.D. 1987, The Graduate Center, C.U.N.Y.


Benjamin M. Jacobs, Assistant Professor (joint appointment with the Department of Teaching and Learning). B.A. 1993, Columbia University; Ph.D. 2005, Teachers College, Columbia University.

Elisabeth King, Associate Professor. B.A. 2001, University of Western Ontario; M.A. 2002, Ph.D. 2008, University of Toronto.


Ying Lu, Assistant Professor. B.S. 1994, Ph.D. in Public Policy and Demography 2005, Princeton; Ph.D. in Statistics 2009, University of North Carolina at Chapel Hill.


Carol Anne M. Spreen, Associate Professor. B.A. 1989, American University; M.Ed. 1992, University of Illinois; M.Phil. 1998 Teachers College, Columbia University; Ph.D. 2001, Teachers College, Columbia University.


Meryle Weinstein, Research Assistant Professor. B.A. 1983, SUNY Binghamton; M.A. 1992, San Francisco State University; M.Phil. 2004, Robert F. Wagner Graduate School of Public Service, New York University; Ph.D. 2008.


Affiliated Faculty

Robert Chazan, Professor, Skirball Department of Hebrew and Judaic Studies, Faculty of Arts and Science.

Jennifer Jennings, Assistant Professor, Department of Sociology, Faculty of Arts and Sciences.

Faculty Emeriti

Floyd Hammack, Sociology of Education
Donald Johnson, Global Education
Berencie Fisher, Philosophy of Education
Joy Gould Boyum, Arts and Humanities
Gabriel Moran, Religious Education
Applied Statistics for Social Science Research (A3SR)

**CODIRECTORS**
Jennifer Hill
Kimball Hall, 3rd Floor 212-992-7677
Marc Scott
Kimball Hall, 3rd Floor 212-992-9407

**DEGREES**
M.S.

**FACULTY**
Buckley, Halpin, Harel, Hill, Lu, Mijanovich, Scott, Simonoff (Stern/IOMS, affiliate), Weinberg, Wu (FAS/Soc., affiliate)

The Master of Science in Applied Statistics for Social Science Research (A3SR) is a flexible and interdisciplinary program that provides students with rigorous training in applied statistics research techniques and strategies that can be applied to contemporary social, behavioral, and health science research. This M.S. program is a good choice for students who want to gain greater knowledge of statistics and its application to everyday problems and policies and to sharpen their data-analysis and analytical skills.

The A3SR curriculum provides students with a firm foundation in statistical modeling tools and theoretical perspectives common within the social, behavioral, and health sciences, while allowing the opportunity to pursue their own interests and develop specialized skills. In addition to a rigorous set of required statistical courses, students may take electives in such fields as sociology, politics, economics, psychology, education, media studies, epidemiology, public policy, business, computer and data science and related areas.

The curriculum prepares students to become applied statisticians and data scientists in the public or private sector, as well as for further academic study in fields that rely on quantitative research. It is flexible enough for students to customize it to their own substantive and methodological interests. A3SR faculty have particular strengths in causal inference, demography, high-dimensional data, measurement, missing data, model selection, multivariate analysis, multilevel modeling, and surveys and sampling. Students are encouraged to work closely with faculty on research that ranges from applied statistical analysis to the development of customized statistical models.

The program is an initiative of the Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) and is an integral part of the larger university-wide initiative in Data Science, in which several master’s degrees are offered.

See [datascience.nyu.edu/academics/](http://datascience.nyu.edu/academics/) for some discussion of each program’s focus. The PRIISM website, [steinhardt.nyu.edu/priism/](http://steinhardt.nyu.edu/priism/), maintains up to date information about the M.S. program.

**DEGREE REQUIREMENTS**
This is a variable credit program, 34-47 credits, with an accelerated, lower credit option for students entering with prior statistical training. The program consists of theoretical foundations, statistical inference, causal inference, applied statistical methods and electives, and unrestricted electives. A statistical consulting research seminar and internship provide practical learning experiences.

Theoretical foundations are covered in Empirical Research Methods *RESCH-GE 2132*. Inference and regression are covered in Intermediate Quantitative Methods *APSTA-GE 2003* or Regression and Multivariate Data Analysis *STAT-GB 2301*. More advanced techniques and causal inference methods are covered in Advanced Modeling I: Topics in Multivariate Analysis *APSTA-GE 2004*, Causal Inference *APSTA-GE 2012* and Generalized Linear and Multilevel Growth Curve Models *APSTA-GE 2997*. Note that in some years, Event History Analysis *SOC-GA 2306* may substitute for the latter. Students pursuing an accelerated program will have already taken the equivalent of *APSTA-GE 2003* and *APSTA-GE 2004*.

Theoretical and practical issues in survey methodology are covered in Survey Research I *RESCH-GE 2139* and Applied Statistics: Using Large Databases in Education Research *APSTA-GE 2110*. Multilevel models are covered in three classes: Multilevel Models: Growth Curves *APSTA-GE 2040*, Practicum in Multilevel Models *APSTA-GE 2041* and Multilevel Models: Nested Data *APSTA-GE 2042*. Missing data techniques are covered in Advanced Topics in Quantitative Methods: Missing Data *APSTA-GE 2013*. All students must complete the statistical consulting research seminar and internship, *APSTA-GE 2401* and *APSTA-GE 2300*.

Two applied statistics and two unrestricted electives courses may be taken within and outside the Department of Humanities and Social Sciences in the Professions. Within the department, two of Advanced Topics in Quantitative Methods: Classification and Clustering *APSTA-GE 2111*, Applied Spatial Statistics *APSTA-GE 2015*, Educational Data Science Practicum *APSTA-GE 2017*, Structural Equation Modeling *APSTA-GE 2094* and Applied Statistical Modeling & Inference *APSTA-GE 2122*, satisfy the former requirement. Other classes with significant applied statistical content (e.g., measurement models, computational statistics) meet this requirement as well. The unrestricted electives may be taken from departments across the entire university.

**ADMISSION REQUIREMENTS**
- 2 Letters of Recommendation
- Prior math (see NOTES)
- GRE test scores

**NOTES**
Admission to the program requires a strong undergraduate academic record and demonstration of math proficiency through pre-calculus at a minimum (functions such as polynomials, exponential, logarithmic, and trigonometric; roots of equations). Some advanced coursework may require Calculus I, which can be taken prior to or during the program of study. In one’s personal statement, please describe all prior coursework (and any practical experience) in Statistics and data analysis. Knowledge of vectors, matrices and matrix products is important for more advanced coursework; the strongest candidates will demonstrate experience with these concepts as well. GRE scores will be used to assess both mathematical reasoning and written communication skills.
The Education and Jewish Studies Program prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations and other nonprofit organizations, curriculum agencies, museums, foundations, and colleges and universities. Students benefit from the rich resources and course offerings of the Steinhardt School of Culture, Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. While providing a core of academic research, Jewish education, and Hebrew and Judaic studies, the program is also tailored to its students’ individual needs and interests. Faculty from the Steinhardt School and the Skirball Department provide close and personalized mentoring, as do expert practitioners in the field of Jewish education working in the New York City area.

**CAREER OPPORTUNITIES**

The master’s and doctoral programs prepare students for leadership in Jewish educational settings. Job prospects for program graduates include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish educational organization; professor of Jewish education at a seminary, college of Jewish studies, or university; researcher in Jewish education at a foundation or communal service organization; director of a Jewish informal education program; director of a Jewish adult education program; administrator of a Hillel or other organization that reaches out to college students; museum educator; curriculum developer, designer of instructional materials, and/or author of textbooks for Jewish educational settings; staff developer; and educational consultant.

**DEGREE REQUIREMENTS**

**Master of Arts**

The M.A. program requires a minimum of 38 credits, including a 12-credit core that covers the history of Jewish education, the social context of Jewish education, and sociology of education. Students choose 12 credits of electives from four areas of study: teaching and learning, leadership and administration, applied psychology, or humanities and social sciences. Students also complete 6 credits of electives taken in the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science and credits in Steinhardt outside the chosen area of study. A yearlong, 5-credit culminating seminar in Jewish education supports the terminal project—a traditional M.A. thesis or capstone project. Students may enroll in this program for full-time or part-time studies.

**Dual M.A. (Master of Arts, Education and Jewish Studies and Master of Arts, Hebrew and Judaic Studies)**

Students in the dual M.A. program complete two M.A. degrees concurrently for a total of 58 credits: a Master of Arts degree in Education and Jewish studies from NYU Steinhardt and a Master of Arts in Hebrew and Judaic studies from the Skirball Department of Hebrew and Judaic Studies, Graduate School of Arts and Science. Six credits of Hebrew and Judaic studies electives count toward the requirement for the M.A. in education and Jewish studies, and 6 credits of Steinhardt School electives will count toward the requirements for the M.A. in Hebrew in Judaic studies, which reduces the length of study and tuition.

Dual M.A. students must complete 38 credits for the Steinhardt M.A., as described above, with 6 credits counting toward the M.A. in Hebrew and Judaic studies. Students earn the M.A. in Hebrew and Judaic studies by successful completion of the following four requirements: 32 credits in coursework, with 6 credits counting toward the M.A. in Education and Jewish studies; and a written examination in Jewish history. Students must demonstrate competence at the second-year level of college Hebrew in one of the following ways: pass a departmental written proficiency examination, provide documentation of successful completion or equivalent of 4th semester college Hebrew (sometimes called Intermediate II), or audit Hebrew at NYU—attending and participating in class, completing all assignments and examinations, and having a memo submitted to the Skirball Department at completion of Intermediate II that indicates the student has earned a B or higher. The Hebrew proficiency requirement must be satisfied before the student graduates from the program. Hebrew proficiency is not a prerequisite for admission to the program. Students are expected to enroll full-time in the dual-degree program.

**Doctor of Philosophy**

The Ph.D. program is conceptualized in terms of three sets of academic experiences: (1) Courses at the Steinhardt School of Culture, Education, and Human Development (42 credits), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student’s particular career interests and needs (see Career Opportunities, previous page); (2) Courses in the Skirball Department of Hebrew and Judaic Studies (24 credits), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition (Students are also required to demonstrate advanced Hebrew language competence in an exam administered by the department); and (3) The Education and Jewish studies component of the program (12 credits), which involves a two-year doctoral seminar focused on issues in Jewish education. Students entering with a bachelor’s degree must complete the entire 78 credits of coursework. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain coursework. This may reduce the total number of credits required for the degree, as follows: Students entering with an M.A. in education may be exempted from up to two courses in education, reducing the total degree...
to 72 credits. Students entering with an M.A. in Jewish studies may be exempted from up to 21 credits of Judaic studies coursework, reducing the total degree to 57 credits. Students entering with an M.A. in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree to 60 credits. Students entering with an M.A. in a field other than education, Jewish studies, or Jewish education may be exempted from up to two courses of equivalent and relevant coursework, reducing the total degree to 72 credits. In addition to successful completion of coursework, all students must complete a candidacy paper. The program culminates in a doctoral dissertation on a substantive topic in Jewish education.

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the M.A. or dual M.A. programs, but applicants should demonstrate a commitment to a career in the field of Jewish education and an understanding of the aims and content of the program. All applicants to the Steinhardt School of Culture, Education, and Human Development are evaluated based on the relevance and quality of prior professional work, prior academic achievement, GRE scores, letters of reference, and a personal statement.

The completed Education and Jewish studies M.A. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official GRE score report, official transcript(s), a personal statement, and three letters of recommendation.

Applicants to the M.A. program should specify in their admissions essays their intended area of specialization in education: teaching and learning, leadership and administration, applied psychology, or humanities and social sciences. Applicants to the dual M.A. program must apply to both the Steinhardt School and the Graduate School of Arts and Science (GSAS) individually and must meet the respective admissions standards for each school. No special admissions standards will apply to dual-degree applicants. A student will qualify for the dual-degree program only once admitted to the Steinhardt School and GSAS. Applicants to the Skirball Department of Hebrew and Judaic Studies in GSAS are evaluated according to prior academic achievement, letters of recommendation, GRE scores, and a personal statement.

Ph.D. applicants should exhibit outstanding personal qualities and excellent academic training. A minimum of two years’ employment experience in education, Jewish education, or Jewish communal service is required. Students specializing in administration or teaching must have a minimum of two years of full-time classroom teaching experience in addition to or as part of this employment experience. An M.A. degree in either education or Jewish studies is useful, but not required.

The completed education and Jewish studies Ph.D. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, official GRE score report, official transcript(s), a personal statement, a research focus essay, and three letters of recommendation. Applicants to the Ph.D. program should specify in their admissions essays their intended area of specialization in education: administration, teaching and learning, or humanities and social sciences or applied psychology. All applicant finalists are interviewed by the program faculty.

FINANCIAL AID
Steinhardt provides a variety of ways to help master’s students finance their graduate education, including scholarships, fellowships, work-study, and loans.

All applicants for doctoral study are considered for the Steinhardt Fellowship. This fellowship provides up to four years of full-time tuition support and a living stipend.

All fellowships support the preparation of the next generation of leaders and scholars in education and Jewish studies.
The M.A. Program in Education and Social Policy aims to prepare students to use theories and concepts from the fields of economics and sociology in conjunction with quantitative statistical skills to analyze and evaluate the effectiveness of education programs and policies. Students obtain specific knowledge of education issues, guided by advisement, including pre-K/childhood education, K-12 education, or higher/comparative education.

The degree is distinguished from other master's degrees in education policy by its strong emphasis on using quantitative methods to ascertain causal effects of programs and policies. Building on a first course in statistics, students progress through more rigorous analytical courses, including regression and econometrics, to a final directed team research project in which they produce a professional study of an educational intervention or policy. Students gain experience in working with large, longitudinal education databases; with using economic and sociological principles to analyze K-16 education; and with principles of policymaking in the public and nonprofit sectors, which draw on the expertise of faculty in NYU's Robert F. Wagner Graduate School of Public Service. The program places strong emphasis on understanding the context, purpose, unintended effects, and, finally, the actual impact of alternative education policies and programs. Students, through close advisement, use elective choices to gain knowledge of policy issues.

ADMISSION REQUIREMENTS

Admission to the program requires a strong undergraduate academic record and demonstration of math proficiency through Algebra II. Math Proficiency may be demonstrated through GRE or GMAT scores as through recent college-level math coursework with grades B+ or better. GRE or GMAT scores are not required but may be submitted to demonstrate math proficiency. Two letters of recommendation and a personal statement describing why you want to be an education policy analyst are also required.

Public Education Policy Seminar and Practicum

This 13-credit immersion sequence offered in Fall brings together upper-level graduate students in education, policy, business, and law from NYU, Columbia, Dartmouth, Harvard, Michigan, Stanford, and other universities. Participants engage in a rigorous and rewarding learning experience, including:

(i) An intensive seminar in the institutional and programmatic design, leadership, and transformation of public school systems, charter management organizations, non-profits, and other K-12 public- and social-sector institutions

(ii) A high-priority project research-designing and implementing solutions to a complex problem at the core of a public-education organization's mission to improve the educational outcomes and life chances of children

(iii) Applied training in qualitative research methods, project management, effective communication, and team-based problem-solving

The program is offered by the Consortium for Public Research and Leadership (CPRL), a partnership between the Steinhardt School and professional schools at the universities listed above. The course is open to EDSP students in the Fall of their second year. James Liebman, Columbia Law professor and former senior official at the New York City Department of Education, leads the course and conducts its academic seminar. Experienced education researchers, former K-12 educators and leaders, or consultants help guide the projects. Special scholarships available. For more information and how to apply, visit steinhardt.nyu.edu/humsocsci/policy.

CAREER OPPORTUNITIES

The national concern with the quality of public education has led to a large demand by local, state, and federal education agencies, think tanks, and nonprofit organizations for professionals who can use up-to-date methods, data, and research results to formulate, implement, and evaluate new education policies; but these organizations struggle to find individuals to fill their positions with professionals of the quality they seek.

Graduates will be prepared to work in a wide variety of organizations that have a role in policymaking and implementation in the education area, including local, state, and federal education departments, foundations, think tanks, and consulting, grant-giving, and public relations departments in selected private organizations.

DEGREE REQUIREMENTS

The 40-credit curriculum includes foundation courses, research methods courses, specialized issues courses by advisement, and a capstone course. Core courses include An Introduction to Sociology of Education SOED-GE.2002, Microeconomics for Public Management Planning and Policy Analysis CORE-GP.1018, Education and Social Policy, EDPLY-GE.2030, and Economics of Education EDPLY-GE.2025. Research methods courses include Statistics for Behavioral and Social Sciences I APSTA-GE.2001, Regression and Introduction to Econometrics PADM-GP.2902, Interview and Observation RESCH-GE.2142 or Survey Research Methods RESCH-GE.2139, and Applied Statistics: Using Large Databases in Education APSTA-GE.2110. Specialized issues consist of Elementary and Secondary Education Issues; Higher Education Issues; Early Childhood and Preschool Issues; Special Education Issues; Race, Class, and Education Issues; and International Education Issues. Issues courses, of which students must complete 9 credits, include such courses as History of Higher Education HSED-GE.2067, Social Inequity and Education SOED-GE.2371, and Transforming Urban High Schools EDLED-GE.2240.

All students must complete Capstone: Applied Research in Education Policy EDPLY-GE.2050.
History of Education

Study in the history of education prepares scholars for research and teaching careers, mainly at schools of education. Graduate students work closely with their advisers to plan a program that suits their interests and aspirations. They may focus their studies on the history of schools and colleges or other institutions and media of education, including the family, the press, and political or social movements. Often studies link the history of education and current issues of public policy. Course work usually includes studies in philosophy as well as in the history of education; much of it is done in the form of supervised independent study. Students are encouraged to enroll in courses throughout the University and to take advantage of New York City’s abundant cultural resources.

CAREER OPPORTUNITIES
Most graduates from the Ph.D. program secure teaching positions at colleges and universities, most commonly at education schools. They publish books and articles on a wide range of historical subjects, ranging from family life and mass media to formal educational institutions.

DEGREE REQUIREMENTS

Master of Arts
The M.A. program requires 36 credits that can be completed in two years of full-time study. Students take 18 credits in courses in the history of education, 12 credits in courses in other disciplines, and 6 credits working on a final integrating paper that emerges from this program of study.

Doctor of Philosophy
The Ph.D. program requires 76 credits beyond the baccalaureate for completion. Students may complete the program in three years of full-time study. In addition to 18 credits in history of education courses, students take 16 credits in history courses from the Graduate School of Arts and Science, 12 credits in philosophy of education, 6 credits in cognate studies, 6 credits in foundations courses, and 6 credits in research courses, as well as 12 credits in content and dissertation proposal seminars.

ADMISSION REQUIREMENTS
In addition to the general requirements, specific requirements for admission to these programs include a bachelor’s degree in history or the equivalent. See general admission section, page 167.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 200.
International Education

The International Education Program prepares educators for careers in multinational and international settings. Guided by career interest, professional experience, and educational background, students select from one of three areas of specialization: global education, international development education, or cross-cultural exchange and training. The program has a multidisciplinary faculty of anthropologists, economists, historians, philosophers, political scientists, and sociologists, who apply the theoretical, conceptual, and methodological advances in the humanities and the social sciences to the analysis of international educational policies and institutions.

CAREER OPPORTUNITIES
The program develops educational experts who can design, implement, manage, and evaluate international education programs in schools, colleges, foundations, multinational corporations, and public and private educational and cultural agencies. As part of the M.A. and Ph.D. programs, students participate in a job-related internship that provides professional work experience and reinforces academic skills. Internships may be arranged in the United States or abroad through such organizations as the United Nations, the Institute for International Education, Metro International, the U.S. Department of State, the Hudson Institute, and the Asia Society.

DEGREE REQUIREMENTS

Master of Arts
The M.A. program requires a minimum of 40 credits: Foundations in International Education (12 credits), Area Studies and Specialization in International Education (16-17 credits), Policy Analysis (8 credits), Internship (3-4 credits).

Advanced Certificate
The International Education Program offers a one-year Advanced Certificate for teachers and practitioners in the field of international education who already have the M.A. degree. The Advanced Certificate is designed for experienced teachers in schools and educational agencies committed to global education, as well as for mid-career consultants and international education specialists in corporate, public, and nonprofit sectors, including field coordinators, planners, evaluators, administrators, and program managers. The Advanced Certificate requires a minimum of 30 credits.

Doctor of Philosophy
The Ph.D. degree requires the completion of a minimum of 54 credits and a dissertation: Departmental Doctoral Seminars (6 credits), Foundations in International Education (12 credits), Specialization in International Education (8-12 credits), Area Studies (8-12 credits), Research Courses (6-12 credits), International Education Dissertation Seminars (12 credits).

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the M.A. program, but an applicant should have some course work in the social sciences and be able to demonstrate aptitude for analytical work on a range of issues in education. Applicants to the Ph.D. program should have an M.A. degree in an area of the humanities, social sciences, or education related to international education, and they must take the Graduate Record Examination.

STEINHARDT FELLOWS
PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 200.

SPECIAL OPPORTUNITIES
The International Education Program supports a number of research and training projects through the Multinational Institute of American Studies, a center for public diplomacy that offers noncredit programs in American culture, politics, and society to foreign scholars, diplomats, and journalists. A student-led organization, the International Education Forum Student Board sponsors lectures and meetings on topics of current interest. The program also cosponsors several summer study abroad programs in cooperation with other programs across the University.
Taught by faculty from across the school, Interdepartmental Research Studies (IDRS) offers a wide array of courses that provide training in research methodology. Because the combinations of research courses required by various programs differ, students are urged to register for these research courses only after consultation with their advisers and, if needed, in consultation with one of the co-directors of the IDRS.

For doctoral students interested in doing qualitative dissertations involving interviews or fieldwork, ethnography, or observations, IDRS suggests that students begin by taking Principles of Empirical Research RESCH-GE.2132, then Approaches to Qualitative Inquiry RESCH-GE.2140. Students should then pursue one or more of the more specialized qualitative research courses that are described below.


Additional courses in specialized topics include analysis of complex surveys, classification and clustering, causal inference, categorical data, factor analysis and latent variables, missing data, sampling, spatial data analysis, and survival analysis.


For updates to the applied statistics offerings, visit the website of the Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) at steinhardt.nyu.edu/priism.
Sociology of Education

**DEGREE REQUIREMENTS**

**Master of Arts**

Students enrolling in the 40-credit M.A. Program in Sociology of Education may focus their studies in one of two areas of concentration: Social and Cultural Studies of Education, a flexible approach to education scholarship that facilitates the study of schools from a range of humanistic and social science perspectives, and Education Policy, which equips students interested in policy research with additional skills in quantitative methodology.

Students have considerable flexibility in designing and carrying out their own research; all students complete a year-long, fully supervised research thesis that provides an invaluable experience of working closely with a faculty mentor and of developing research skills essential to both professional practice and advanced scholarship.

The program consists of core courses, research methods courses, specialized courses according to the strand the student selects, and a seminar. Core courses include Introduction to the Sociology of Education SOED-GE.1002, Principles of Empirical Research RESCH-GE.2132, Classical Social Theory SOED-GE.3030, and Learning of Culture SOED-GE.2325. Methods courses include Basic Statistics I and II RESCH-GE.2086 and Approaches to Qualitative Inquiry RESCH-GE.2140.

The program offers a global sequence for those who want to experience study abroad in their graduate studies.

**Doctor of Philosophy**

The Ph.D. program trains students to analyze educational problems and issues using the theoretical tools and research methods of sociology. Students are expected to become thoroughly familiar with the primary sociological perspectives, and question theories, and then they are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. Candidacy, dissertation proposal, and dissertation are required.

**ADMISSION REQUIREMENTS**

Admission to the Master of Arts program requires two letters of recommendation and a writing sample. A personal interview, either in person or by telephone if travel is a factor, may also be requested. Applicants to the doctoral program must submit two letters of recommendation, along with evidence of potential, including other graduate coursework and prior written or published papers. A personal or telephone interview is also recommended.  

See general admission section, page 187.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180.
Courses

The courses listed herein are to be offered in 2015–2017.

NOTES TO COURSES
* Registration closed to special students.
† Pass/fail basis.

APPLIED STATISTICS
(Note: most classes in MS in Applied Statistics for Social Science Research, listed in the next section, can be taken by qualified masters and doctoral students in other quantitative programs.)

Basic Statistics I
APSTA-GE.2085 45 hours: 3 credits. Fall, Spring. May not be taken concurrently with RESCH-GE.2086. Does not serve as prerequisite for more advanced statistics courses.

Basic Statistics II
APSTA-GE.2086 45 hours: 3 credits. Fall, Spring. Prerequisites: a course in algebra and APSTA-GE.2085. May not be taken concurrently with RESCH-GE.2085. Does not serve as prerequisite for more advanced statistics courses.

Statistics for Behavioral and Social Science I and II

Biostatistics I and II
APSTA-GE.2995, 2996 30 hours: 3 credits each term. Fall, Spring.

Intermediate Quantitative Methods: The General Linear Model
APSTA-GE.2003 45 hours: 3 credits. Fall. Prerequisites: APSTA-GE.2001, 2002 or APSTA-GE.2995, 2996 or equivalent.

Survey of Multivariate Analyses
APSTA-GE.2004 30 hours: 2 credits. Spring (note: usually runs for half-term, sharing a time slot with a complementary APSTA-GE “Advanced Topics” course).

Advanced Topics in Quantitative Methods
APSTA-GE.2010 1-6 credits. Fall or Spring.

Classification and Clustering
APSTA-GE.2011 30 hours: 2 credits. Spring. Not offered every year. Prerequisites: APSTA-GE.2003, 2004 or the equivalent as approved by the instructor.

Causal Inference
APSTA-GE.2012 30 hours: 3 credits. Fall, Spring. Prerequisites: APSTA-GE.2003, 2004 or the equivalent as approved by the instructor.

Missing Data
APSTA-GE.2013 20 hours: 2 credits. May be offered alternate years.

Statistical Analysis of Networks
APSTA-GE.2014 30 hours: 3 credits. Not offered every year.

Applied Spatial Statistics
APSTA-GE.2015 20 hours: 2 credits. May be offered alternate years.

Educational Data Science Practicum
APSTA-GE.2017 20 hours: 2 credits. Spring. Not offered every year.

Multilevel Models: Growth Curves
APSTA-GE.2040 20 hours: 2 credits. Fall.

Practicum in Multilevel Models
APSTA-GE.2041 10 hours: 1 credit. Fall.

Nested-data Models and Longitudinal Data
APSTA-GE.2042 20 hours: 2 credits. Spring.

Generalized Linear and Multilevel Growth Curve Models
APSTA-GE.2043 10 hours: 1 credit. Fall. (Formerly APSTA-GE 2997.)

Factor Analysis I: Exploratory Factor Analysis and Item Response Theory
APSTA-GE.2093 20 hours: 2 credits. Fall. (Formerly APSTA-GE 2016.)

Factor Analysis II: Structural Equation Modeling
APSTA-GE.2094 30 hours: 3 credits. May be offered alternate years.

Applied Statistics: Using Large Databases in Education
APSTA-GE.2110 40 hours: 4 credits.

Applied Statistical Modeling and Inference
APSTA-GE.2122 30 hours: 3 credits. Spring.

Experimental and Quasi-Experimental Design and Analysis
APSTA-GE.2134 45 hours: 3 credits. May be offered alternate years.

Survey Research I
APSTA-GE 2139 45 hours: 3 credits

Independent Study
APSTA-GE.2300 15 hours per credit: 1-6 credits. Fall, Spring, Summer; hours to be arranged. For description, see page 162.

Statistical Consulting Research Seminar
APSTA-GE 2401 15 hours per credit: 1-3 credits

DEPARTMENTAL SEMINARS

Comparative Perspectives: Belonging and Estrangement
HMSS-G3 2701 3 credits. Fall.

Department Seminar I
HMSS-GE.3011 3 credits. Fall.

Department Seminar II
HMSS-GE.3012 3 credits. Spring.

Doctoral Seminar I
HMSS-GE.3002 3 credits. May be repeated for a total of 12 credits. Arranged with program director. Fall, Spring. Required of all students prior to candidacy.

Doctoral Seminar II
HMSS-GE.3003 3 credits. May be repeated for a total of 12 credits. Fall, Spring. Required of all students after candidacy, before the dissertation proposal is approved.

Doctoral Seminar III
HMSS-GE.3004 1 credit. May be repeated by advisement in lieu of doctoral advisement fee. Does not count toward the degree. Fall, Spring. Required every semester of all students whose dissertation proposals have been approved.
EDUCATION AND JEWISH STUDIES/EJST-GE

History of Jewish Education: The Modern Period
EJST-GE.2005 3 credits. Fall, Spring.

Jewish Education in Social Context
EJST-GE.2005 3 credits. Spring.

Theory and Practice Experiential Jewish Education
EJST-GE.2006 3 credits. Fall, Spring.

Master's Seminar in Education and Jewish Studies I
EJST-GE.2008 2 credits. Fall.

Master's Seminar in Education and Jewish Studies II
EJST-GE.2009 2 credits. Spring.

Seminar in Education and Jewish Studies I
EJST-GE.2010 3 credits. Fall.

Seminar in Education and Jewish Studies II
EJST-GE.2011 3 credits. Spring.
A continuation of EJST-GE.2010, which is a prerequisite for registration for this seminar.

Seminar in Education and Jewish Studies
IIEJST-GE.2012 3 credits. Fall.

Seminar in Education and Jewish Studies
IVEJST-GE.2013 3 credits. Spring.

Independent Study
EJST-GE.2300 1-6 credits. Fall, Spring.

HISTORY OF EDUCATION/ HSED-GE

All 2000-level courses in history of education fulfill the doctoral foundations requirements for doctoral students in all departments of the Steinhardt School of Culture, Education, and Human Development.

History of American Education
HSED-GE.2009 45 hours: 4 credits.

History of American Higher Education
HSED-GE.2067 Staff. 30 hours: 3 credits. Fall.

Public Problems: Education and Social Policy
HSED-GE.2070 30 hours: 3 credits.

Education and the City: History of the Helping Professions
HSED-GE.2071 30 hours: 3 credits.

The Rise and Fall of Progressive Education (John Dewey and His Contemporaries)
HSED-GE.2079 30 hours: 3 credits.

Philosophy of Scientific Inquiry
HSED-GE.2089 30 hours: 3 credits.

History of American Education and Society: Education and the Culture Wars
HSED-GE.2173 30 hours: 3 credits.

History of American Education and Society: Race and Ethnicity
HSED-GE.2174 Wechsler. 30 hours: 3 credits.

What Are Schools For? Historical Perspectives
HSED-GE.2175 30 hours: 3 credits.

What's Worth Knowing? Historical Perspectives
HSED-GE.2176 30 hours: 3 credits.

What Are Teachers For? Historical Perspectives
HSED-GE.2177 30 hours: 3 credits.

20th-Century Educational Thought
HSED-GE.2235 30 hours: 3 credits.

Readings in the History of Western Thought
HSED-GE.2240 30 hours: 3 credits.

Independent Study
HSED-GE.2300 45 hours per credit: 1-6 credits.

EDUCATION AND SOCIAL POLICY/ EDPLOY-GE

Financing Schools
EDPLOY-GE.2020 3 credits.

Economics of Education
EDPLOY-GE.2025 30 hours: 3 credits.

Education and Social Policy
EDPLOY-GE 2030 3 credits. Fall.

Capstone: Applied Research in Education Policy
EDPLOY-GE.2050 40 hours: 4 credits.

Independent Study
EDPLOY-GE 2300 1-6 credits. Fall, Spring.

Foundations of Education: History of Education
HSED-GE.2400 30 hours: 3 credits.

Intellectual Roots of American Education
HSED-GE.2902 30 hours: 3 credits.

Doctoral Seminar: History of Education I
HSED-GE.3006 30 hours: 3 credits.

Doctoral Seminar: History of Education II
HSED-GE.3007 30 hours: 3 credits.

INTERDEPARTMENTAL RESEARCH STUDIES/RESCH-GE

RESEARCH DESIGN: METHODS, AND PRINCIPLES

Principles of Empirical Research
RESCH-GE.2132 30 hours: 3 credits. Fall.

Writing Empirical Research: Education, Behavioral, Health, Humanities, and Social Science Professions
RESCH-GE.2138 45 hours: 3 credits. Fall.

Survey Methods Research
RESCH-GE.2139 45 hours: 3 credits. Fall or Spring. May be offered alternate years. Prerequisites RESCH-GE.2132 (or equivalent); one year of statistics.

Participatory Action Research
RESCH-GE.2143 45 hours: 3 credits. Fall, Spring.

Dissertation Proposal Seminar
RESCH-GE.3001 30 hours: 3 credits each term. Spring. Prerequisite: a course in general or specialized research methods. Open only to doctoral students.

QUALITATIVE RESEARCH DESIGN AND ANALYSIS

Historical Research
RESCH-GE.2135 30 hours: 3 credits. Spring.

Aesthetic Inquiry
RESCH-GE.2137 30 hours: 3 credits. May be offered alternate years.

Approaches to Qualitative Inquiry
RESCH-GE.2140 45 hours: 3 credits. Fall.
Case Study and Ethnographic Inquiry
RESCH-GE.2141 45 hours: 3 credits.
Spring. Prerequisite: RESCH-GE.2140.
Open to fully matriculated doctoral students only.

Interview and Observation
RESCH-GE.2142 Way. 30 hours: 3 credits.
Spring. Prerequisite: RESCH-GE.2140.
Access by permission by instructor only.
Also only by access codes.

Advanced Seminar in Qualitative Methods
RESCH-GE.2145 45 hours: 3 credits.
Prerequisite: at least one doctoral-level course in qualitative research methods.

Fieldwork: Data Collection
RESCH-GE.2147 Fall. Prerequisite: RESCH-GE.2140.

Fieldwork: Data Analysis
RESCH-GE.2148 Spring. Access by permission from instructor only.

INTERNATIONAL EDUCATION/ INTE-GE

CORE COURSES

Introduction to Qualitative Analysis in Comparative Education
INTE-GE.2007 40 hours: 4 credits. Fall.

Introduction to Qualitative Analysis in Comparative Education
INTE-GE.2008 40 hours: 4 credits. Fall, Spring.

Approaches to Study Abroad
INTE-GE.2009 1 credit.

Sociological and Anthropological Approaches to International Education
INTE-GE.2023 40 hours: 4 credits. Fall.

Political Issues in International Education
INTE-GE.2025 40 hours: 4 credits. Spring.

International Perspectives On Gender and Education
INTE-GE.2027 30 hours: 3 credits.

Foundations of International Education
INTE-GE.2803 40 hours: 4 credits. Fall.

International Educational and Cultural Relations
INTE-GE.2804 30 hours: 3 credits. Fall.

Globalization and Education
INTE-GE.2805 30 hours: 3 credits. Spring.

The Practice of International Education
INTE-GE.2806 30 hours: 3 credits. Fall.

International Studies in Human Rights Education
INTE-GE.2809 30 hours: 3 credits. Fall.

Teaching Toward International Understanding: The Global Curriculum
INTE-GE.2811 30 hours: 3 credits. Spring.

Cross-Cultural Education for the Global Economy
INTE-GE.2812 30 hours: 3 credits. Spring.

International Approaches to Restorative Justice and Education
INTE-GE.2815 30 hours: 3 credits.

International Ethics: Rights, Responsibilities, Obligations
INTE-GE.2819 30 hours: 3 credits. Fall.

International Development Education
INTE-GE.2862 30 hours: 3 credits. Spring.

United Nations at Work
INTE-GE.2878 30 hours: 3 credits.

Politics, Education, and Conflict
INTE-GE.2028 30 hours: 3 credits. Spring.

Good Work in the Era of Globalization
INTE-GE.2030 30 hours: 3 credits.

Contemporary International Relations: Peace and Security Education
INTE-GE.2173 30 hours: 3 credits. Spring.

Interdisciplinary Perspectives On The New Immigration
INTE-GE.2545 30 hours: 4 credits.

INDEPENDENT STUDY AND FIELD STUDY

Independent Study
INTE-GE.2300 45 hours per credit: 1–6 credits. Fall, Spring. Hours to be arranged.

Field Study and Seminar in International Education
INTE-GE.2802† 3 hours per credit: 4 credits. Fall, Spring. Hours to be arranged.

Content Seminar in International Education I and II
INTE-GE.3097, 3098 30 hours: 3 credits each term.

Research in International Education I and II
INTE-GE.3801, 3802 30 hours: 3 credits each term.

PHILOSOPHY OF EDUCATION/ PHED-GE

The 2000-level courses in Philosophy of Education fulfill the doctoral foundations requirements for doctoral students in all departments of the Steinhardt School of Culture, Education, and Human Development.

Philosophy of Education: Theories and Methods
PHED-GE GE 2003 30 hours: 3 credits.

Philosophy of Education: Social Foundations
PHED-GE GE 2011 30 hours: 3 credits.

Values, Morals & School
PHED-GE 2013 3 credits.

Professional Ethics
PHED-GE 2015 3 credits.

Religion and Public Education in an International Context
PHED-GE 2016 3 credits.

Philosophy of Progressivism
PHED-GE 2055 3 credits.

Frontiers of Knowledge
PHED-GE 2083 3 credits.

Philosophy Perspectives-20th Century
PHED-GE 2155 3 credits.
Courses, continued

Independent Study
PHED-GE 2300  45 hours per credit: 1-6 credits. Fall, Spring, Summer; hours to be arranged.

Foundations of Education: Philosophy of Education
PHED-GE 2400  3 credits.

SOCIOLOGY OF EDUCATION/ SOED-GE

An Introduction to the Sociology of Education
SOED-GE 2002  45 hours: 3 credits. Fall.

Planned Change in Organizational Settings
SOED-GE 2090  30 hours: 3 credits.
Spring.

Latinos in Urban Schools
SOED-GE 2097  30 hours: 3 credits. Fall.

Sociology of Higher Education
SOED-GE 2163  30 hours: 3 credits.
Spring.

Schools, Neighborhoods, and Educational Achievement in the U.S
SOED-GE 2175  3 credits. Spring.

Independent Study
SOED-GE 2300  45 hours per credit: 1-6 credits. Fall, Spring, Summer; hours to be arranged.

The Learning of Culture
SOED-GE 2325  30 hours: 3 credits. Fall.

Social Inequality and Education
SOED-GE 2371  30 hours: 3 credits.
Summer.

Gender and Inequality: The Role of Schools
SOED-GE 2373  3 credits.

Thesis Seminar
ISOED-GE 2510  30 hours: 3 credits. Fall.

Thesis Seminar II
SOED-GE 2511  30 hours: 3 credits. Fall.

Classical Social Theory
SOED-GE 3030  30 hours: 3 credits.
Spring.
The NYU Department of Media, Culture, and Communication (MCC) is at the forefront of innovative scholarship and teaching in the study of global media and culture, digital media and new technologies, media history, visual culture, sound studies, media activism, and political communication.

In the rapidly changing landscape of digital media and global cultural flows, the study of media, culture, and communication is crucial to understanding and navigating an increasingly connected world. MCC’s faculty aim to equip students with a set of analytical and theoretical tools by which they can engage with ideas in their full complexity.

New York City is the University’s lab, and its horizons extend globally. MCC coursework is designed so that students can immerse themselves in the vibrant life of the city with opportunities to study abroad, if they so choose. Internships also help master’s students gain a foothold in a diverse range of media industries.
Faculty


Jamie Skye Bianco, Clinical Assistant Professor. B.A. 1992, Sarah Lawrence College; M.A. 2000, Queens College; Ph.D. 2005, CUNY.


Finn Brunton, Assistant Professor. B.A. 2002, UC Berkeley; M.A. 2006, Saas-Fee (Switzerland); Ph.D. 2009, Aberdeen (U.K.).

Paula Chakravartty, Associate Professor. B.A 1991 McGill (Canada); M.S 1995, Ph.D. 1999, University of Wisconsin, Madison.

Lily Chumley, Assistant Professor. B.A. 2002, Reed College; Ph.D. 2011, University of Chicago.

Stephen Duncombe, Associate Professor. B.A 1988, SUNY Purchase; M. Phil 1993, Ph.D. 1996, CUNY.


JoEllen Fisherkeller, Associate Professor. B.A. 1985, California (San Diego); M.A. 1987, Ph.D. 1995, California (Berkeley).


Radha S. Hegde, Associate Professor. B.A. 1973, Madras (India); M.A 1975, Delhi (India); M.A. 1977, Ph.D. 1991, Ohio State.


Ted Magder, Associate Professor. B.A. 1982, Toronto; M.A. 1983, Carleton (Canada); Ph.D. 1988, York (Canada).


Helen Nissenbaum, Professor; Senior Faculty Fellow of the Information Law Institute. B.A. 1975, Witwatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford.


Arvind Rajagopal, Professor. B.E. 1981, Madras (India); M.A. 1984, Kentucky; Ph.D. 1992, California (Berkeley).


Martin Scherzinger, Director of Graduate Studies, Associate Professor. B.Mus. 1992, Ph.D. 2001, Columbia.


Nicole Starosielski, Assistant Professor. B.A. 2005, University of Southern California; M.A. 2008, Ph.D. 2010, California (Santa Barbara).

Marita Sturken, Professor. B.A. 1979, Visual Studies Workshop/Empire State College; Ph.D. 1992, California (Santa Cruz).

Helga Tawil-Souri, Associate Professor. B.A. 1992, McGill (Canada); M.A. 1994, University of Southern California; Ph.D. 2005, Colorado (Boulder).

Aurora Wallace, Director of Undergraduate Studies, Clinical Associate Professor. B.A. 1992, Carleton (Canada); M.A. 1994, Ph.D. 2000, McGill (Canada).
Master of Arts Program in Media, Culture, and Communication

The M.A. in Media, Culture, and Communication is an interdisciplinary program designed to expose students to media and cultural studies. The program is a rigorous engagement with contemporary theory and key debates, with particular emphasis in the areas of Global and Transcultural Studies, Technology and Society, Visual Culture and Cultural Studies, Persuasion and Politics, and Interaction and Social Processes. The curriculum is flexible, allowing electives by advisement from across the University. Master’s students are encouraged to participate in academic conferences, enroll in graduate courses abroad, and intern at leading media and cultural institutions. The department has a robust list of internship partners and is dedicated to building relationships with professional organizations in New York City and beyond.

Dual-Degree Program in Media and Library Science

The department has partnered with Long Island University’s Palmer School to offer a dual-degree program in media and library science. In addition to an M.A. in Media, Culture, and Communication, students can earn an ALA-accredited Master of Science in Library and Information Science (M.S.L.I.S.). The program combines the rigorous study of critical theory with professional qualification to give graduates a competitive edge in the evolving fields of information science, digital humanities, curatorial studies, and data archiving. This new 55-63 credit M.A./M.S.L.I.S. prepares students for highly sought-after positions as subject specialists/scholar-librarians in academic and research institutions or as archivists in libraries, media companies, museums, and other cultural institutions. Dual degree students take 17 fewer credits than would be required if they pursued each master’s separately.

Ph.D. Program in Media, Culture, and Communication

The doctoral program faculty is committed to interdisciplinary, theoretically sophisticated, multi-methodological, historical, and comparative approaches to the study of media and culture. The program offers five overlapping and interrelated research areas that operate as guiding frameworks for intellectual inquiry and collaborative work across the department. Students are encouraged to take advantage of course offerings across all five areas: Global and Transcultural Studies, Technology and Society, Visual Culture and Sound Studies, Media Institutions and Politics, and Critical Theories of Media and Communication.

CAREER OPPORTUNITIES

Trained to think analytically, Media, Culture, and Communication M.A. alumni are well positioned for careers in both the public and private sectors, working in traditional and new media, research and policy, at cultural institutions and media start-ups. Many go on to doctoral study.

Ph.D. graduates have assumed full-time academic positions at Carleton (Canada), CUNY, Drexel, Fordham, University of London (UK), Manhattan Marymount, Michigan Technological University, NYU, The New School, Northeastern, Princeton, Rutgers, University of Wisconsin-Milwaukee, and the University of Washington, among other academic institutions. Recent graduates have also taken postdoctoral fellowships at Harvard’s Berkman Center for Internet and Society, Rutgers’ Center for Cultural Analysis, Microsoft Research New England, and Princeton’s Center for Information Technology Policy.

DEGREE REQUIREMENTS

M.A. Degree Program

The M.A. degree program requires a minimum of 36 credits.

Program Requirements (8 credits): Seminar in Media, Culture, and Communication MCC-GE.2001 and one research course.

Program Electives (12–28 credits, with a minimum of 12 credits in a specialization area).

Electives (0-12 credits): courses outside the department and internship credit.

Culminating Experience (0–4 credits): M.A. thesis, comprehensive exam, or professional writing course. Students must take a minimum of 18 credits at the 2000 level in residence.

Dual-Degree Program

Students in the dual-degree program transfer nine NYU credits to Palmer LIU and eight Palmer credits to NYU in order to complete the required credits for the two degrees.

In addition, there are two tracks for dual-degree students: Mentorship and Internship.

The Mentorship Track includes a 160-hour mentoring arrangement in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. The program’s core is a series of required modules, which include Reference/Instruction, Collection Development, Digital Scholarship and Professional Development.

The Internship Track is designed for those students who are not focused on careers as subject librarians in research libraries. Their interests may lie in activities connected to archives, media entities, museums, or similar institutions. This track includes a series of internships totaling 160 hours in which students work with trained library professionals in libraries or institutions in the New York Metropolitan area that reflect their future career goals.
Ph.D. Program
The Ph.D. program requires 48 credits of coursework for students with a master\'s degree; 54 credits are required for those admitted only with a bachel-er\'s degree. Core courses must be taken in sequence: Doctoral Core Seminar I MCC-GE.3100 (4 credits, first year); Doctoral Core Seminar II MCC-GE 3200 (4 credits, first year); Introduction to Communication Research MCC-GE 3101 (4 credits, first or second year); Dissertation Proposal Seminar MCC-GE.3201 (1 credit, third year). Doctoral Research Colloquium MCC-GE.3400 is offered each term. Remaining courses are scheduled by advisement, including specialized elective courses inside the department (8-10 credits); research and methods electives inside or outside the department (14-16 credits); and theoretical or disciplinary foundational study outside the department (12 credits). A minimum of 12 credits from these remaining courses must be taken inside the department.

Students move quickly toward pursuing their dissertation research in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the fields of media studies, cultural studies, communication, and related disciplines.

ADMISSION REQUIREMENTS

M.A. Degree Program
Prospective M.A. students must submit two letters of recommendation and scores from the Graduate Record Examination (GRE) in addition to meeting the Steinhardt School general admissions requirements for master\'s-level study.

Dual-Degree Program
Prospective students interested in the dual degree program at NYU and LIU must apply separately for admission to each school. Students already enrolled in the Media, Culture, and Communication M.A. program must declare their intention to enroll in the dual degree program before completing 12 credits. Students already enrolled in the M.S.L.L.S program at Palmer may apply for the MCC dual degree program as long as they have completed no more than 6 credits by the time they enter the program. Students already enrolled in either the Palmer School or NYU should consult with their advisor before submitting an application.

Ph.D. Program
Requirements for the doctoral program include submission of a curriculum vitae; a statement of purpose essay; a master\'s thesis or other writing sample offering evidence of sustained intellectual inquiry and research; transcripts, GRE scores; and three letters of recommendation.

For both M.A. and Ph.D. applications, international students whose native language is not English or who did not receive a bachelor\'s degree at an English-speaking college or university must also submit Test of English as a Foreign Language (TOEFL) scores. See general admission section, page 187.

FINANCIAL AID OPPORTUNITIES

The Department of Media, Culture, and Communication offers all admitted doctoral students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner.

Funding is classified as either fellowships or scholarships and is independent of teaching or research assistantships; students are paid additional income for serving as teaching and research assistants. For further details, please visit steinhardt.nyu.edu/mcc/doctoral/funding. Students are expected to maintain satisfactory progress toward their degree completion and to achieve a set of benchmarks in their trajectory through the program in order to receive funding. See general financial aid section, page 167.

RESEARCH FUNDING

Graduate students may apply for department funding to participate in academic conferences. Applications are available on the department website. Below are select opportunities for funding:

The LeBoff Fellowship
The Phyllis and Gerald LeBoff Doctoral Fellowship is designed to attract and foster exceptional talent. The faculty designate one student to be the LeBoff Fellow at the time of admission. All applicants to the Ph.D. program in Media, Culture, and Communication (MCCD) who submit an application for admission are automatically considered for this funding. No scholarship application is required.

LeBoff Research Fund
The Phyllis and Gerald LeBoff Research Fund provides support to doctoral students for dissertation research. Students who have successfully defended their dissertation proposals can apply; funding is available for travel, supplies or services.

Mitchell Leaska Scholarship for Master\'s Students
This award honors the legacy of Mitchell Leaska, a distinguished professor at NYU Steinhardt for nearly 40 years. Media, Culture, and Communication master\'s students are eligible to apply for funds to support the preparation and presentation of original scholarly work at conferences. Additionally, there are a variety of councils and working groups around the University that hold funding competitions.

Michael Rosenberg Scholarship
Funding awarded each year to exceptional M.A. candidates. All applicants to the M.A. program in Media, Culture, and Communication who submit an application for admission are automatically considered for this funding. No scholarship application is required.
SPECIAL OPPORTUNITIES
Students attend special events throughout the year and can apply to present their original research at the department’s annual Neil Postman Graduate Conference. Internships in a wide array of media and communication positions are available to master’s students through the department’s online internship database. Students are encouraged to take advantage of the full academic and professional resources of the University and metropolitan area.

The University and department offer graduate summer and January intersession study abroad programs to explore globalization, global visual culture, and media and culture in other countries. Locations have included Amsterdam, Beijing, Berlin, Buenos Aires, Hong Kong, London, Paris, Prague, and Shanghai.

These courses typically examine the social, economic, political, and cultural implications of global media and culture in relation to the site of study. Courses integrate lectures, seminars, and site visits and deploy a comparative approach. Courses vary year to year. Recent topics have included Transnational Communities and Media Cultures (London); Visual Culture and the Politics of Memory (Buenos Aires); Censorship, Social Movements and Alternative Media (Paris); and Global Food Cultures (Hong Kong).
Courses

The courses listed herein are offered in rotation and may be subject to change.

**MEDIA, CULTURE, AND COMMUNICATION/MCC-GE**

- Seminar in Media, Culture, and Communication
  MCC-GE.2001 40 hours: 4 credits. Fall.
- The Psychic Life of Media
  MCC-GE.2005 40 hours: 4 credits.
- Censorship in American Culture
  MCC-GE.2010 40 hours: 4 credits.
- Race and Media
  MCC-GE.2025 40 hours: 4 credits.
- Media and the Environment
  MCC-GE.2027 40 hours: 4 credits.
- Architecture as Media
  MCC-GE.2030 40 hours: 4 credits.
- Seminar in Media Criticism
  MCC-GE.2100, 2101 40 hours: 4 credits each term.
- The Politics of the Gaze
  MCC-GE.2112 40 hours: 4 credits.
- Media Policy and Regulation
  MCC-GE.2120 40 hours: 4 credits.
- New Media Research Studio
  MCC-GE.2129 40 hours: 4 credits.
- Topics in Digital Media
  MCC-GE.2130 40 hours: 4 credits.
- Media, Memory, and History
  MCC-GE.2135 40 hours: 4 credits.
- Memory, Architecture, and Design: Comparative Perspectives on New York and Buenos Aires
  MCC-GE.2137 40 hours: 4 credits
- Politics of Digital Media
  MCC-GE.2138 40 hours: 4 credits.
- Studies in Organizational Communication
  MCC-GE.2140 40 hours: 4 credits.
- Digital Humanities
  MCC-GE.2144 40 hours: 4 credits.
- Methods in Interpreting Popular Culture
  MCC-GE.2145 40 hours: 4 credits.
- The Sitcom
  MCC-GE.2146 40 hours: 4 credits.
- Reality and Documentary TV
  MCC-GE.2147 40 hours: 4 credits.
- The Television Business
  MCC-GE.2148 40 hours: 4 credits.
- A Cultural History of Television
  MCC-GE.2149 40 hours: 4 credits.
- Media Activism
  MCC-GE.2153 40 hours: 4 credits.
- Activist Art and Creative Activism
  MCC-GE 2155 40 hours: 4 credits.
- Transnational Communities and Media Culture
  MCC-GE.2165 40 hours: 4 credits.
- The Global City and Media Ethnography
  MCC-GE.2166 40 hours: 4 credits.
- Transnational Media Flows
  MCC-GE.2167 40 hours: 4 credits.
- Globalization, Memory, and Visual Culture
  MCC-GE.2169 40 hours: 4 credits.
- Screening History: The Construction of American History in Hollywood
  MCC-GE.2171 40 hours: 4 credit.
- Professional Writing and Research Applications
  MCC-GE.2174 Variable Credit: 1–4 credits.
- Political Communication
  MCC-GE.2175 40 hours: 4 credits.
- Communication Processes: Gender, Race, and Cultural Identity
  MCC-GE.2182 40 hours: 4 credits.
- Comparative Media Systems
  MCC-GE.2184 40 hours: 4 credits.
- The Languages of Communication
  MCC-GE.2190 40 hours: 4 credits.
- Print Media and Modernity
  MCC-GE.2191 40 hours: 4 credits.
- Media Events and Spectacle
  MCC-GE.2200 40 hours: 4 credits.
- Mediating the Bio-Political Body
  MCC-GE.2201 40 hours: 4 credits.
- Public Sphere Formation
  MCC-GE.2202 40 hours: 4 credits.
- Dis/ability Studies: Media, Philosophy, and Visual Culture
  MCC-GE.2206 40 hours: 4 credits.
- Communication and the Culture Industries
  MCC-GE.2220 40 hours: 4 credits.
- World Communication: Principles, Politics, and Law
  MCC-GE.2225 40 hours: 4 credits.
- Contemporary Theory and Research in Globalization
  MCC-GE.2229 40 hours: 4 credits.
- Internship: Communication Studies
  MCC-GE.2235 40 hours: 1–4 credits.
- Communication and Persuasion: Sociological Propaganda
  MCC-GE.2265 40 hours: 4 credits.
- Communication and Political Propaganda
  MCC-GE.2270 40 hours: 4 credits.
- Middle East Media and Cultural Politics
  MCC-GE.2275 40 hours: 4 credits.
- Religion and Media
  MCC-GE.2284 40 hours: 4 credits.
- Global Youth Media
  MCC-GE.2287 40 hours: 4 credits
- Interpersonal Communication
  MCC-GE.2290 40 hours: 4 credits.
- Values Embodied in Information and Communication Technologies
  MCC-GE.2295 40 hours: 4 credits.
- Independent Study
  MCC-GE.2300 Variable credit: 1–4 credits.
- Global Media and International Law
  MCC-GE.2304 40 hours: 4 credits.
- Internet Governance
  MCC-GE.2305 40 hours: 4 credits.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Racial Web</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Sound Studies</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Social Life of Paper</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Global Food Cultures</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Topics in Globalization</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Global Consumer Culture</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Communication and International Development</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Media and Cultural Globalization in France</td>
<td>1 credit</td>
<td>40 hours</td>
</tr>
<tr>
<td>Topics in Visual Culture and Cultural Studies</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Semiotics of Media, Art, and Performance</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Visual Culture Methods</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Research in Visual Culture</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Thesis in Media, Culture, and Communication</td>
<td>variable</td>
<td>0–4 credits</td>
</tr>
<tr>
<td>DOCTORAL COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Topics in Critical Theory</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Fetishism</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Marx</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Special Topics in Media History</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Doctoral Seminar in Culture and Communication I, II</td>
<td>4 credits</td>
<td>47 hours</td>
</tr>
<tr>
<td>Introduction to Communication Research</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Special Topics in Cultural and Visual Studies</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Theories of Visual Consumption and Consumerism</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Deleuze's Aesthetics</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Special Topics in Globalization</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Transcultural Media</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Mapping the Transnational</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Special Topics in Technology Studies</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Heidegger and Deleuze</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Politics of Code</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Science and Technology Studies</td>
<td>4 credits</td>
<td>40 hours</td>
</tr>
<tr>
<td>Dissertation Proposal Seminar</td>
<td>1 credit</td>
<td>40 hours</td>
</tr>
<tr>
<td>Doctoral Research Colloquium</td>
<td>1 credit</td>
<td>10 hours</td>
</tr>
</tbody>
</table>
The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, and educators supported by superb research and studio facilities, the department offers an unparalleled environment for artistic challenge and growth.

This unique vision takes many forms. At NYU, music performers, composers, and technology majors collaborate on special projects and performances through the New Music Ensemble and the Interactive Arts Performance Series. Music educators take courses in music technology and improvisation. Music therapists work collaboratively with other creative arts therapists in drama and visual art to promote a deeper understanding of the interdisciplinary use of the arts in therapy. Performing arts administrators and music business professionals explore the commonalities of the nonprofit and commercial sectors. Educational theatre students mount productions for city schoolchildren and develop community-engaged theatre in numerous sites. Instrumentalists combine traditional study of solo and chamber literature along with the investigation of extended techniques, improvisation, new works by NYU composition majors, and interactions with electronics. Composers have the opportunity to work with choreographers, librettists, and filmmakers.

The department approaches graduate study out of the recognition that in addition to substantial training in individual specializations, today’s performer, composer, educator, therapist, technical specialist, or executive needs multiple skills and broad experiences to pursue a successful and fulfilling career.

The school’s location in New York City is a strong advantage. Students immerse themselves in the excitement and opportunities of the world’s musical and artistic capital. The University’s location enables it to draw on the greatest artists in the world and allows its students to build networks and take advantage of abundant professional opportunities. The Department of Music and Performing arts presents over 300 performances, frequently reviewed by the New York media, each year—from solo recitals to ensemble concerts and full opera and music theatre productions. Throughout the academic year, the department presents master classes several times each week.

Graduate offerings include programs leading to the Master of Arts and Master of Music degrees, the Advanced Certificate, and the Ph.D. and Ed.D. degrees. The master’s program in music therapy is accredited by the American Music Therapy Association (AMTA). Teacher certification programs in music education, dance education, and educational theatre are accredited by the Teacher Accreditation Council (TEAC).


Juan Bello, Associate Professor. B.S. 1998, Simón Bolívar; Ph.D. 2003, London.


Joseph Bongiorno, Music Associate Professor. B.M. 1976, Juilliard.

Meg Bussett, Music Associate Professor. B.A. 1998, SUNY (Purchase); M.A.T. 1999, Manhattanville.

Carlos Chirinos, Visiting Professor of Music Business. B.A./M.A. 1996 Universidad Central de Venezuela (Venezuela); M.Mus. 2005 SOAS, University of London (UK).


Phil Galdston, Master Teacher in Songwriting; Faculty Songwriter-in-Residence. B.A. 1972, Union College, Schenectady, New York.


Jonathan Haas, Music Associate Professor. B.A. 1976, Washington (St. Louis); M.M. 1979, Juilliard School.


Dianna Heldman, Music Assistant Professor. B.M. 1982, SUNY (Potsdam); M.M.Ed. 1990, North Texas; Artist Dipl. 1991, Cincinnati.

Barbara Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMT LCAT, FAMI.


Robert J. Landy, Professor. B.A. 1966, Lafayette College; M.S. 1970, Hofstra; Ph.D. 1975, California (Santa Barbara).

Larisa Mann, Visiting Professor of Music Business. B.A. 1995 Oberlin College; M.Sc. 2000 London School of Economics; Ph.D. 2012 University of California, Berkeley.


Lawrence Miller, Clinical Associate Professor. B.A. 1979, Brandeis University; M.B.A. 1994, Columbia Business School.


Catherine Moore, Clinical Associate Professor. B.A. 1976, Bishop’s (Canada); B.M. 1978, Montreal Conservatoire (Canada); Ph.D. 1991, Liverpool (U.K.).


Kenneth J. Peacock, Professor. B.A. 1963, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan.


S. Alex Ruthmann, Associate Professor. B.M. 2000, University of Michigan-Ann Arbor; M.M. 2002, Oakland University; Ph.D. 2006, Oakland University.

Ronald Sadoff, Department Chair and Associate Professor. B.M. 1976, North Carolina School of the Arts; M.M. 1978, Juilliard School; Ph.D. 1986, New York.
**Department of Music and Performing Arts Professions**

The Steinhardt School of Culture, Education, and Human Development Bulletin 2015–2017


**Matthew Sullivan**, Music Assistant Professor. B.M. 1975, Miami.

**Mark Suozzo**, Visiting Associate Professor. B.A. 1975, Columbia College; M.M. 1995, Manhattan School of Music.


**Maya Beyser** (1997-1998)

**Sukhi Kang** (1998-1999)

**Violeta Di Nescu** (1998-1999)

**Morton Subotnick** (1998-1999)

**Leo Kraft** (1997-1998)

**George Crumb** (1997-1998)

**Steven Schick** (1997-1998)


**Leo Kraft** (1989-1991)

**Anatol Vieru** (1992-1993)

**George Perle** (1993-1994)

**Leonard Rosenman** (1994-1995)

**Robert Craft** (1996-1997)

**Morton Subotnick** (1996-1997)

**Leo Kraft** (1997-1998)

**George Crumb** (1997-1998)

**Tania León** (2004)

**Quintet of the Americas** (2004-2005)

**New Hudson Saxophone Quartet** (2004-2005)

**JACK Quartet** (2011-present)

**Justin Dello Joio** (present)

**Lars Graugaard** (2011-2012)

**Enda Walsh**, 2005

**Dorothy Heathcote**, 2006, 2007

**Rosa Luisa Márquez**, 2006-2010

**Cecily O'Neill**, 2008

**Johnny Saldaña**, 2009

**Michael Rohd**, 2010

**Kumagai Yasuhiro**, 2010

**Julian Boal**, 2010-2011

**Ross Prior**, 2011

**Jana Sanskrit India theatre troupe**, 2011

**Tony Graham**, 2012

---

**Number of Adjunct Faculty (by specialization)**

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Bass Clarinet</td>
<td>1</td>
</tr>
<tr>
<td>Bass: Jazz</td>
<td>3</td>
</tr>
<tr>
<td>Bassoon</td>
<td>3</td>
</tr>
<tr>
<td>Cello</td>
<td>4</td>
</tr>
<tr>
<td>Choir</td>
<td>6</td>
</tr>
<tr>
<td>Clarinet</td>
<td>4</td>
</tr>
<tr>
<td>Double Bass</td>
<td>3</td>
</tr>
<tr>
<td>Ensembles</td>
<td>8</td>
</tr>
<tr>
<td>Flute</td>
<td>7</td>
</tr>
<tr>
<td>French Horn</td>
<td>3</td>
</tr>
<tr>
<td>Harp</td>
<td>1</td>
</tr>
<tr>
<td>Jazz Composition</td>
<td>7</td>
</tr>
<tr>
<td>Jazz Guitar</td>
<td>5</td>
</tr>
<tr>
<td>Jazz Percussion</td>
<td>6</td>
</tr>
<tr>
<td>Jazz Piano</td>
<td>7</td>
</tr>
<tr>
<td>Jazz Trombone</td>
<td>3</td>
</tr>
<tr>
<td>Music Composition</td>
<td>16</td>
</tr>
<tr>
<td>Music History</td>
<td>4</td>
</tr>
<tr>
<td>Music Theatre</td>
<td>10</td>
</tr>
<tr>
<td>Music Theory</td>
<td>6</td>
</tr>
<tr>
<td>Oboe</td>
<td>4</td>
</tr>
<tr>
<td>Percussion</td>
<td>5</td>
</tr>
<tr>
<td>Performing Arts Administration</td>
<td>6</td>
</tr>
<tr>
<td>Piano</td>
<td>10</td>
</tr>
<tr>
<td>Saxophone: Classical</td>
<td>2</td>
</tr>
<tr>
<td>Saxophone: Jazz</td>
<td>8</td>
</tr>
<tr>
<td>Trombone</td>
<td>3</td>
</tr>
<tr>
<td>Trumpet: Classical</td>
<td>3</td>
</tr>
<tr>
<td>Trumpet: Jazz</td>
<td>3</td>
</tr>
<tr>
<td>Tuba</td>
<td>1</td>
</tr>
<tr>
<td>Viola</td>
<td>4</td>
</tr>
<tr>
<td>Violin</td>
<td>14</td>
</tr>
</tbody>
</table>

Performing Arts Professions

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Education</td>
<td>17</td>
</tr>
<tr>
<td>Drama Therapy</td>
<td>6</td>
</tr>
<tr>
<td>Educational Theatre</td>
<td>25</td>
</tr>
<tr>
<td>Music Business</td>
<td>6</td>
</tr>
<tr>
<td>Music Education</td>
<td>27</td>
</tr>
<tr>
<td>Music Technology</td>
<td>18</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>18</td>
</tr>
</tbody>
</table>

---

**Special Departmental Features**

**ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS**

An interview and, in programs where applicable, an audition and/or composition portfolio review. See also individual programs.

See general admission section, page 187.

**SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS**

All incoming master’s degree students, excluding those in the Music Business Program, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific dates and locations). All master’s programs in music require a final project (Colloquy). See also under individual programs.
The mission of the Dance Education Program is to provide high-quality professional development in the theory and practice of dance education for teachers, administrators, performing artists, and research scholars in the fields of dance and education. Our “thinking-centered” approach emphasizes the integration of the developing mind and body in the context of cultural practices through research, pedagogic, and discipline-based inquiries. Our goal is to facilitate the growth of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education.

Created in 1932 by the legendary Martha Hill, the Program in Dance Education is guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to cognitive, emotional, and physical growth in multicultural settings.

Traditionally, dance is not taught as a domain of understanding; rather, it is taught as received knowledge. Our approach is to move away from a knowledge-centered curriculum—the passive mind, active body ideal—wherein submissive learners “acquire” dance content through a dominant pedagogy. Instead, we provide a curriculum that requires critical and creative thinking about, and deliberate practice with, key concepts in dance, human development and socio-cultural educational settings.

Dance Education’s three master’s (M.A.) programs are in Teaching Dance in the Professions, Teaching Dance in the Professions with a concentration in ABT ballet pedagogy, and Teaching Dance, All Grades. Discipline-based studies and scholarly research increases students’ knowledge and expertise and transforms the way educators understand and teach dance. For this reason, the programs’ distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master his or her craft with coursework that includes choreography, technique, and improvisation. Pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching methods, curriculum development, and multicultural practices. The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

The Program in Dance Education offers many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Its student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performs with and for New York City schoolchildren, and conducts workshops on learning in, through, and about dance. It also provides opportunities to learn new repertory from distinguished faculty. Its concerts provide an opportunity for students to develop their choreographic voice.

CAREER OPPORTUNITIES
Graduates of the Program in Dance Education hold positions teaching dance in public and private elementary and secondary schools, in outreach dance education programs, and as professors and researchers in college and university dance and dance education programs and related settings.

DEGREE REQUIREMENTS

**Master of Arts: Teaching Dance, All Grades**

The need for qualified and certified dance educators in elementary and secondary schools has never been greater than it is today. The master of arts program in Teaching Dance, All Grades can lead to initial NYS teacher certification (40 credits) for preservice teachers and professional teacher certification (34 credits) for certified teachers who already hold an initial NYS teaching certificate in dance.

**Initial Teacher Certification.** The preservice curriculum is designed to train dance educators who will be prepared to teach all grades (pre-K through 12). A total of 40 credits and 100 hours of field experience are required for this master’s program, distributed as follows:

**Foundations in Dance Education** (13 credits; 10 credits required plus 3 elective credits by advisement): Includes, but is not limited to, Laban Movement Analysis MPADE-GE.2044, Advanced Technique and Pedagogy MPADE-GE.2075, Research in Dance Education MPADE-GE.2403.


**Specialized Pedagogical Core** (12 credits): Common Hour MPADE-GE.2001, Teaching Creative Movement (Elementary Schools) MPADE-GE.2452, Teaching Performance of Dance MPADE-GE.2454, Jazz Dance, Culture and Pedagogy MPADE-GE.2272, Supervised Student Teaching (Elementary and Secondary) MPADE-GE.2607, 2608, Seminar in Dance Education MPADE-GE.2509.

**Professional Teacher Certification**
The in-service curriculum is designed to provide professional development for educators holding initial NYS certification in dance to gain professional-level certification. A total of 34 credits and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above.

**Master of Arts: Teaching Dance in the Professions**

A total of 36 credits is required for the Master of Arts Degree Program in Teaching Dance in the Professions. A culminating project is required. The traditional track (DAPR) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAPR:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.
DANCE EDUCATION, continued


DAPR: ABT Required Core (13-14 credits): Introduction to Laban Movement Analysis MPLA-GE.2044, Research in Dance Education MPLA-GE.2403, Methods and Materials for Teaching Dance MPLA-GE.2265, Jazz Dance Culture and Pedagogy MPLA-GE.2272, Teaching Creative Movement in the Studio School MPLA-GE.2452.


ADMISSION REQUIREMENTS

Admission to the dance education master’s degree program is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise as dance educators. Applicants are judged on the basis of criteria that include academic record and performance experience, quality of personal written statement, individual audition, and interview. (Note: A videotape may be submitted in lieu of an audition.)

See general admission section, page 187.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

The Advanced Certificate in Teaching Dance, All Grades

The Advanced Certificate in Teaching Dance, All Grades is designed for prospective students who have earned a M.A. or M.F.A in Dance, and who wish to attain initial NYS certification in Teaching Dance, Grades Pre-K-12. Rather than earn an additional master’s degree, students in this program would take courses (20 credit minimum) that provide the supplementary educational theory, pedagogical development, and instructional practice necessary to fulfill requirements currently in place for New York State Certification in Teaching Dance, All Grades. (Courses that are part of the M.A. Teaching Dance, All Grades program at NYU’s Steinhardt School of Culture, Education, and Human Development.)

DEGREE REQUIREMENTS

All students must take the following minimum required courses (22 credits): Dance for Children with Special Needs MPLA-GE.2453 (3 credits); Language and Literacy TCHL-GE.2275 (3 credits); Inquiries into Teaching and Learning III TCHL-GE.2010 (3 credits); Fieldwork in Schools and Other Educational Settings TCHL-GE.0005 (0 credits); Human Development and Education in the Arts MAPA-GE.2010 (3 credits); Drug, Alcohol Ed /Child Abuse Id /School Violence Prevention TCHL-GE.2999 (0 credits); Student Teaching in Dance: Elementary MPLA-GE.2607 (2 credits); Student Teaching in Dance: Secondary MPLA-GE.2608 (2 credits); Advanced Technique and Pedagogy MPLA-GE.2075 (3 credits); Teaching Creative Movement MPLA-GE.2452 (3 credits).

Upon admission, additional courses/credits may be required based upon individual MA/MFA transcript review—in which case students may be required to complete additional courses/credits such as the following: (variable 24–34 credits) Methods and Materials in Teaching Dance MPLA-GE.2265 (3 credits), Laban Movement Analysis MPLA-GE.2044 (2 credits), Teaching Performance of Dance MPLA-GE.2454 (2 credits), Intermediate Technique and Pedagogy MPLA-GE.2040, Research in Dance Education MPLA-GE.2402 (3 credits).

Completion of this program leads to eligibility for Initial and Professional New York State Certification in Teaching Dance, All Grades, (Pre-K-12) with reciprocity in numerous states.

ADMISSION REQUIREMENTS

Specific requirements for the advanced certificate program in dance include:

1. Earned Master of Arts or Master of Fine Arts in Dance or Dance Education
2. Strong record of academic achievement
3. Completed essay expressing interest in Pre-K-12 education in dance and detailing career goals
4. Audition

See general admission section, page 187.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Dance Education, continued

**Dual Degree: Master of Arts in Teaching Dance, All Grades (Steinhardt) and Master of Fine Arts in Dance (Tisch School of the Arts)**

The dual degree allows those admitted into the M.F.A. Degree in Dance (through Tisch) to also pursue the M.A. in Teaching Dance, All Grades (through Steinhardt). The graduates of the dual degree M.F.A./M.A. will be prepared to teach in the PK-12 setting as a certified dance educator with the addition of the fully realized artistic education and competency.

This dual degree offering supports the artistic direction of dance in New York City public schools. At the same time, the dual degree program saves students considerable time and expense in pursuing their academic and professional goals.

The duration of this program is two full-time academic years and one part-time year in which students will take courses from both programs simultaneously. The culminating project, Seminar in Dance Education, brings all the courses together into a curriculum design in Dance Education. Additionally, the terminating experience gives students the opportunity to use their dance and choreographical skills in our resident performing ensemble, the Second Avenue Dance Company (SADC). Students take 76 points, or credits, of courses, 29 of which are towards the M.A. and 47 of which are for the M.F.A.

**ADMISSION REQUIREMENTS**

Applicants must hold a baccalaureate degree in any area and must be prepared to demonstrate expertise in ballet and modern dance through audition. The candidate must meet the audition requirements of both the TSOA Dance Department and the Steinhardt Dance Education Program including 3 letters of recommendation, interview, and personal statement. The audition includes both ballet and contemporary technique and a prepared 2-3 minute solo.

Up to five students will be admitted annually to this dual degree program. Students must apply separately to and be accepted by both the Tisch School of the Arts Dance Department and Steinhardt School of Education, Culture, and Human Development of NYU. Admission to both programs is required for enrollment as a dual-degree student.

A teacher certification candidate seeking initial certification in the special subject area of dance, must have completed an undergraduate or graduate major (in this instance the MFA portion of this degree can apply) in the proposed certification area as well as approximately one half of the program to include study in a general education core in the liberal arts and sciences. The degree must be awarded from an accredited institution.

Additionally, applicants to the Steinhardt School are evaluated based on the relevance and quality of prior professional work, prior academic achievement, letters of reference, and a personal statement. The personal statement must demonstrate a commitment to a career in this field, and an understanding of the aims and content of the program.

**DEGREE REQUIREMENTS**

**M.F.A./M.A. Dual Degree (76 credits)**

- **M.F.A. (47 credits)**
  - Required Core:
    - Dance Technique IM, DANC-GT-2001 (2nd Sem), 2 credits; Dance Technique IIIM, DANC-GT-2003 (2nd Sem), 4 credits; Dance Theory and Composition IM, DANC-GT-2009, 3 credits; Dance Theory and Composition IM, DANC-GT-2010 (2nd Sem), 2 credits; Dance Theory and Composition IIIM, DANC-GT-2014, 6 credits; Dance Theory and Composition IIIIM, DANC-GT-2015 (2nd Sem), 6 credits; Graduate History of Dance, DANC-GT-2102, 3 credits; Graduate History of Dance, DANC-GT-2103 (2nd Sem), 3 credits; Music Resources, DANC-GT-2042, 3 credits; Music Resources, DANC-GT-2043 (2nd Sem), 3 credits; Graduate Kinesthetics of Anatomy, DANC-GT-2026, 2 credits; Graduate Kinesthetics of Anatomy, DANC-GT-2027 (2nd Sem), 2 credits; Graduate Seminar in Dance, DANC-GT-2024, 3 credits; Graduate Seminar in Dance, DANC-GT-2025 (2nd Sem), 3 credits; Graduate Production Crew in Dance, DANC-GT-2018, 1 credit; Graduate Production Crew in Dance, DANC-GT-2018, 1 point

- **M.A. (29 credits)**
  - Core Research Courses:
    - Laban Movement Analysis, MPADE-GE 2044, 2 credits; Research in Dance Education, MPADE-GE 2403, 3 credits

- **Core Pedagogical Courses**
  - Methods & Materials in Teaching Dance, MPADE-GE 2265, 3 credits; Dance Common Hour (Kaleidoscope), MPADE-GE 2001, 0 credits; Inquiries into Teaching and Learning III, TCCHL-GE 2010, 3 credits; Human Growth and Development, APSY-GE 2138, 3 credits; Language and Literacy Acquisition and Development, TCCHL-GE 2275, 3 credits; Dance for Students with Special Needs, MPADE-GE 2453, 3 credits; The Social Responsibilities of Teachers, TCCHL-GE 2999, 0 credits

- **Content Core Courses**
  - Advanced Tech and Pedagogy, MPADE-GE 2075, 3 credits; Teaching Creative Movement, MPADE-GE 2452, 2 credits; Student Teaching in Dance: Elementary, MPADE-GE 2607, 2 credits; Student Teaching in Dance: Secondary, MPADE-GE 2608, 2 credits

- **Culminating Experience**
  - Seminar in Dance Education, MPADE-GE 2509, 0 credits
  - Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches and perspectives in dance education.

Required culminating project on dance-related research of curriculum design for elementary, secondary, or postsecondary settings. Particular attention paid to report writing.

Tisch Terminal Experience, 0 credits
The final year of study culminates in a modeled professional experience in our resident performing ensemble, the Second Avenue Dance Company (SADC). In addition to performing work by guest choreographers, students develop their own choreography, all of which is showcased in four concerts throughout their SADC year.
Educational Theatre

**DIRECTOR**
David Montgomery

**Pless**
Pless Annex, Room 23
212-998-5868

**DEGREES**
M.A., Ed.D., Ph.D.

**FACULTY**
See pages 76-77 for a complete listing.

**New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes explorations in theatre as an art form, drama education, and applied theatre, with coursework in school-based drama, teaching artistry, theatre for young audiences, play production, innovative research, new play development, performance, design, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre) and in the venerable Provincetown Playhouse.**

**New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres, including theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.**

**CAREER OPPORTUNITIES**
Graduates are employed in a variety of educational settings for all ages, in communications, community theatres, New York-based and regional theatres, children’s and youth theatre companies, and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation centers, and guidance or wellness facilities.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film *Moonstruck* and the 2005 Pulitzer Prize for his Broadway play *Doubt*; Ramon Esquivel, featured playwright at the New Plays for Young Audiences Series; Lowell Swortzell, playwright, children’s theatre authority, co-founder of the NYU Educational Theatre program); education, outreach, and financial directors (Kevin Bott, *Imagining America: Artists and Scholars in Public Life*; Myrna Casas, director of her own prize-winning company in Puerto Rico; Alexander Sarian, Director of Finance and New Business, Lincoln Center Education; Courtney Boddie and Jonathan Schmid, New Victory Theatre); teachers and school administrators (Sandy Faison, assistant principal of drama at LaGuardia High School of Music & Art and Performing Arts; Krista Fogle, arts administrator at the Creative Arts Team; David Kilpatrick, manager for Kennedy Center’s Theatre for Young Audiences); college professors (Sobha Paredes, City College of New York; Dani Snyder-Young, Illinois Wesleyan University; Daphnie Sicre Borough of Manhattan Community College, Jay W. Pecosa, Chair/Associate Professor, Department of Theatre and Dance at SUNY Potsdam); and authors and evaluators (Russell Granet, founder Arts Education Resource; the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); and numerous applied theatre professionals and drama educators (including, Javier Cardona, Rehabilitation Through the Arts; James DeVivo, Playwrights Theatre New Jersey; Dana Edell, founder of Vibe Theatrical Experience; Edmund Chow, Singapore Prison Authority). The program now offers master’s degrees in four areas of specialization: teaching in colleges and communities, New York State teacher certification in Theatre K–12, New York State teacher certification in both English 7–12 and Theatre K–12, and New York State teacher certification in both Social Studies 7–12 and Theatre K–12.

**Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)**
The M.A. Program in Educational Theatre for Teachers in Colleges and Communities (EDTC) is a 36-42 credit curriculum that prepares students to explore theatre with diverse communities in unique settings and at the higher education/college level. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required, such as private colleges, arts organizations, galleries and museums, educational outreach centers, health education facilities, housing programs, youth and adult detention centers, and more. This particular track is designed to empower graduates to design, implement, and evaluate theatrical work in a wide range of community contexts, and prepare students who elect to pursue college teaching for innovative research and scholarship in the field.

Students take courses in the foundation areas of applied theatre; drama education production, performance, direction and design, literary foundations; and theatre for young audiences, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre inform these curriculum pathways. Substitutions, such as study abroad options, can be made through one-to-one advisement. Additional courses not listed below are offered each semester. Students discuss their course selections with the appointed academic advisor each semester.

Students have the option of completing the 36-credit EDTC M.A. program over three summers. The curriculum and degree requirements for the three-summer option and the regular academic year program are identical. Courses are offered in New York City, London, and Dublin. Summer courses in New York City rotate each year to ensure a variety of course choices.

**ADMISSION REQUIREMENTS**
Students are expected to have completed the equivalent of two semesters of acting or directing and two semesters of theatre history and/or dramatic criticism prior to admission. Students who have not taken these prerequisite courses or their equivalent at the undergraduate level must register for them before completing the degree. This may increase the number of credits required to complete the program of study.

**DEGREE REQUIREMENTS**

**Foundations and Research (12 credits):** Key principles in the teaching and learning of educational theatre. Drama in Education I MPAET-GE.2193, Drama in Education II MPAET-GE.2194, Theatre Practices: Leaders in Educational Theatre MPAET-GE.2151.

**Research (3 credits):** An introduction to research design. Methods and Materials of Research in Educational Theatre MPAET-GE.2077.

**Discipline Content Study (12 credits):** Discipline courses in production, performance, criticism, and aesthetics all of which are informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their
equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, which may result in a program of study greater than 36 credits. World Drama I and II MPAET-GE.2102, 2104; Advanced Directing MPAET-GE.2097; Styles of Acting and Directing* MPAET-GE.2099, 1100; Costume Design MPAET-GE.2175; Creative Play in the Arts MPAET-GE.2059; Development of Theatre and Drama I, II* MPAET-GE.2021, 2022; Images of Women in the Theatre MPAET-GE.2023; Dramatic Criticism MPAET-GE.2091, 2092; Shakespeare’s Theatre MPAET-GE.2171, 2172; Theatre of Brecht and Beckett MPAET-GE.2177.

Pathways (9 credits): Students develop an area of specialization in line with their career goals. By advisement, they select a pathway or create their own. Choices include Applied Theatre, Drama Education, and Theatre for Young Audiences. Applied Theatre I and II MPAET-GE.2101, 2102; Theatre-in-Education Practices MPAET-GE.2090; Augusto Boal’s Theatre of the Oppressed MPAET-GE.2965; Creating Meaning Through Community Drama MPAET-GE.2979; Drama and the Curriculum: Dramatic Activities in the Elementary Classroom MPAET-GE.2030; Dramatic Activities in the High School MPAET-GE.2031; Teaching Through Drama: Classroom Strategies MPAET-GE.2955; Drama Across the Curriculum and Beyond MPAET-GE.2957; Theatre for Young Audiences: Introduction to Theatre for Young Audiences MPAET-GE.2005, 2006; Youth Theatre in Education MPAET-GE.2075, 2076; Advanced Playwriting MPAET-GE.2106; Creating Theatre with Young People MPAET-GE.2980, 2981.

Culminating Experience (3 credits): After completing Pathways, students collaborate with advisors to identify a course or create an individualized research project representative of the culmination of their studies while in the program and indicative of their future work. Seminar in Applied Theatre Research MPAET-GE.2400, Human Development and Education in the Arts MPAIA-GE.2010, or the Practicum MPAET-GE.2031.

Master of Arts: Educational Theatre, All Grades (ETDA)
The goal of this 47-credit M.A. teacher certification program in educational theatre, all grades (ETDA), is to educate teachers to provide opportunities for students to explore theatre forms and drama strategies on stage and in the classroom. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Learning Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

ADMISSION REQUIREMENTS
Students must have earned 36 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 36 credits in these areas on admission will be required to take additional coursework in educational theatre.

DEGREE REQUIREMENTS
Content Core Foundation (27 credits): Development of Theatre and Drama MPAET-GE.2021, 2022; Drama in Education I and II MPAET-GE.2193, 2194; Drama with Special Education Populations MPAET-GE.2960; Methods and Materials of Research in Educational Theatre MPAET-GE.2077; Educational Theatre Electives (9 credits).

Pedagogical Core (9 credits, includes 100 hours of field experience): Inquiries into Teaching and Learning III TCHL-GE.2100, Technology Resources for Performing Arts Educators MPAIA-GE.2029; Human Development and Education in the Arts MPAIA-GE.2010; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA TCHL-GE.2999.

Specialized Pedagogical Core (11 credits): Dramatic Activities in the Elementary School MPAET-GE.2030; Dramatic Activities in the High School MPAET-GE.2031; Supervised Student Teaching in the Elementary Drama Classroom MPAET-GE.2134; Student Teaching in the Secondary English/Drama Classroom MPAET-GE.2174.

ADDITIONAL REQUIREMENTS
1. Students being recommended for New York State Teaching Certification via the theatre teacher certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).
2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.
3. All students are required to complete a culminating experience, which consists of a curriculum development project informed by the student’s experience in the student teaching practicum and the coursework (by advisement).

Master of Arts: Educational Theatre, All Grades, with English, 7-12 (ETED)
This 53-credit M.A. teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the department offers Educational Theatre K-12 with English, 7-12. The curriculum reflects a collaborative integration of coursework offered by current faculty in the Program in Educational Theatre and the Program in English Education in the Department of Teaching and Learning.

ADMISSION REQUIREMENTS
Students must have earned 30 credits in English or dramatic literature or their equivalent and 30 credits of theatre or educational theatre. Students with fewer than 30 prerequisite credits in these areas on admission may be required to take additional coursework as part of their master’s program.

DEGREE REQUIREMENTS
Content Core: Foundations in Educational Theatre (12 credits): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022 or Methods of Research in Educational Theatre MPAET-GE.2077; Drama in Education I and II MPAET-GE.2193, 2194; and Dramatic Literature or Educational Theatre elective by advisement.

Theory and Methods of English Education (12 credits): Reading Literature ENGED-GE.2139; Literature and the Adolescent Experience ENGED-GE.2521; Foundations of Educational Linguistics ENGED-GE.2505; Teaching Expository Writing ENGED-GE.2511, and one English


Education elective by advisement.

**General Pedagogical Core** (12 credits): Drama with Special Education Populations MPAET-GE.2960; Inquiries into Teaching and Learning III TCHL-GE.2010; Adolescent Development APSY-GE.2272; Negotiating the Curriculum ENGED-GE.2120; and Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, and School Violence Prevention TCHL-GE.2999.


**Supervised Student Teaching** (11 credits): Student Teaching in the Elementary Drama Classroom MPAET-GE.2134, Teaching/Learning English Language Arts in Middle School ENGED-GE.2041 OR Teaching/Learning English Language Arts in High School ENGED-GE.2042, Student Teaching the English Language Arts in the High School ENGED-GE.2922.

**ADDITIONAL REQUIREMENTS**

1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).

2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

3. All students are required to complete a Culminating Experience, which consists of a research project or essay reflecting on the duality of the degree, informed by the student’s experience in the student teaching placement (by advisement).

**Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12**

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre. All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to State Learning Standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

**ADMISSION REQUIREMENTS**

Students must have earned 24 credits in theatre and 24 credits in social studies. For social studies, students must have completed at least 15 semester credits in the history and geography of the U.S. and the world; at least 3 credits in economics; at least 3 credits in government or political science; and at least 3 credits in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 credits in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six credits are included in the following program of study.

See general admission section, page 187.

**DEGREE REQUIREMENTS**

A total of 47 credits are required for this master’s program, distributed as follows:

**Content Core in Educational Theatre and Social Studies** (12 credits): World Drama I or II MPAET-GE.2103 or MPAET-GE.2104, Drama in Education I or II MPAET-GE.2193 or MPAET-GE.2194, The Social Studies Curriculum: U.S. History SOCED-GE.2047, The Social Studies Curriculum: World History SOCED-GE.2048.

**General Pedagogical Core in Educational Theatre and Social Studies** (13 credits): Drama with Special Education Populations MPAET-GE.2960 or Educating Students with Disabilities in Middle School and Adolescent Settings SPCED-GE.2162; Human Development and Education in the Arts MPAIA-GE.2010; The Social Responsibilities of Teachers: Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention, and DASA TCHL-GE.2999; Literacy Acquisition and Development TCHL-GE.2275; Exploring Social Issues Through Drama MPAET-GE.2976; Inquiries into Teaching and Learning III TCHL-GE.2010.


**Terminal Experience** (0 credits): Social Studies and History Workshop or culminating research project in educational theatre.

Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

**Doctor of Education:** Educational Theatre in Colleges and Communities (EDTC)

The Ed.D. in Educational Theatre is designed for individuals who intend to pursue leadership positions in the practicing professions, preparing candidates for senior positions as principals, superintendents, arts administrators, researchers, curriculum developers, policy analysts, educational consultants, and theatre practitioners. Through a broadly designed and individualized curriculum, students in the Ed.D. in Educational Theatre will develop their artistic praxis and the leadership skills needed to transform today’s learning communities in a variety of educational, cultural, and vocational contexts.
In particular, students will develop authority in one of three areas of specialization:

- Drama in Education (i.e., studies in drama/theatre curriculum, special education, integrated arts, assessment and evaluation)
- Applied Theatre (i.e., studies in community-based theatre, theatre of the oppressed, the teaching artist, diversity and inclusion)
- Theatre for Young Audiences and Play Production (i.e., studies in acting, directing, dramaturgy, playwriting, dramatic literature, arts-based research methodologies)

Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree is expected prior to application. A total of 42 credits beyond the master’s degree (depending on the student’s previous academic background) is required for the Ed.D. degree. Doctoral students must complete a minimum of 36 credits in residence beyond the master’s degree. A candidacy examination is given after 36 credits of coursework to determine if students have reached competency.

Upon completion of coursework, students must register in a 1-credit college in performing arts education research each semester in order to maintain matriculation (Performing Arts Research College MPAIA-GE.3400).

As a culminating study, students design and conduct a practitioner-based study under the direction of a doctoral program faculty, developing a project drawn from one or more of the program’s specializations (as listed above). This might include dramatic work or other arts-based project, action research, internship, and/or other applied theater residency in lieu of a research-based dissertation. The culminating study will require a formal proposal and approval by doctoral faculty. Three full-time faculty members are required to serve on doctoral students’ culminating study committee.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the program director, and the associate dean for academic affairs.

**DEGREE REQUIREMENTS**

**Common Core (9 credits):** Methods and Materials of Research in Educational Theatre MPAET-GE.2077, Approaches to Qualitative Inquiry RESCH-GE.2140, and The Teaching Artist MPAET-GE.2953.


**Practical Knowledge (Selected by Advisement) (12 credits):** The practical knowledge requirement includes graduate level courses that are designed to broaden students’ access to practical applications of educational theatre methodology. To this end, courses are considered practical when they (1) Provide workshop experiences; (2) Strongly rely on current scholarship from theatre education; and (3) Have wide applicability to common practices in the students’ specialization and profession.

**Specialization Course Electives (Selected by Advisement) (6 credits):** Electives closely related to and supportive of the student’s area of specialization: drama in education, applied theatre, or theatre for young audiences and play production.


**Culminating Study (3 credits):** Doctoral Program Seminar MPAET-GE.3005.

**PREREQUISITES**

Prerequisites in theatreform competence are required, especially in theatre history, dramatic literature, acting and directing, and drama criticism. Applicants who have not taken courses in these areas at the undergraduate or master’s level must take them before fulfilling the Specialization Course Electives requirement, even if it means that more than 42 credits are required to complete this Ed.D. program. Additional courses in theatreform in excess of those required for this degree may be selected by advisement.

Prerequisite courses include:
ADMISSION REQUIREMENTS
Specific requirements for the EdD in educational theatre includes (1) demonstration of arts based research credentials, (2) professional arts experience, (3) practitioner’s portfolio, (4) leadership in the field of educational theatre, (5) the statement of professional goals, and (6) the interest of at least one faculty member in the applicant’s stated area of specialization.

Doctor of Philosophy: Educational Theatre in Colleges and Communities (EDTC)
A strong research focus exists in the Program in Educational Theatre. Applications for Ph.D. study are accepted from candidates with clearly demonstrated interest in research and scholarship. Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master’s degree with a research component is expected prior to application. A total of 54 to 60 credits beyond the Admission requirements, studies in dramatic GE 2021/2022, and Acting: Character Study MPAET-GE 2251, and Acting: Character Study MPAET-GE 2252.

DEGREE REQUIREMENTS
Specialized Research Methodology Electives (Selected by Advisement) (18 credits): Coursework includes Seminar in Applied Theatre Research MPAET-GE.2400 and Methods and Materials of Research in Educational Theatre MPAET-GE.2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings CHDED-GE.2372.
Specialization Course Electives (Selected by Advisement) (18 - 24 credits): Drama in Education II MPAET-GE.2194; Development of Theatre and Drama MPAET-GE.2021, 2022; Dramatic Criticism MPAET-GE.2091, 2092; Seminar in Applied Theatre Research MPAET-GE.2400; Advanced Directing MPAET-GE.2097, 2098; Advanced Playwriting MPAET-GE.2106; Creative Play in the Arts MPAET-GE.2059; Theatre in Education Practices MPAET-GE.2090; Theatre Practices: Leaders in Educational Theatre MPAET-GE.2151; Images of Women in the Theatre MPAET-GE.2023; American Theatre MPAET-GE.2087, 2088; Theatre of Brecht and Beckett MPAET-GE.2177; World Drama MPAET-GE.2103, 2104.
Cognate Study (6 credits): Electives closely related to and supportive of the student’s area of specialization. This coursework must be taken outside of the student’s program, i.e., not MPAET-GE courses.
Departmental Content Seminar (3 credits): Drama in Education MPAET-GE.2193.

ADMISSION REQUIREMENTS
Specific requirements for the Ph.D. in educational theatre include (1) an acceptable M.A. thesis and/or other writing samples, (2) the statement of professional goals, and (3) the interest of at least one faculty member in the applicant’s stated area of research and dissertation concept.

ACCREDITATION
The Steinhardt School of Culture, Education, and Human Development's teacher education program has been accredited by the Teacher Education Accreditation Council for a period of five years. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers.

For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Music Business

New York University is one of the few universities in the country to offer a graduate degree in the music business field. Founded in 1993, the Music Business Graduate Program addresses the music industry as a unique business operating within corporate and entrepreneurial structures. The skills students develop in the program will serve them well in a fast-paced industry that needs thoroughly trained personnel who can apply business and administration theory to problems that have a strong aesthetic and artistic dimension.

The Music Business Graduate Program harnesses the strengths of NYU Steinhardt’s Department of Music and Performing Arts Professions and the NYU Stern School of Business by requiring classes in both schools. In addition to providing structured courses, the curriculum promotes student autonomy through an interactive classroom atmosphere, internships, international opportunities, and research requirements. Students are encouraged to participate in extracurricular activities such as the MUBG Student Ambassador Board, the NYU Concert Program Board, and radio station WNYU.

Career Opportunities

The program prepares highly skilled, disciplined, and thoroughly trained management professionals for the commercial (for profit) music business sector. Graduates serve as managers, new product developers, promoters, record administrators, digital strategists, music publishers, marketers, distributors, entrepreneurs, data analysts, producers, and in many other capacities.

Degree Requirements

Master of Arts in Music Business

The program requires 51 credits of coursework and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business and music technology are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required Colloquy course.


Internships (3 credits): Students have the opportunity to work with top professionals in the music industry in New York City. These internships often lead to permanent employment.


Other Electives (6 credits) by advisement: these may be Music Business Electives.

The Music Technology Concentration within the M.A. in Music Business is intended for students with a background (academic and/or professional) in music technology who wish to exploit that experience in the commercial arena. The focus is on understanding interrelations between music businesses and consumer technologies, audio for games and other interactive applications, sound design in the digital music space, and emerging platforms for the generation and exploitation of music.

Students in the Music Technology Concentration take two Music Technology Core Courses (6 credits) and three Music Technology Electives (9 credits) in place of Music Business Electives and Other Electives. Core courses are Digital Audio Processing I and II. Electives include Audio for Games, Scoring for Film and Multimedia, and Concert Recording.

Accelerated Global Master of Arts in Music Business Option

Three Semesters with Global Study Requirements

Our accelerated global master of arts program in Music Business offers students the opportunity to complete the program’s full degree requirements in a year and a half while enhancing their New York-based studies with internships and courses taught abroad.

These opportunities abroad draw upon our professors’ international connections and allow NYU students to network with music business professionals in other parts of the world, learning how their practices might be the same or different.

Admission Requirements

Students currently in the program in Music Business hold a variety of graduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Applicants for the Music Technology Concentration submit details of their prior academic and/or professional technology experience. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business M.A. program also participates in the Early Decision option. See admission instructions for details.

Prerequisites to study include a course in statistics or quantitative methods prior to coming in to the program. Alternatively, the statistics requirements may be fulfilled while in the program, and the student will graduate with 54 credits instead of 51. The Steinhardt School of Culture, Education, and Human Development Bulletin 2015–2017
Music Business, continued

credits instead of 51.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts.

For further information, visit steinhardt.nyu.edu/commissions/arts_management.
Music Education

**DIRECTOR**
John Gilbert

35 West Fourth Street, Suite 777
212-998-5424
steinhardt.nyu.edu/music/education

**DEGREES**
M.A., Ed.D., Ph.D., Advanced Certificate
Dual Degree

**FACULTY**
See pages 76-77 for a complete listing.

The Program in Music Education in New York University’s Steinhardt School of Culture, Education, and Human Development seeks to develop students’ awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, the program offers students a unique opportunity to experience a broad spectrum of musical practices and pedagogy.

The Program in Music Education offers opportunities for teacher certification, enrichment, and an exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music such as Dalcroze, Orff, and Suzuki, with a full certification program in Kodály available in summers. Faculty members work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts Professions, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Students can explore music synthesis, computer-assisted music, multimedia instruction, video reproduction, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education, among others. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and CAI studios. The Music Education Resource Room supports new technologies and provides access to an outstanding array of music materials for all ages. The Arts and Media Studio, maintained by Interactive Telecommunication Services, offers advanced hardware platforms for computer music and multimedia. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

**CAREER OPPORTUNITIES**
The program’s alumni rank among leaders throughout the world in public school teaching, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification and certification in many other states in the country. International students may now also complete this program, including student teaching, and be eligible for initial teacher certification in New York State.

The All-Grades Master of Arts Program in Music Education is designed for applicants already holding provisional or initial certification who wish to complete the academic requirements for Permanent or Professional New York State Certification.

**DEGREE REQUIREMENTS**
Auditions are required. Proficiency in music theory and music history is assessed during a placement examination in the first semester of study. In addition, English proficiency is assessed through coursework in the first semester.

**Master of Arts in Music Education**

**Dual Degree:** Dual degree students take courses in music education in their junior and senior years, which enables them to complete the M.A. in Music Education in one additional year of study. Upon successful completion of the 5-year degree program continued from their undergraduate program, students will hold both an undergraduate degree in composition or performance and a master’s degree in music education. Students graduating with the M.A. will have met all academic requirements for initial Certification and Professional Certification. There are additional state examinations for initial Certification and teaching under a mentor to earn Professional Certification.

The dual degree program requires Concentration in Music Education courses (16 credits) during student’s junior and senior year and graduate courses (30 credits) in their fifth year.

**Teaching Music, All Grades (MUSA)**
(41 credits): The curriculum consists of a pedagogical core (9 credits), a music
Education core (6 credits), a music and music education core (6 credits), a content/pedagogical core (18 credits), and a culminating experience (2 credits). To qualify, applicants must have completed a bachelor’s degree or the equivalent in music that includes a minimum of 30 credits of college-level coursework in music.

**Special Opportunity**

The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department’s in-service master’s degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level 1 MPAME-GE.2146, Music for Children: Kodály Level 2 MPAME-GE.2147, and Music for Children: Kodály Level 3 MPAME-GE.2148.

**Music Education for College and University Faculty (MUSE:MCU)**

(36 credits): The curriculum consists of studies in education (6 credits), the music education core (6 credits), music education technology (3-6 credits), music in higher education (6-9 credits), music specialization (9 credits), and colloquy, which includes a thesis requirement (2-4 credits).

To qualify, students must have a bachelor’s degree or the equivalent in music. Open also to international students.

**Colloquy in Music Education (Thesis Requirement):** The culminating experience for all students in all concentrations of the Master of Arts Music Education Program is the Colloquy in Music Education MPAME-GE.2939, which requires a written thesis on a topic related to the program concentration and the student’s background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy, practices, standards, teaching methods, and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

**Doctoral Programs**

The Doctor of Education and the Doctor of Philosophy programs require a minimum of 45 credits beyond the master’s degree: full-time students can complete the program in three to four years. Study consists of the following:


**Specialized Research Methodology** (3 credits): Courses include Historical Research RESCH.GE.2135; Survey and Correlation Research RESCH.GE.2139; and Qualitative Field Research: Design and Analysis I and II RESCH.GE.2140, 2141.

**Cognates** (6 credits): Any graduate course that combines music education with another discipline, or any graduate course outside of music education.


**Guided Electives** (9 credits)

**Departmental Content Seminar** (3 credits by advisement)

**Dissertation Proposal Seminar** (3 credits)

Ed.D. students must complete and defend orally an applied field research dissertation related to music education; Ph.D. students must complete and defend a theoretically grounded dissertation also related to music education.

**ADMISSION REQUIREMENTS**

All applicants for the music education M.A. programs are required to audition in person or submit a video or internet link (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Specific requirements for the doctoral programs in music education include:

1. A master’s degree (or equivalent) from an accredited institution in music or a related field
2. An audition that demonstrates musical performance
3. Samples of writing and research.

**1. Performance Audition:** Prepare three selections representing three different historical styles (i.e., Renaissance, baroque, classical, romantic, and 20th-century. The 20th-century or contemporary category may be divided into the so-called mainstream 20th-century music of composers such as Bartók, Stravinsky, Schoenberg; the avant-garde; or the rock/pop/jazz genre.). In addition, prepare a list of repertoire and a list of teachers you have studied with. If you have done arrangements and/or compositions, submit a portfolio of three to five works that best represents this activity.

2. **Music Skills:** Sight reading, sight singing, and keyboard skills will be evaluated at the audition.

3. **Examples of Writing:** Submit at least three examples of written work that would best represent your ability to conduct scholarly research and writing.

See general admission section, page 187.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180. ▶

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Music Performance and Music Composition

New York University is one of the few institutions in the United States that offers a Ph.D. degree in music performance and composition. A program of study leading to the Master of Music is also available as is an advanced certificate in vocal pedagogy.

Faculty members are leaders in research and are internationally acclaimed artists and composers; many are members of renowned music organizations, such as the New York Philharmonic and the Metropolitan Opera Company, while others are drawn from the Broadway community and prominent music ensembles, including the Village Vanguard Orchestra.

CAREER OPPORTUNITIES

Most students enter the graduate programs of study in music performance and composition with the intention of pursuing a career in performance and/or composition coupled with teaching at the college or university level. Graduates of the master’s program have found that being in New York City during their graduate study was an important aspect of their musical education and a significant factor in building a network of contacts that launched their professional careers as composers, arrangers, conductors, or instrumentalists and vocalists working as freelance artists, studio musicians, or performers in Broadway productions. Alumni from the program have gone on to significant careers in opera and Broadway, with debuts at New York City Opera, Metropolitan Opera, and numerous Broadway shows. Instrumental, classical, and jazz performers have solo careers and play with major ensembles. Composers write for film and music theatre as well as traditional venues. Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

AREAS OF STUDY

Music Performance. Within Music Performance, students may specialize in one of three areas:

1. Applied Instrumental Studies (Strings, Woodwinds, Brass, Percussion, and Piano) offers study in piano and all orchestral instruments. Private lessons, coached ensembles, studio classes, and coursework develop performance skills and repertoire from traditional to new music styles. In addition to numerous string, brass, percussion, and wind ensembles as well as chamber symphony and symphony orchestras, students can participate in the NYU New Music Ensemble and NYU Contemporary Music Ensemble, which have numerous New York City appearances during the season. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble Series. Students are invited to perform for the Composers’ Forum and to work with student composers as well as to record solo and ensemble CDs by music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as possible. Depending on the level of study, each student must present one or two formal public recitals.

Within Piano Studies, students may choose to concentrate on either solo or collaborative performance. Both concentrations offer a comprehensive sequence involving private lessons, chamber music, and literature courses covering four centuries of music and performance practice. Performance opportunities include solo and chamber recitals, master classes, showcase concerts, festivals such as “Tutte le Corde: Piano Music After 1950,” and series focusing on NYU Steinhardt pianists, as well as performances with the baroque collegium, NYU Symphony Orchestra, New Music Ensemble, and Contemporary Music Ensemble. Students then choose music electives to enhance their areas of specialization, reflecting research and performance interests and professional aspirations.

2. Jazz Studies, emphasizes performance studies covering the full range of today’s jazz music scene. Private instruction for performers and coursework in composition and theory provide a solid foundation. NYU’s Greenwich Village location brings students to the center of jazz activities. Landmark jazz venues such as the Village Vanguard and the Blue Note are within walking distance. At these clubs, students experience jazz luminaries in performance on a regular basis. Students also sit in at the numerous open jam sessions around the community. The NYU Jazz Orchestra appears at the famous Blue Note Jazz Club, located one block from campus, Dizzy’s Club Coca-Cola, and Birdland in midtown. Many of our other NYU jazz ensembles appear in various jazz clubs and concert halls throughout New York City.

All students in Jazz Studies also study composition. Each student must present a completed CD Project adjudicated by a jazz artist within the field. Performance experience in ensemble and improvisation is designed to prepare students for the highly competitive demands of a professional career in jazz. The department houses over 40 diverse ensembles providing opportunities to explore a wide variety of genres and offering composers opportunities to have their music rehearsed and evaluated.

The ongoing NYU Steinhardt Jazz Interview Series, available online at the NYU Steinhardt Jazz YouTube Channel defines the jazz program as an important center for jazz research and connect to the leading jazz artists of our time.

3. Vocal Performance, offers concentrations in two areas: Classical Voice Studies includes a comprehensive sequence of courses in vocal technique and repertoire for recitals, chamber music, opera, and music theatre. Courses in opera studies are supported by Opera Workshop, studio performance opportunities, and one mainstage opera production each year. Students have the opportunity to study with prominent artists/teachers from the professional music community, including New York City Opera and the Metropolitan Opera. Music Theatre Studies offers a comprehensive sequence of courses that provides training in voice, acting, dance, repertoire, and analysis. Five fully staged musicals – two mainstage and three studio – are produced each year in addition to operas, workshops, and new work development projects. Music theatre workshop classes focus on both preparation of material and its presentation in audition and performance settings. Students are taught...
and directed by working professionals from the Broadway community, who provide practical insight and guidance for the student who is about to enter the professional arena.

Vocal Pedagogy. The Advanced Certificate in Vocal Pedagogy is designed to meet the needs of students who have completed either a Master of Music or Master of Arts and who wish to teach private voice. This 18-credit program provides students with advanced training based in the most current research findings in the areas of voice science and pedagogical practice. Students receive specialized training in vocal pedagogy, particularly as it relates to the integration of classical and contemporary vocalisms.

The curriculum requires 13 credits from Steinhardt’s graduate program in vocal performance, including courses such as Vocal Pedagogy Research MPAVP-GE.2171, Vocal Pedagogy: Practice MPAVP-GE.2172, Voice (Private Lessons) MPAVP-GE.2111, Vocal Repertoire for Teaching: Classical MPAVP-GE.2173, and Vocal Repertoire for Teaching: Music Theatre MPAVP-GE.2174.

Electives (5 credits) to be chosen from the following courses offered by Steinhardt’s graduate program in vocal performance and the graduate program in Communicative Sciences and Disorders: Voice Disorders CSCD-GE 34.2037, Therapeutic Approaches in Speech Pathology: Voice Disorders CSCD-GE.2019, Private Vocal Instruction MPAVP-GE.2111, Musical Theatre Workshop MPAVP-GE.2321, and Opera Workshop MPAVP-GE.2221.

Music Composition. Students may take a comprehensive sequence of courses in the following areas:

1. Concert Music Composition involves lessons, courses, and seminars aimed toward providing composers a well-rounded education in historical as well as contemporary works and opportunity to hear their compositions performed. Composers choose music electives and composition courses to enhance areas of particular stylistic interests. Opportunities for performance include works for percussion, strings, choir, woodwinds, and brass as well as special residencies/readings with the NYU Contemporary Ensemble and NYU Orchestra.

Composers have the opportunity to study electroacoustic and computer music composition through the department’s multiple on-site music production labs (including the James Dolan recording studio with 10.2 surround sound and SSL Duality), as well as through University-wide computing facilities, offering students multimedia workstations.

2. Jazz/Contemporary Music Composition blends courses from the general, electro-acoustic, and computer music sequences with specially designed courses, seminars, and workshops. All composition students studying jazz/contemporary music are required to be highly proficient performers as well as composers. All NYU jazz ensembles are laboratory/workshops for composition students to hear, rehearse, and evaluate their works.

3. Scoring for Film and Multimedia, and Songwriting offer intensive professional training in composing for film, television and media, as well as the art and craft of Songwriting. Students examine music for moving images and popular song through their rich histories and aesthetics. Students engage in collaborative projects that result in screenings at major film festivals and performances in national and international venues.

DEGREE REQUIREMENTS

Master of Music/Performance
This 36-credit program can be completed in three semesters of full-time study. Coursework consists of the following: Applied Instrument or Voice (6–9 credits); Research (3 credits); Ensemble (6 credits); Literature/Theory (3 credits); Performance Practice (3 credits); Recitals (3–6 credits), required; Guided Electives (9–12 credits). During the semester of the final recital, performers write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles.

Master of Music/Composition
This 36-credit curriculum can be completed in three semesters of full-time study. Coursework consists of the following: Composition Seminar (3 credits); Composition Private Instruction (6–9 credits); Ensemble (3 credits); Literature/Theory (6 credits); Orchestration (3 credits); Music Technology (3 credits); Recital (3 credits); Guided Electives (6–9 credits).

Ph.D. in Music Performance and Composition: Music Performance
Ph.D. in Music Performance and Composition: Music Composition
A doctoral degree in music represents highly personalized study working closely with doctoral advisors. Students must declare a concentration in Performance or Composition and may focus their studies in consultation with their advisor.

This degree program requires 49–55 credits for graduation covering foundations and departmental seminars, specialized research and research methods courses (as appropriate for their dissertation research), cognates (course outside your specialization), applied study, recitals, guided electives, and dissertation proposal seminars. Additional points may be required as the result of Placement and Candidacy Exams. Placement exams are administered for all incoming graduate students. These placement examinations assess achievement in music theory and music history and are mandatory and must be completed by the end of the first semester of study. Additional course requirements over and above the minimal degree requirements may be required as a result of this assessment of individual performance. No transfer credits from other institutions are allowed for doctoral students.

ADMISSION REQUIREMENTS
Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in composition must submit a composition portfolio consisting of a current curriculum vitae, several compositions in written form (general score) with date of completion, a complete list of works and dates, CD of performances of the works submitted in written form, and a letter describing the composition area of interest. Those interested in jazz composition should submit a minimum of three written scores.

See general admission section, page 187.
Music Technology

**DIRECTOR**
Kenneth J. Peacock
35 West Fourth Street, 10th Floor
212-998-5431

**ASSOCIATE DIRECTOR**
Agnieszka Roginska
212-998-5141

**DEGREES**
M.M., Ph.D.

**FACULTY**
See pages 76-77 for a complete listing.

**PROGRAM OFFICE**
212-998-5422

---

The Music Technology M.M. program provides students with a foundation in all facets of the music and audio technology field as well as skills in a focused area of study. Our mission is to prepare students both for doctoral study and for successful careers in audio engineering, production and post-production, audio/video mastering, multimedia and software development, audio signal processing, acoustics, music perception and cognition research, music informatics, and video game audio production. Students develop expertise within an academic setting where learning by creative experimentation is encouraged.

In the M.M. Music Technology program, students:

- Integrate musical and technical skills.
- Experiment with new relationships between experimental and traditional approaches to music by collaborating with NYU Performance and Composition programs.
- Demonstrate expertise by learning through creative experimentation.
- Demonstrate both a solid foundation in all areas of music technology and specialized expertise in a focus area of music technology.
- Demonstrate competence in public oral presentation of their artistic and scholarly work.

Located in New York City, the capital of the music industry, NYU’s Washington Square campus borders the city’s Greenwich Village and SoHo districts, which have long been considered the center of New York’s artistic community.

**FACULTY**
Students benefit from the breadth and depth of academic and professional expertise. Music Technology faculty members include experts in computer music, sound recording and production, 3D audio, musicology, music cognition, music information retrieval, and conceptual art and sound. Our adjunct faculty features leading practitioners such as legendary composer Morton Subotnick, a pioneer of electronic music; Saul Walker, a specialist in console design and founding member of Automated Systems, Inc.; award-winning mastering engineer Alan Silverman; Joel Chadabe, founder and president of the Electronic Music Foundation; and Leszek Wojcik, recording studio manager at Carnegie Hall.

**DEGREE REQUIREMENTS**

**Master of Music**
The M.M. program requires 45 credits for completion. Students may attend full or part-time. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided coursework in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.

**Core Courses** (18 credits): Offerings include Musical Technology; Digital Audio Processing I and II; Fundamentals of Digital Signal Theory and Lab; Advanced Musical Acoustics; Advanced Computer Music Composition; Colloquy in Music Technology (Master’s Thesis Preparation).

**Elective Courses** (27 credits): Offerings include guided coursework in music technology, internship, composition, computer science, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

The Master’s Program culminates with the submission and defense of an individual thesis document, to be completed under the supervision of one of the full-time Music Technology faculty members. The thesis should reflect an original contribution to the field of music technology, bringing the student’s class work experiences and interests together with their potential career paths.

Possible research areas include, but are not limited to, technology-based performance and composition techniques, interactive music systems, spatial audio, tools for computer music, music information retrieval, music perception and cognition, digital audio effects, new recording, mixing, mastering or production techniques, and software development for music applications.

---

**COURSE SEQUENCES**
In addition to the general Music Technology course of study, other suggested sequences include Tonneister, Game Audio, Acoustics and Signal Processing, Scoring for Film and Multimedia, Music Cognition, and the 3-Summer sequence.

**General Sequence**
The general Music Technology sequence is intended for students who seek solid general knowledge in the field of music technology, without a specialization in any one particular area.

**Tonneister Honors Sequence**
Selected second-year graduate students may apply for the Stephen F. Temmer Tonneister Recording Studies Sequence. Tonneister studies emphasize a coordination of musical and technical skills and enables participants to direct live concert recordings with a sensitivity to the demands of both disciplines. The skills of Tonneister students are honed during intensive workshop sessions, where participants record concerts by professional concert artists under the supervision of international recording technology specialists.

**Game Audio Sequence**
The Game Audio sequence is intended for students with a focus in understanding the process and techniques used in the design of Games, including sound design, data mining, programming the game engine, business of gaming, and sound delivery to the player.

**Acoustics and Signal Processing**
The Acoustics and Signal Processing sequence is intended for students who are interested in the areas of music information retrieval, digital signal processing, interactive music systems, and 3D audio.

**Music Perception and Cognition**
This sequence is intended for students who wish to focus on the scientific study of music perception and cognition and focuses on the methodological techniques involved in the empirical exploration of music.

**Scoring for Film and Multimedia**
The Scoring for Film and Multimedia sequence allows students to gain knowledge and experience in all matters pertaining to music composition and
technology for film, television and other media.

3-Summer Sequence
The 3-summer sequence allows students to take classes during the summer terms only. This sequence is particularly well suited for teachers and educators who want to pursue an advanced degree in music technology.

DOCTOR OF PHILOSOPHY
The Ph.D. program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music. Doctoral students are required to complete a minimum total of 48 credits beyond the master’s level, including 36 credits in general degree requirements established for all doctoral students in NYU Steinhardt (educational foundations, research, cognate studies, content and dissertation proposal seminar, electives) and 12 specialization electives credits (courses in the Program in Music Technology). All degree candidates are required to take at least three courses (12 credits) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidate and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctoral candidacy exam after completing no more than 30 credits toward the degree.

FACILITIES
The Program in Music Technology maintains 12 recording and computer music studios. The James Dolan Music Recording Studio is a 7,500 square foot multifunctional teaching, recording, and research space designed by Gensler and the Walters-Storyk Design Group. It is one of the most technologically advanced audio teaching facilities in the United States. The control room is distinguished by a 25-seat control/classroom which features a fully automated 48 channel SSL console and the first Dangerous Music 10.2 surround installation in New York City. In addition to a live room large enough to accommodate a small orchestra, the floor includes several research laboratories, offices, a conference/seminar room and a large iso/drum booth.

A unique research lab dedicated to 3D audio experimentation is equipped with an innovative, reconfigurable grid outfitted with twenty Genelec speakers, two Genelec subs and multi-channel sound capture, tracking and playback options. The lab also boasts extremely low (.2 second) reverb time.

Music Technology maintains ten additional recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 32-channel SSL mixing console.

Music technology students have access to the arts technology facilities maintained by NYU’s Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School’s Kanbar Institute of Film and Television and Interactive Telecommunications Program.

INTERNSHIP PROGRAM
Students are encouraged to participate in internships at leading recording studios, new-media web-related companies, music-scoring houses, and other music industry enterprises. These valuable opportunities often lead to permanent employment. Music Technology students may also study with some of the best professionals in the field through classes, independent study, and guest lectures.

Students may also participate in internships with faculty members to work on cutting edge research while gaining practical skills applicable to careers in both industry and academia.

OPEN HOUSE
The annual Spring Music Technology Open House showcases our students’ work in a public forum. Events include demonstrations and posters of technological projects and a computer music concert featuring student performances and compositions. We encourage students to participate with class and thesis work during both years of their degree.

RESEARCH GROUP
The Music Technology program is a creative and lively community of music technologists conducting research in a variety of exciting fields such as music information retrieval, digital signal processing, music cognition, interactive music systems, and 3D audio. Students and faculty work together to source ideas and develop new technologies, often culminating in academic publications and presentations at professional conferences. Weekly activities include seminars, workshops, and discussion groups featuring the work of guest speakers, faculty, and students.

Our Music and Audio Research Lab (MARL) brings together scholars from the fields of music theory, technology and composition, computer and information science, interactive media, and media studies to explore the intersection between music, computation, and science. Our goal is to combine techniques and methodologies from the arts, the humanities, and the sciences to understand and model human cognitive abilities in music, and innovate the analysis, organization, and creation of music.
ADMISSION REQUIREMENTS

Master of Music
Applicants must hold a baccalaureate degree, preferably in music or a related program. In addition, all students entering this program must have the experience or coursework equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

Doctor of Philosophy
Applicants must complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. Candidates must also submit a statement of objectives (2–3 pages, doubled-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate’s expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate’s ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate’s work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.
Performing Arts Administration

The master’s degree program in performing arts administration was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU’s Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master’s degree program.

Internships with leading arts managers are a required part of the program of study and enhance coursework. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

CAREER OPPORTUNITIES
Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

M.A. in Performing Arts Administration

DEGREE REQUIREMENTS
The master’s program requires 54 credits and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.

Performing Arts Administration Core


ADMISSION REQUIREMENTS
Applicants must possess an in-depth background in one or more areas of the performing arts as well as prior experience with a cultural organization, which may include paid or voluntary forms of activity. Applicants must be recommended in writing directly to the program director by at least two people acquainted with the applicant’s knowledge of art and potential for management. Interviews are by invitation only.

See general admission section, page 187.

SPECIAL OPPORTUNITY
Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-credit graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policymakers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.

COUNCIL ON ARTS MANAGEMENT PROGRAMS
The Council on Arts Management Programs is a faculty group in NYU Steinhardt that represents the fields of music business, performing arts administration, and visual arts administration. The council’s mission is to ensure a vital future for the arts by educating highly qualified professionals to shape, influence, and lead arts organizations, institutions, and businesses and to serve the present and future needs of artists. The goals of the council are to lead public events highlighting important developments in the fields of art and business and incorporate results into learning outcomes; to generate innovations in curricula through active interchange among programs and dissemination of new knowledge and research; and to examine and integrate national and international developments affecting the arts in their cultural, social, economic, and political contexts. For further information, visit steinhardt.nyu.edu/commissions/arts_management.
Performing Arts Administration, continued

Combined Dual Degree: B.F.A. in Theatre/M.A. in Performing Arts Administration

NYU Steinhardt’s Department of Music and Performing Arts Professions is collaborating with the Tisch School of the Arts to offer a dual-degree program that allows students to earn a B.F.A. in Theatre and an M.A. in Performing Arts Administration in five years of study.

This unique program combines the benefits of a liberal arts education at the undergraduate level with a professional education at the graduate level. Courses develop awareness of the changing dynamics of the arts administration field and build skill sets that are in demand, preparing students for leadership roles in national and international performing arts organizations. Graduates may also go on to pursue careers in the arts, business, and law.

The undergraduate curriculum balances theory with practice and skills with knowledge, giving the student the theatre content and knowledge base needed by a performing arts administrator.

The graduate curriculum incorporates coursework in arts management and related disciplines with internships at leading New York City organizations. Students also hone business skills through classes at the NYU Stern School of Business or the NYU Wagner Graduate School of Public Service.

DEGREE REQUIREMENTS

The B.F.A. requires 128 credits, or credits, of courses in professional training (in a primary studio category of the student’s choice), theatre studies, and the liberal arts. During senior year, students take 18 credits of graduate courses that count simultaneously toward the B.F.A. and the M.A.

The M.A. program of study requires 30 credits of industry-specific courses, management courses taken at NYU Stern and/or Wagner, internships, and a culminating experience.

ADMISSIONS PROCESS FOR FIVE-YEAR B.F.A./M.A. PROGRAM:

1. During the freshman and sophomore years in the TSOA Drama Department, students would self-identify as interested in the combined program.

2. During March/April registration of the sophomore year, interested candidates would enroll in “Microeconomics” and the Drama Theatre Studies course “Leading and Managing Theatres in a Global Context.” This Drama course is the gateway to the program.

3. With approval of the Production and Design faculty, in consultation with the Chair, and following the successful completion of “Leading and Managing Theatres in a Global Context” in the fall of the junior year, students who continue to be interested in the program would meet with Brann Wry, Director of the Performing Arts Administration Program in the Dept of Music and Performing Arts Professions at Steinhardt. The result of this meeting would allow a student to move forward in the program during their senior year. Students will be advised to enroll in Statistics in the spring of the junior year.

4. Following the successful completion of the senior fall courses in Performing Arts Administration Program, students would be invited to complete their application for admission into the Steinhardt School to complete the master’s degree.

5. Following the successful completion of the senior spring courses students will receive their B.F.A. in Theatre from the Drama Department of the Tisch School of the Arts. Students will then matriculate in the Steinhardt School.

CURRICULUM

I. Undergraduate Curriculum (128 credits)

A. Professional Training (48 credits)

Required Courses (32 credits)

Primary Studio requires a sequence of four consecutive courses in one of the following:


Additional Professional Training (16 credits). Additional Professional Training may include:


B. Theatre Studies (28 Credits)

Required Theatre Studies courses (8 credits). Introduction to Theatre Studies, THEA-UE 500, Introduction to Theatre Production, THEA-UE 510

Restricted Electives (Theatre Studies B—Studies in Drama and Performance (focus primarily on Western drama post-WWII)) (8 credits)

Students may choose from the following possible courses, as well as others per advisement:


Restricted Electives (Theatre Studies—C Theatre History or World Drama (date from before WWII or examine non-North American/non-European theatre traditions)) (8 credits).

Students may choose from the following possible courses, as well as others per advisement:

Studies in Shakespeare, THEA-UE 700, Realism & Naturalism European Origins, THEA-UE 705, Theatre in Ancient Greece, THEA-UE 711, Renaissance Theatre,

[1] The student must pick one category of Primary Studio, and then take 4 sequential courses within the same category. For example, a student may choose Adler Conservatory, and then take Adler Conservatory I, Adler Conservatory II, Adler Conservatory III, and Adler Conservatory IV (one course per semester throughout their first two years). Each course is 8 credits for a total of 32 credits.

[2] THEA-UE 685 is required to enroll in the BFA / MA dual degree.
**THEA-UT 713**, Theatre in Asia, **THEA-UT 744**

**Restricted Electives** (4 credits)
Students may select 4 credits from Theatre Studies B or C

**C. Liberal Arts** (32 credits)
Expository Writing, Humanities, Introduction to Macroeconomics (fulfills social science requirement), **ECON-UA.2**, Basic Statistics I (fulfills social science requirement), **APSTA-U.E.1085**, Liberal Arts Elective

**D. Electives**(1)(8 credits)
Unrestricted Undergraduate-level Electives (2 credits)
Graduate-level Electives (Chosen in consultation with advisor, 6 credits)
Possible courses include the following, among others:

**E. Graduate Courses** taken senior year counting towards both BFA and MA (12 credits)
Principles and Practices of Performing Arts Administration, **MPAPA-GE 2130**, Environment of Performing Arts Administration, **MPAPA-GE 2131**, Law and the Performing Arts, **MPAPA-GE 2008**, Development for the Performing Arts, **MPAPA-GE 2132**

**II. Graduate Curriculum** (30 credits)
**18 credits taken during BFA count simultaneously towards the MA. See above.**

**A. Required Courses. Industry Specific**
9 credits
Marketing the Performing Arts, **MPAPA-GE 2105**, Governance and Trusteeship in the Performing Arts, **MPAPA-GE 2133**, Planning and Finance in the Performing Arts, **MPAPA-GE 2120**

**B. Management Core** (at Stern School and/or Wagner School) (12 credits)
Leadership in Organizations, **COR1-GB 1302**, Financial Accounting and Reporting, **COR1-GB 1306**, Marketing, **COR1-GB 2310**, Consumer Behavior, **MKTG-GB 2374**

**C. Practica** (6 credits)
Internship of 20 hours per week for 13 weeks, **MPAPA-GE 2001**, Internship of 20 hours per week for 13 weeks, **MPAPA-GE 2002**

**D. Culminating Experience** (3 credits)
Seminar: Issues in Cultural Policy(4) (Presentation and research paper required to achieve the M.A. from NYU Steinhardt), **MPAPA-GE 2222**

---

(1) 6 pts of graduate-level electives also count towards MA.

(2) Course Description: Study and preparation of papers on selected issues and cases in arts administration. Selected readings. Research papers required.
Performing Arts Therapies

Drama Therapy

**DIRECTOR**
Robert Landy

35 West Fourth Street, 10th Floor
212-998-5258

**DEGREE**
M.A.

**FACULTY**
See pages 76–77 for a complete listing.

Drama therapy is the intentional use of theatre techniques to facilitate personal growth and promote health, thus treating individuals with a range of mental health, cognitive and developmental disorders. New York University was the first in the country to develop an academic program leading to a Master of Arts degree in drama therapy.

The program attracts theatre professionals and educators, therapists, and those working in the fields of medicine, healthcare, and special education. Students come from diverse cultural and academic backgrounds to study and do field work and internships with leading professionals in the creative arts therapies. Classes are small and instruction individualized. The Drama Therapy Program has been accredited by the North American Drama Therapy Association and the New York State Department of Education. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.)

In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

We host an internationally recognized therapeutic theater series “As Performance” This series investigates the nexus of Therapeutic Theater and Arts-based Research. Clinical drama therapists participate as artists, and artists explore a therapeutic process. Therapeutic Theater is presented as a primary process where need transforms into action. Productions are made possible by an on-going grant from the Billy Rose Foundation. As Performance seeks to explore the aesthetic, therapeutic, and ethical issues embedded in the process of making theatre.

The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

**CAREER OPPORTUNITIES**
Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice. Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have experienced physical and/or sexual abuse. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

**Master of Arts**
The NYU Program in Drama Therapy now offers two degree tracks. Incoming students will be required to select their degree track when they apply for admission.

The current 49-credit track (DRMT) meets all requirements for licensure in New York State as a Creative Arts Therapist (LCAT), will continue to be available. This includes the required coursework in drama therapy and applied psychology with no electives.

We have added a 60 credit alternative (DRRL), which allows students to do advanced training in Role Theory and Method, Psychodrama, Arts-Based Research, or pursue other electives in Applied Theater, e.g. Theater of Oppressed, or in Applied Psychology, e.g. Marriage and Family Counseling. This track meets the degree credit requirements for licensure in most states outside of New York.

Those who intend to practice in New York only, and international students who will not require a license to practice, might continue to prefer the 49 credit alternative. Students intending to practice in states other than New York should consider the 60-credit option. Because requirements and educational course work required for licensure vary state by state, all students are strongly encouraged to determine the licensing requirements of the state(s) in which they hope to practice.

Additionally, all students are required to complete fieldwork and 800 hours of internship with two different populations in selected clinical facilities. A master’s thesis is required.

All drama therapy coursework requires ability to apply theories across disciplines and in practice, strong research skills, and the ability to participate in experiential activities in the classroom.

**DEGREE REQUIREMENTS**


**ADMISSION REQUIREMENTS**
All students should have a solid, practical background in the art form of drama and theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including coursework in developmental and/or abnormal psychology. In certain exceptional cases,
alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages which should address all of the following:

1. A significant turning point in your life and how that event contributes to your curiosity and excitement about a career in drama therapy.
2. A brief statement of purpose about what you intend to do with your degree in drama therapy. This should include areas of research interest.
3. At least 3 references to Drama Therapy literature. Discuss how those readings influence your thoughts about the significant turning point and/or the field of drama therapy and/or your areas of research interest.

See general admission section, page 187.

**FINANCIAL AID**

The Program in Drama Therapy offers two work-study positions each year for students to assist the program director.

See general financial aid section, page 199.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Performing Arts Therapies

Music Therapy

**DIRECTOR**
Barbara Hesser

35 West Fourth Street,
10th Floor
212-998-5452
music.therapy@nyu.edu

**DEGREE**
M.A.

**FACULTY**
See pages 76-77 for a complete listing.

**Music therapy is a rewarding career** for musicians who wish to use their skills and artistry to benefit people with a variety of mental, physical, and emotional disabilities. Students are trained to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is accredited by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic coursework to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

**CAREER OPPORTUNITIES**

Music therapists work with a wide range of age groups and disability conditions and are employed in a variety of settings, including mental health facilities, special education settings, medical hospitals, nursing homes, hospices, public schools, community clinics, and private practice.

**DEGREE REQUIREMENTS**

**Master of Arts**

The M.A. program in music therapy offers curricula for students who seek certification and New York State licensure. The curriculum consists of coursework in music therapy theory and methods for children and adults, clinical improvisation, group sessions in music therapy, music therapy theory development, and clinical fieldwork and internships.

The Master of Arts program (48-60 credits) leading to certification includes the following:

**Music Therapy Courses:**

- **Theory and Application of Improvisation in Music Therapy** MPAMT-GE.2941 (3 credits), Music Therapy for Adults MPAMT.2938 (3 credits), Key Concepts in Music Therapy MPAMT-GE.2942 (3 credits), Theory Development in Music Therapy MPAMT-GE.2943 (3 credits), Music Therapy Practicum: Children and Adolescents MPAME-GE.2043 (3 credits), Music Therapy Practicum: Adults and Elderly MPAMT-GE.2053 (3 credits), Internship in Music Therapy MPAMT-GE.2947 (4 semesters, 8 credits), Colloquium in Music Therapy Final Project MPAMT-GE.2949 (2–4 credits).

**Other Requirements:**

- Group Dynamics APSY-GE.2620 (3 credits), Identification and Reporting of Suspected Child Abuse/Maltreatment APSY-GE.2273 (0-credit workshop).

- Electives (6 credits): May include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.

**ADMISSIONS REQUIREMENTS**

A bachelor’s degree is required for admission into the master’s program, but it need not be in music therapy. Past graduates have come into the program with backgrounds in areas including medicine, music, psychology, and business. Students are only admitted in the fall semester of each year. Incoming students should take two prerequisite courses: (1) Abnormal Psychology and (2) Developmental Psychology. It is our recommendation that these courses be taken prior to starting the program at NYU. The GRE is not required for application to the MA in music therapy program. International students: Successful candidates typically score 600 on the TOEFL paper-based exam; 250 on the computer-based exam; or 100 on the internet-based exam. Students in the program are strongly encouraged to work at incorporating their primary instrument into their clinical work. In addition, piano and guitar competencies are required for national certification as a music therapist and are the primary harmonic instruments used to support clinical work.

**SPECIAL OPPORTUNITIES**

**Off-Campus Clinical Placements:** The Program in Music Therapy offers many clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, Beth Abraham Hospital, the NYU Medical Center and Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, Baltic Street Outpatient Clinic, and the New York City Board of Education.

**Nordoff-Robbins Center for Music Therapy:** The Nordoff-Robbins Center for Music Therapy, located on campus, offers clinical opportunities for student fieldwork and internship experiences with children with disabilities. The center also offers an advanced training course in clinical techniques and procedures leading to certification in the Nordoff-Robbins Music Therapy Approach.

**Guided Imagery and Music:** Students may pursue a special sequence of courses in guided imagery and music, offered by the Program in Music Therapy in cooperation with the Creative Therapies Institute. Guided imagery and music is a therapeutic process that combines the inherent structure, movement, and spirit of music with an individual’s own creative process of imagery.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Courses

The courses listed herein are to be offered in 2015–2017.

**NOTES TO COURSES**

*Registration closed to special students.
†Pass/fail basis.
‡See Supervised Student Teaching, page 199. Students must also register with the Student Teaching Office the term before assigned student teaching begins.

### MUSIC AND PERFORMING ARTS/MPAIA-GE

**Human Development and Education in the Arts**
MPAIA-GE.2010 30 hours: 3 credits.
Prerequisite: 15 hours of field experience.

**Technology Resources for Performing Arts Educators**
MPAIA-GE.2029 30 hours plus hours arranged: 3 credits.

**Collaborative Project in the Performing Arts**
MPAIA-GE.2031 30 hours plus hours arranged: 3 credits.

**Dissertation Proposal Seminar**
MPAIA-GE.3097 30 hours: 3 credits.

**Performing Arts Research Collegium**
MPAIA-GE.3400 10 hours plus hours arranged: 1 credit. May be repeated up to 3 credits.

---

### DANCE EDUCATION/MPADE-GE

**Common Hour Dance**
MPADE-GE.2001† 20 hours: 1 credit.
Fall, Spring.

**Intercultural Dance**
MPADE-GE.2021 45 hours: 3 credits.
Fall, Spring.

**African Dance**
MPADE-GE.2022 45 hours: 3 credits.
Fall.

**Tap Dance**
MPADE-GE.2023 45 hours: 2 credits.
Fall, Spring.

**Hip Hop Dance Technique and Pedagogy**
MPADE-GE.2025 45 hours: 1-3 credits.
Fall, Spring.

**Jazz Dance Techniques**
MPADE-GE.2029 30 hours: 2 credits.
Fall, Spring.

**Intermediate Technique and Pedagogy**
MPADE-GE.2040 45 hours: 2 credits.
Fall.

**Laban Movement Analysis**
MPADE-GE.2044 30 hours: 2 credits.

---

### EDUCATIONAL THEATRE/MPAET-GE

**Introduction to Theatre for Young Audiences I**
MPAET-GE.2005 Staff. 30 hours: 2 credits.
Fall.

**Introduction to Theatre for Young Audiences II**
MPAET-GE.2006 Staff. 15 hours per credit: 2-4 credits.
Spring.

**Design for the Stage**
MPAET-GE.2007 Hall. 15–45 hours: 1-3 credits.
Fall.

**Development of Theatre and Drama**
MPAET-GE.2021, 2022 Nadler. 30 hours: 3 credits each term.
Fall, Spring.

**Images of Women in the Theatre**
MPAET-GE.2023 Smithner. 30 hours: 3 credits.
Spring.

**Dramatic Activities in the Elementary Classroom**
MPAET-GE.2030 30 hours, 15 hours of field experience: 2 credits.
Fall, Spring.

**Storytelling**
MPAET-GE.2042 Ress. 10 hours: 1 credit.
Fall, Spring, Summer.
Dramatic Activities in the High School
MPAET-GE.2031 Montgomery. 30 hours: 3 credits. Spring.

Creative Play in the Arts
MPAET-GE.2059 Smithner. 30 hours: 3 credits. Fall.

Musical Theatre: Background and Analysis
MPAET-GE.2062 30 hours, 15 hours of field experience: 3 credits. Fall, Spring.

Theory of Creative Drama
MPAET-GE.2065 30 hours: 2 credits. Fall.

Methods of Conducting Creative Drama
MPAET-GE.2067 Staff. 45 hours: 3 credits. May be repeated for a total of 6 credits. Spring.

Methods and Materials of Research in Educational Theatre
MPAET-GE.2077 Taylor. 30 hours: 3 credits. Fall, Spring, Summer.

Masks and Puppetry
MPAET-GE.2079 Lee. 45 hours: 3 credits. Fall.

Theatre-in-Education Practices
MPAET-GE.2090 Staff: 30 hours: 3 credits. Spring.

Dramatic Criticism I and II
MPAET-GE.2091, 2091 Nadler. 30 hours: 3 credits. Fall, Spring.

Advanced Directing
MPAET-GE 2098 Smithner. 90 hours: 3 credits each term. Spring. Prerequisites: proficient work in Directing MPAET-UE081, 1082 or equivalent and permission of instructor.

Styles of Acting and Directing I and II
MPAET-GE.2099, 2100 Smithner/ Salavatore. 45 hours: 3 credits each term. Fall, Spring.

Applied Theatre
MPAET-GE.2101 Taylor 30 hours: 3 credits. Fall, Spring.

World Drama
MPAET-GE.2103, 2104 30 hours: 3 credits each term. Fall, Spring.

Beginning Playwriting
MPAET-GE.2105 DiMenna. 30 hours: 2 credits. Fall.

Advanced Playwriting
MPAET-GE.2106 DiMenna. 30 hours: 3 credits. Spring. Registration by permission of instructor.

Physical Theatre Improvisation
MPAET-GE.2113 Smithner. 45 hours: 3 credits. Fall, Spring.

Supervised Student Teaching in the Elementary Drama Classroom
MPAET-GE.2134 45 hours per credit: 4 credits. Fall, Spring.

Stage Lighting
MPAET-GE.2143 45 hours: 3–4 credits. Spring.

Play Production for Artists and Educators
MPAET-GE.2152 Staff. 30 hours: 3 credits. Summer.

Shakespeare’s Theatre I and II
MPAET-GE.2171, 2172 Salvatore. 30 hours: 3 credits. Fall, Spring.

Supervised Student Teaching in the Secondary English/Drama Classroom
MPAET-GE.2174 4 credits: 45 hours per credit. Fall, Spring.

Costume Design
MPAET-GE.2175 Staff. 45–60 hours: 3–4 credits. Spring.

Theatre of Brecht and Beckett
MPAET-GE.2177 Taylor. 30 hours: 3 credits. Fall.

Drama in Education I and II
MPAET-GE.2193, 2194 Montgomery. 30 hours: 3 credits each term. Fall, Spring.

Acting: Scene Study
MPAET-GE.2251 15 hours per credit: 2–3 credits. Fall, Spring.

Acting: Character Study
MPAET-GE.2252 2–3 credits: 15 hours per credit. Fall, Spring.

Independent Study
MPAET-GE.2300 30 hours per credit: 1–4 credits. Fall, Spring, Summer.

Practicum in Educational Theatre
MPAET-GE.2301 45 hours per credit: 1–6 credits. Fall, Spring; hours to be arranged.

Seminar in Applied Theatre Research
MPAET-GE.2400 Taylor. 30 hours: 3 credits. Fall, Spring. Prerequisite: Methods and Materials of Research in Educational Theatre MPAET-GE.2077.

The Teaching Artist
MPAET-GE.2953 30 hours: 3 credits. Fall, Spring.

Drama with Special Education Populations
MPAET-GE.2960 Granet. 45 hours: 3 credits. Fall, Spring, Summer.

Introduction to Boal’s Theatre of the Oppressed
MPAET-GE.2971 10 hours: 1 credit. Spring.

Advanced Techniques of Theatre of the Oppressed
MPAET-GE.2966 30 hours: 3 credits. Spring.

Teaching Literacy through Drama
MPAET-GE.2977 30 hours: 3 credits. Fall.

Understanding Diversity/Teaching Pluralism
MPAET-GE.2978 Santiago-Jirau. 30 hours, 3 credits. Fall.

Coping with Conflict: Drama as a Catalyst for Social Awareness
MPAET-GE.2978 Santiago-Jirau. 30 hours, 3 credits. Fall.

Creating Theatre with Young People I and II
MPAET-GE.2980, 2981 45 hours: 3 credits. Fall, Spring.

Assessment of Student Work in Drama
MPAET-GE.2988 Taylor 10 hours: 1 credit. Spring.

Doctoral Proposal Seminar: Educational Theatre
MPAET-GE.3005 Taylor. 30 hours: 3 credits. Spring.
### MUSIC AND MUSIC PROFESSIONS

#### THEORY AND COMPOSITION/MPATC-GE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of 19th- and 20th-Century Music</strong></td>
<td>3</td>
<td>MPATC-GE.2016</td>
</tr>
<tr>
<td><strong>Advanced Orchestration</strong></td>
<td>3</td>
<td>MPATC.2020 / Strings MPATC-GE.2016 / Orchestration: Strings MPATC-GE.1025.</td>
</tr>
<tr>
<td><strong>Music Reference and Research Materials</strong></td>
<td>3</td>
<td>MPATC-GE.2021</td>
</tr>
<tr>
<td><strong>Seminar in Theory</strong></td>
<td>3</td>
<td>MPATC-GE.2024 / Fish. 30 hours: 3 credits. Fall, Spring.</td>
</tr>
<tr>
<td><strong>Colloquy in Music</strong></td>
<td>2–4</td>
<td>MPATC-GE.2026 / Row. 15 hours per credit: 2–4 credits. Fall, Spring, Summer.</td>
</tr>
<tr>
<td><strong>The Teaching of Music in the Junior and Senior High School</strong></td>
<td>2</td>
<td>MPATC.2027</td>
</tr>
<tr>
<td><strong>Seminar in Composition</strong></td>
<td>3</td>
<td>MPATC.2028 / 30 hours: 3 credits. Fall, Summer.</td>
</tr>
<tr>
<td><strong>Compositional Process in the Symphony</strong></td>
<td>3</td>
<td>MPATC-GE.2127 / Dello Jo. 30 hours: 3 credits. Fall.</td>
</tr>
<tr>
<td><strong>Influential Pianists and Performance Practice</strong></td>
<td>3</td>
<td>MPATC-GE.2181</td>
</tr>
<tr>
<td><strong>Script Analysis and Dramaturgical Process</strong></td>
<td>3</td>
<td>MPATC-GE.2151</td>
</tr>
<tr>
<td><strong>Song Repertoire: French</strong></td>
<td>2</td>
<td>MPATC-GE.2264</td>
</tr>
</tbody>
</table>

#### Music Literature: The Baroque Period**                                   | 3       | MPATC-GE.2067 / Oestreich. 30 hours: 3 credits. Spring.                      |
| **Music Literature: The Classical Period**                                  | 3       | MPATC-GE.2073 / Gilbert. 30 hours: 3 credits. Spring.                       |
| **Performance Practices**                                                    | 3       | MPATC-GE.2091                                                                 |
| **Principles and Appreciative Aspects of Performance Practice**             | 3       | MPATC-GE.2099                                                                 |
| **Analysis of Contemporary Practices**                                      | 3       | MPATC-GE.2123                                                                 |
| **Seminar in Music Theory: The Music of Igor Stravinsky**                   | 3       | MPATC-GE.2206 / 30 hours: 3 credits. Spring.                                |
| **Independent Study**                                                       | 3–6     | MPATC-GE.2300 / 45 hours per credit: 1–6 credits. Fall, Spring; hours to be arranged. Graduate-level projects to be arranged. Department approval required. |
| **Composition (Private Lessons)**                                           | 3       | MPATC-GE.2321                                                                 |
| **Song Repertoire: English**                                                 | 2       | MPATC-GE.2261                                                                 |
| **Song Repertoire: German**                                                  | 2       | MPATC-GE.2262                                                                 |
| **Song Repertoire: Italian/ Spanish**                                        | 2       | MPATC-GE.2263                                                                 |
| **Song Repertoire: French**                                                  | 2       | MPATC-GE.2264                                                                 |

#### Film Music: Historical Aesthetics and Perspectives**                     | 3–4     | MPATC-GE.2550 / 15 hours per credit: 3–4 credits. Fall, Spring.             |

#### Participation in NYU Orchestra**                                          | 2–4     | MPATC-GE.2087 / Open to the University community. Registration by audition only. |

#### Fall, Spring, Summer. Department approval required.                      |         |                                                                              |

#### Colloquy in Music (Graduate Recital)**                                    | 3       | MPATC-GE.2121 / 15–45 hours and hours arranged: 3 credits. Fall, Spring.   |

#### Graduate Acting I for Singers**                                           | 2       | MPATC-GE.2141                                                                 |
| **Graduate Acting II for Singers**                                           | 2       | MPATC-GE.2142                                                                 |
| **Graduate Acting III for Singers**                                         | 2       | MPATC-GE.2143                                                                 |
| **Opera Workshop**                                                           | 2       | MPATC-GE.2221 / 15–45 hours and hours arranged: 1–3 credits. May be repeated up to 12 credits. Fall, Spring. |
| **Song Repertoire: Italian/ Spanish**                                        | 2       | MPATC-GE.2263                                                                 |
| **Song Repertoire: French**                                                 | 2       | MPATC-GE.2264                                                                 |

#### Graduate-level projects to be arranged.                                  |         |                                                                              |

### VOICE/MPAVP-GE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice (Private Lessons)</strong></td>
<td>3</td>
<td>MPAVP-GE.2111</td>
</tr>
<tr>
<td><strong>Vocal Coaching: Advanced</strong></td>
<td>3</td>
<td>MPAVP-GE.2112</td>
</tr>
<tr>
<td><strong>Colloquy in Music (Graduate Recital)</strong></td>
<td>3</td>
<td>MPAVP-GE.2121 / 15–45 hours and hours arranged: 3 credits. Fall, Spring.</td>
</tr>
<tr>
<td><strong>Graduate Acting I for Singers</strong></td>
<td>2</td>
<td>MPAVP-GE.2141</td>
</tr>
<tr>
<td><strong>Graduate Acting II for Singers</strong></td>
<td>2</td>
<td>MPAVP-GE.2142</td>
</tr>
<tr>
<td><strong>Graduate Acting III for Singers</strong></td>
<td>2</td>
<td>MPAVP-GE.2143</td>
</tr>
<tr>
<td><strong>Opera Workshop</strong></td>
<td>2</td>
<td>MPAVP-GE.2221 / 15–45 hours and hours arranged: 1–3 credits. May be repeated up to 12 credits. Fall, Spring.</td>
</tr>
<tr>
<td><strong>Song Repertoire: Italian/ Spanish</strong></td>
<td>2</td>
<td>MPAVP-GE.2263</td>
</tr>
<tr>
<td><strong>Song Repertoire: French</strong></td>
<td>2</td>
<td>MPAVP-GE.2264</td>
</tr>
</tbody>
</table>

#### Registration by special permission of the instructor.                    |         |                                                                              |

#### Registration by audition only.                                            |         |                                                                              |

---

**Note:** All courses are subject to availability and may require special permissions or department approval. Please consult the department for further details.
Courses, continued

Music Theatre Workshop: Technique and Materials  
MPAVP-GE.2321  15–45 hours and hours arranged: 1–3 credits. May be repeated up to 12 credits. Fall, Spring.

Music Theatre History I  
MPAVP-GE.2351  37.5 hours: 2 credits. Fall.

Music Theatre History II  
MPAVP-GE.2352  37.5 hours: 2 credits. Spring.

JAZZ/MPAIZ-GE

New York University Jazz Ensembles  
MPAIZ-GE.2088  60 hours: 0–1 credit. Fall, Spring.  
Registration by audition only.

Jazz Improvisation Techniques I  
MPAIZ-GE.2075  30 hours: 3 credits. Fall.  
Prerequisite: Jazz Theory and Ear Training I MPAIZ-UE.1039.

Jazz Improvisation Techniques II  
MPAIZ-GE.2076  30 hours: 3 credits. Spring.  
Prerequisite: Jazz Improvisation Techniques I MPAIZ-GE.2075. An extension of MPAIZ-GE.2075 with emphasis on style characteristics of selected jazz artists.

The Jazz Orchestra  
MPAIZ-GE.2089  Matthews. 30 hours and 15 hours arranged: 3 credits. Spring.  
Prerequisite: Jazz Arranging & Composition II, MPAIZ-UE.1120 or permission of instructor.

Reference and Research in Jazz  
MPAIZ-GE.2271  30 hours and 15 hours arranged: 3 credits. Fall.  
Open to non-music majors.

Jazz Arranging Techniques I  
MPAIZ-GE.2273  30 hours and 15 hours arranged: 3 credits. Fall.

Jazz Arranging Techniques II  
MPAIZ-GE.2274  30 hours and 15 hours arranged: 3 credits. Spring.  
An extension of MPAIZ-GE.2273 with special emphasis on arrangements for large jazz ensembles.

WOODWINDS/MPAIZ-GE

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments  
MPAIZ-GE.2034.002  Lamneck. 15 to 45 hours: 1–3 credits. Fall, Spring.

Woodwind Practicum for Music Education  
MPAIZ-GE.2105  15 hours: 1 credit. Fall.  
There is a fee for renting instruments.

Wind or Percussion Instruments (Private Lessons)  
MPAIZ-GE.2334  15 hours: 3 credits. May be repeated until a total of 12 credits has been earned. Fall, Spring.

PIANO/MPAIZ-GE

Collaborative Piano: Techniques and Practicum  
MPAIZ-GE.2170  30 hours: 3 credits. Spring.

Piano Literature I  
MPAIZ-GE.2185  30 hours: 3 credits. Fall, Spring.

Piano Literature II  
MPAIZ-GE.2186  30 hours: 3 credits. Fall.

Piano Literature III  
MPAIZ-GE.2187  30 hours: 3 credits. Fall.

Performance Practices & Entrepreneurship in 20th & 21st Century Piano Music  
MPAIZ-GE.2189  30 hours: 3 credits. Spring.

Piano (Private Lessons)  
MPAIZ-GE.2356  15 hours: 3 credits. May be repeated until a total of 12 credits has been earned. Fall, Spring. Open to department graduate students majoring in music.

INSTRUMENTAL TECHNIQUES AND MATERIALS

Influential Pianists and Performance Practice  
MPAIZ-GE.2181  30 hours: 3 credits. Spring.

Colloquy in Music  
MPAIZ-GE.2026  2–3 credits. Fall, Spring.

Instrumental Techniques and Materials  
MPAIZ-GE.2034  0-3 credits. Fall, Spring.

STRINGS-MPAS-GE

Stringed Instruments (Private Lessons)  
MPAS-GE.2111  15 hours: 3 credits. May be repeated until a total of 12 credits has been earned. Fall, Spring.

Alexander Technique (Private Lessons)  
MPAS-GE.2112  2 credits. Fall, Spring.

Colloquy in Music  
MPAS-GE.2121  2-4 credits. Fall, Spring.

Instrumental Techniques and Materials: Chamber Music  
MPAS-GE.2131  0-3 credits. Fall, Spring.

Baroque Ensemble  
MPAS-GE.2132  0-3 credits. Fall, Spring.

Masterclass  
MPAS-GE.2133  0-3 credits. Fall, Spring.

Improvisation Class  
MPAS-GE.2135  0-3 credits. Fall, Spring.

Violin Class  
MPAS-GE.2141  0-3 credits. Fall, Spring.

Viola Class  
MPAS-GE.2142  0-3 credits. Fall, Spring.

Cello Class  
MPAS-GE.2143  0-3 credits. Fall, Spring.

Bass Class  
MPAS-GE.2144  0-3 credits. Fall, Spring.

Harp Class  
MPAS-GE.2145  0-3 credits. Fall, Spring.

Violin Repertoire  
MPAS-GE.2151  0-3 credits. Fall, Spring.

Viola Repertoire  
MPAS-GE.2152  0-3 credits. Fall, Spring.

Cello Repertoire  
MPAS-GE.2153  0-3 credits. Fall, Spring.

Bass Repertoire  
MPAS-GE.2154  0-3 credits. Fall, Spring.

Harp Repertoire  
MPAS-GE.2155  0-3 credits. Fall, Spring.

Violin Pedagogy  
MPAS-GE.2161  0-3 credits. Fall, Spring.

Cello Pedagogy  
MPAS-GE.2163  0-3 credits. Fall, Spring.
Courses, continued

Bass Pedagogy
MPASS-GE 2164  0-3 credits. Fall, Spring.

Harp Pedagogy
MPASS-GE 2165  0-3 credits. Fall, Spring.

Violin Technique Class
MPASS-GE 2171  0-3 credits. Fall, Spring.

Viola Technique Class
MPASS-GE 2172  0-3 credits. Fall, Spring.

Cello Technique Class
MPASS-GE 2173  0-3 credits. Fall, Spring.

Bass Technique Class
MPASS-GE 2174  0-3 credits. Fall, Spring.

Harp Technique Class
MPASS-GE 2175  0-3 credits. Fall, Spring.

Independent Study
MPASS-GE 2300  1-6 credits. Fall, Spring.

MUSIC BUSINESS/MPAMB-GE

Music Business Graduate Professional Development Sequence
MPAMB-GE.2001  0 credits. Fall, Spring (students take every semester of their matriculation). Hours arranged.

Principles and Practice in the Music Industry
MPAMB-GE.2101  30 hours: 3 credits. Fall.

The Law and the Music Industry
MPAMB-GE.2102  30 hours: 3 credits. Fall.

Environment of the Music Industry
MPAMB-GE.2103  30 hours: 3 credits. Spring.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Artist Management and Management in the Music Industry
MPAMB-GE.2104  30 hours: 3 credits. Fall.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Concert Management
MPAMB-GE.2105  30 hours: 3 credits. Spring.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Graduate A&R Seminar
MPAMB-GE.2201  30 hours per credit: 3 credits. Fall.

Promotions and Publicity in the Music Industry
MPAMB-GE.2202  30 hours: 3 credits. Spring.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Emerging Models & Markets for Music
MPAMB-GE.2203  30 hours: 3 credits. Fall (offered as a January intensive in alternate years in Rio de Janeiro, Brazil).

Ethics of the Entertainment Industry
MPAMB-GE.2204  30 hours: 3 credits. Spring.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Strategic Marketing in the Music Industry
MPAMB-GE.2206  30 hours: 3 credits. Fall.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Global Music Management
MPAMB-GE.2207  30 hours: 3 credits. Spring (taught in alternate years in January intersession at NYU in London).
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Data Analysis in the Music Industry
MPAMB-GE.2211  30 hours: 3 credits. Spring.
Prerequisite: Principles and Practice in the Music Industry MPAMB-GE.2101.

Music Business Graduate Internship
MPAMB-GE.2301  1 credit per semester (a total of 3 required for the degree). Fall, Spring, Summer. 200 hrs.

Colloquy in Music Business
MPAMB-GE.2401  30 hours: 3 credits. Fall, Spring, Summer.
Registration by advisement only.

PERCUSSION/MPAPS-GE

Percussion (Private Lessons)
MPAPS-GE.2334  15 hours: 3 credits. May be repeated until a total of 12 credits has been earned. Fall, Spring.

NYU Percussion Ensemble
MPAPS-GE 2190.005  45 hours: 0-3 credits. Fall, Spring.

NYU Marimba Ensemble
MPAPS-GE 2190.002  45 hours: 0-3 credits. Fall, Spring.

NYU Steel Drum Ensemble
MPAPS-GE 2190.003  45 hours: 0-3 credits. Fall, Spring.

NYU African Gyil and Percussion Ensemble
MPAPS-GE 2190.004  30 hours: 0-3 credits. Fall, Spring.

NYU Contemporary Ensemble
MPAPS-GE 2190.006  45 hours: 0-3 credits. Fall, Spring.

Percussion Laboratory
MPAPS-GE 2190.006  30 hours: 0-3 credits. Fall, Spring.
Courses, continued

**MUSIC EDUCATION/MPAME-GE**

**Creative Performance Opportunities in Music Education**  
MPAME-GE.2031  15 hours per credit: 1–3 credits. Fall.

**Music Education Technology in the Classroom**  
MPAME-GE.2055  20 hours plus hours arranged: 2 credits. Spring.

**Problems in Music Education: Computer-Assisted Instruction**  
MPAME-GE.2056  30 hours plus hours arranged: 3 credits.

**Dalcroze Eurythmics**  
MPAME-GE.2077  30 hours: 3 credits.

**Choral Materials and Techniques**  
MPAME-GE.2082  30 hours: 2 credits.

**Choral Conducting Practicum for Music Education**  
MPAME-GE.2093  15 hours: 1 credit. Fall.

**Advanced Instrumental Conducting**  
MPAME-GE.2096  30 hours: 3 credits. Spring.

**Fundamentals of Conducting**  
MPAME-GE.2102  15 hours: 1 credit.

**Guitar Practicum for Music Education**  
MPAME-GE.2103  15 hours: 1 credit. Fall, Spring.

**Brass Practicum for Music Education**  
MPAME-GE.2104  15 hours: 1 credit. Fall, Spring.

**Woodwind Practicum for Music Education**  
MPAME-GE.2105  15 hours: 1 credit. Fall, Spring.

**Vocal Practicum for Music Education**  
MPAME-GE.2108  15 hours: 1 credit. Fall, Spring.

**Strings Practicum for Music Education**  
MPAME-GE.2106  15 hours: 1 credit. Fall, Spring.

**Percussion Practicum for Music Education**  
MPAME-GE.2107  15 hours: 1 credit. Fall, Spring.

**Instrumental Conducting Practicum for Music Education**  
MPAME-GE.2111  15 hours: 1 credit. Fall, Spring.

**Music for Children**  
MPAME-GE.2113  30 hours: 2 credits. Spring.

**Music for Exceptional Children**  
MPAME-GE.2114  45 hours: 3 credits. Fall, Spring.

**Instrumental Materials, Techniques, and Technology in Music**  
MPAME-GE.2115  15 hours plus hours arranged of fieldwork: 2 credits. Spring.

**Teaching of Music in the Elementary Grades**  
MPAME-GE.2119  45 hours: 2 credits. Fall, Spring.

**Research in Music and Music Education**  
MPAME-GE.2130  30 hours: 3 credits. Spring.

**Basic Concepts in Music Education**  
MPAME-GE.2139  30 hours: 3 credits. Spring.

**Supervised Student Teaching of Music in the Elementary School**  
MPAME-GE.2141*‡  Minimum 180 hours: 3 credits. Fall, Spring.

**Supervised Student Teaching of Music in the Secondary School**  
MPAME-GE.2145*‡  Minimum 180 hours: 3 credits. Fall, Spring.

**Offr Method**  
MPAME-GE.2149  30 hours: 3 credits. Fall, Spring.

**Colloquy in Music Education**  
MPAME-GE.2939  15 hours per credit: 1–4 credits. Fall, Spring. For master’s candidates in music education.

**Music Technology/MPATE-GE**

**Audio Mastering**  
MPATE-GE.2013  30 hours: 3 credits. Fall, Spring.

**Advanced Musical Acoustics**  
MPATE-GE.2036  30 hours: 3 credits. Spring, Summer.

**Software Synthesis**  
MPATE-GE.2037  30 hours: 3 credits. Fall, Spring.

**Creating with Interactive Media: KYMA**  
MPATE-GE.2038  30 hours: 3 credits. Spring.

**Advanced Computer Music Composition**  
MPATE-GE.2047  30 hours: 3 credits. Fall, Summer.

**Independent Study in Music Technology**  
MPATE-GE.2300  1-4 credits. Fall, Spring, Summer.

**Fundamentals of Digital Signal Theory LAB**  

**Fundamentals of Digital Signal Theory**  

**Music Technology: Digital Audio Processing I**  
IMPATE-GE.2600  30 hours: 3 credits. Fall.

**Music Technology: Digital Audio Processing II**  
MPATE-GE.2601  30 hours: 3 credits. Spring.

**Audio for Games and Immersive Environments**  
MPATE-GE.2604  30 hours: 3 credits. Spring.

**Graduate Internships in Music Technology**  
MPATE-GE.2605  50–300 hours: 1–6 credits. 50 hours per credit. Fall, Spring, Summer.
Courses, continued

- **Advanced Digital Signal Theory**
  MPATE-GE.2607  30 hours: 3 credits. Spring.

- **Java Music Systems**
  MPATE-GE.2608  30 hours: 3 credits. Fall, Spring.

- **Electronic Music Performance**
  MPATE-GE.2609  30 hours: 2 credits. Spring, Summer.

- **Advanced Programming—Max/MSP/Jitter**
  MPATE-GE.2610  30 hours: 3 credits. Fall, Spring.
  Prerequisite: working understanding of Max/MSP or MPATE-UE.1014 MIDI Tech II.

- **Concert Recording I**
  MPATE-GE.2611  30 hours: 3 credits (Fall), 2 credits (Summer).

- **Concert Recording II**
  MPATE-GE.2612  30 hours: 2 credits (Spring), 3 credits (Summer).

- **3-D Audio**
  MPATE-GE.2613  30 hours: 3 credits. Spring.

- **Max Programming I**
  MPATE-GE.2614  30 hours: 3 credits. Fall, Spring.

- **Electronics by Computer Simulation**
  MPATE-GE.2615  30 hours: 3 credits. Fall.

- **Colloquy in Music Technology: Master’s Thesis Preparation**
  MPATE-GE.2616  30 hours: 3 credits. Fall, Spring, Summer.

- **C Programming for Music Technology**
  MPATE-GE.2618  30 hours: 3 credits. Fall.

- **Audio for Video I**
  MPATE-GE.2620  30 hours: 2–3 credits. Fall, Summer.

- **Audio for Video II**
  MPATE-GE.2621  30 hours: 3 credits. Spring, Summer.
  Prerequisite: Audio for Video I
  MPATE-GE.2620.

- **Music Information Retrieval**
  MPATE-GE.2623  30 hours: 3 credits. Fall.

- **Aesthetics of Recording**
  MPATE-GE.2627  30 hours: 3 credits. Fall.

- **Audio for the Web**
  MPATE-GE.2628  30 hours: 3 credits.

- **Advanced Audio Production**
  MPATE-GE.2629  45 hours: 3 credits. Fall, Spring.

- **The Art of Sound Reinforcement**
  MPATE-GE.2631  45 hours: 3 credits. Fall, Spring.

- **Advanced Audio for Games**
  MPATE-GE.2635  45 hours: 3 credits.

- **PERFORMING ARTS ADMINISTRATION/MPAPA-GE**

  - **Internship in the Administration of Performing Arts Centers**
    MPAPA-GE.2001†  A minimum of 450 hours: 3 credits. Fall, Spring; hours to be arranged.

  - **Internship in the Administration of Performing Arts Centers**
    MPAPA-GE.2002†  A minimum of 450 hours: 3 credits. Fall, Spring; hours to be arranged.

  - **Law and the Performing Arts**
    MPAPA-GE.2008 McClimon. 30 hours: 3 credits. Spring.

  - **Marketing the Performing Arts**
    MPAPA-GE.2105 Guttman. 30 hours: 3 credits. Fall.

  - **Planning and Finance in the Performing Arts**
    MPAPA-GE.2120  30 hours: 3 credits. Spring.

  - **Environment of Performing Arts Administration**
    MPAPA-GE.2130 (formerly E88.2131) Wry. 30 hours: 3 credits. Fall.

  - **Principles and Practices of Performing Arts Administration**
    MPAPA-GE.2131 (formerly E88.2130) Wry. 30 hours: 3 credits. Fall.
    Corequisite: Environment of Performing Arts Administration MPAPA-GE.2130.

  - **Development for the Performing Arts**
    MPAPA-GE.2132 Dorfman. 30 hours: 3 credits. Spring.

  - **Governance and Trusteeship in Performing Arts Organizations**
    MPAPA-GE.2133 Wry. 30 hours: 3 credits. Spring.

  - **Seminar in Cultural Policy: Issues in Performing Arts Administration**
    MPAPA-GE.2222 Wry. 30 hours: 3 credits. Fall, Spring.
    Prerequisites: MPAPA-GE.2001, 2002, and substantial completion of the Program in Performing Arts.
Drama Therapy/MPADT

Introduction to Drama Therapy
MPADT-GE.2114 (formerly MPAET-GE.2114) Landy. 30 hours plus hours arranged: 3 credits. Fall. Prerequisite: matriculation in the Program in Drama Therapy or registration by permission of adviser.

Drama Therapy for Clinical Populations
MPADT-GE.2109 (formerly MPAET-GE.2109) McMullian. 30 hours plus hours arranged: 3 credits. Spring. Prerequisite: Introduction to Drama Therapy MPADT-GE.2114 or permission of instructor.

Psychodrama and Sociometry
MPADT-GE.2115 (formerly MPAET-GE.2115) Garcia. 30 hours: 3 credits. Fall. Prerequisite: Introduction to Drama Therapy MPADT-GE.2114 or permission of instructor.

Advanced Practices in Drama Therapy: Playback, Therapeutic Theatre and Developmental Transformations
MPADT-GE.2116 (formerly MPAET-GE.2116) Staff. 30 hours: 3 credits. Spring. Prerequisite: matriculation in the Program in Drama Therapy.

Projective Techniques in Drama Therapy
MPADT-GE.2117 (formerly MPAET-GE.2117) McLellan, Haen. 30 hours: 3 credits. Fall. Prerequisite: Introduction to Drama Therapy MPADT-GE.2114 or permission of instructor.

Advanced Theory and Research in Drama Therapy
MPADT-GE.2119 (formerly MPAET-GE.2119) Landy, Hodermarska. 30 hours: 3 credits. Spring. Prerequisites: PSY-GE.2038, APSY-GE.2039, MPADT-GE.2109, APSY-GE.2271.

Independent Study
MPADT-GE.2300 (formerly MPAET-GE.2300) 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.

Internship in Drama Therapy: Lab
MPADT-GE.2302 (formerly MPAET-GE.2302) Hodermarska. 6 credits. Fall, Spring, Summer. 50–400 hours.

Music Therapy/MPAMT

Music Therapy Practicum: Children and Adolescents
MPAMT-GE.2043 135 hours: 3 credits. Fall.

Music Therapy Practicum: Adults and Elderly
MPAMT-GE.2053 135 hours: 3 credits. Spring.

Clinical Vocal Improvisation
MPAVP-GE.2062 30 hours: 2 credits. Spring.

Independent Study
MPATC-GE.2300 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.

Introduction to Music Therapy
MPAMT-GE.2930 45 hours: 3 credits. Spring.

Music Therapy: Advanced Theory and Methods I
MPAMT-GE.2931 45 hours: 3 credits. Fall.

Music Therapy: Advanced Theory and Methods II
MPAMT-GE.2932 45 hours: 3 credits. Spring.

Introduction to Research in Music Therapy
MPAMT-GE.2933 30 hours: 3 credits. Fall.

Clinical Improvisation in Music Therapy
MPAMT-GE.2934 30 hours: 2 credits. Fall.

Internship in Music Therapy
MPAMT-GE.2935, 2936 100 hours per credit: 5 credits each term. Fall, Spring; hours to be arranged.

Key Concepts in Music Therapy I
MPAMT-GE.2938 45 hours: 3 credits. Spring.

Advanced Practices of Improvisation in Music Therapy
MPAMT-GE.2940 45 hours: 3 credits. Fall.

Theory and Application of Improvisation in Music Therapy
MPAMT-GE.2941 45 hours: 3 credits. Spring.

Key Concepts in Music Therapy II
MPAMT-GE.2942 45 hours: 3 credits. Fall.

Theory Development in Music Therapy
MPAMT-GE.2943 45 hours: 3 credits. Spring.

Reading Contemporary Music Therapy Theory
MPAMT-GE.2944 45 hours: 3 credits. Spring.

Developing Presentations and Publications in Music Therapy
MPAMT-GE.2945 45 hours: 3 credits.

Music Improvisation for Artistic Growth
MPAMT-GE.2946 30 hours: 3 credits. Fall, Spring.

Group Music Therapy I
MPAMT-GE.2947* 10 hours per credit: 2–6 credits each term. Fall, Spring; hours to be arranged.

Group Music Therapy II
MPAMT-GE.2948* 10 hours per credit: 2–6 credits each term. Fall, Spring; hours to be arranged.

Music Therapy Thesis
MPAMT-GE.2949 10 hours per credit: 2–4 credits.
through research, teaching, and community service, the department’s mission is to generate and disseminate knowledge to effect sustainable change in the health and well-being of local, urban, and global communities. The department teaches undergraduate and graduate students to be critical thinkers and creative contributors while acquiring expertise in their chosen domain of knowledge. Students partner with alumni, professionals, and the larger community to provide education, research, and services that focus on the role of food, nutrition, and public health in all aspects of life.

The master’s programs in nutrition and dietetics and food studies educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit steinhardt.nyu.edu/nutrition. The master’s programs lead to M.S. and M.A. degrees.

The master’s programs in nutrition and dietetics and food studies educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit steinhardt.nyu.edu/nutrition. The master’s programs lead to M.S. and M.A. degrees.

The department’s innovative M.A. program in food studies prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in local settings under global pressures.

The department also participates in the NYU Global Institute of Public Health’s master’s program (M.P.H.), accredited by the Council on Education for Public Health. The program prepares students for careers in communities, organizations, and government agencies that work to improve the health of underserved population groups in the United States and throughout the world. For more information about the M.P.H., please consult http://giph.nyu.edu/academic-programs/mph.

The department’s Ph.D. programs train students to become researchers, educators, and advanced practitioners in nutrition and food studies.

Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and environmental health around the globe.
Faculty

Amy Bentley, Associate Professor.  

Jennifer Schiff Berg, Clinical Associate Professor.  

Virginia Chang, Associate Professor.  

Carolyn Dimitri, Associate Professor.  
B.A. 1983, SUNY (Buffalo); Ph.D. 1998, University of Maryland (College Park).


Farzana Kapadia, Associate Professor.  

Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.

Charles Mueller, Clinical Assistant Professor.  
B.A. 1975, Colgate University; M.S. 1987, NYU; Ph.D. 2002, New York University.

Marion Nestle, Goddard Professor.  

Niyati Parekh, Associate Professor.  
B.S. 1995, St. Xavier's College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin.

Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State.


Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York University; RD.

Gustavo Setrini, Assistant Professor.  
B.A. 2003, Lawrence University; Ph.D. 2011, MIT.

Diana Silver, Associate Professor.  


Kathleen Woolf, Assistant Professor. B.S. 1986, Arizona State University; Dietetic Internship 1987, University of Iowa; M.S. 1991, University of California, Los Angeles; Ph.D. 2002, Arizona State University.
Master’s Programs

Nutrition and Dietetics

The Master of Science program in nutrition and dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other students who seek to become registered dietitians or to obtain advanced academic training in clinical nutrition, which provides all academic and internship requirements of the Academy of Nutrition and Dietetics (AND) registration eligibility.

CAREER OPPORTUNITIES
The program is designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

CLINICAL NUTRITION
The program is a 40-credit curriculum for students who would like to obtain the registered dietitian (RD) credential. There is also a 34-credit curriculum for students who already have an RD or have completed an AND-accredited dietetic internship at the time of matriculation, but who would like to obtain a master’s degree that provides advanced training in clinical dietetics.

In order to become a registered dietitian, the AND requires students to fulfill the following three separate sets of training requirements prior to taking the dietetic registration examination: (1) bachelor’s degree from an accredited college; (2) completion and verification of a specific sequence of undergraduate prerequisite courses that meet defined educational competencies and are known collectively as the Didactic Program in Dietetics (DPD); and (3) completion of an AND-accredited dietetic internship. The department provides two internship options, which are discussed below.

Students who do not hold bachelor’s degrees from AND-accredited nutrition programs should take the following steps: (1) enroll in the 40-credit clinical nutrition graduate program; (2) while enrolled, take undergraduate (DPD) prerequisite courses; (3) take the two graduate courses (Research Methods & Nutrition Education) required for the DPD; (4) apply for admission to a dietetic internship (which may involve master’s-level coursework); and (5) complete the dietetic internship and courses for the master’s degree. All DPD courses must be completed prior to entering a dietetic internship program. For further information about DPD prerequisites, visit the department’s website for the M.S. program in nutrition and dietetics with a concentration in clinical nutrition (steinhardt.nyu.edu/nutrition/dietetics/ms/40).

ACADEMIC PREREQUISITES
The following courses comprise the AND-accredited Didactic Program in Dietetics (DPD). They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, with the exception of two courses, they do not earn graduate credit.


Food Science: Introduction to Foods and Food Science NUTR-UE.0085, Food Management Theory NUTR-UE.0091, Food Production and Management NUTR-UE.1052, Food Science and Technology NUTR-UE.1184, Research Methods NUTR-GE.2190 and Nutrition Education NUTR-GE.2199 (earns graduate credit).

DEGREE REQUIREMENTS:

CLINICAL NUTRITION (GE HONDMS:CNU)
New Graduate Student Seminar NUTR-GE.2000.002 (0 credits)

Research Methods (3 credits): Research Methods NUTR-GE.2190
Advanced Seminar in Nutrition (6 credits) NUTR-GE.2207
Terminal Experience (3 credits): Research Applications NUTR-GE.2061 or Research Apprenticeship NUTR-2063.
Electives Courses: Selected from departmental and other related graduate courses by advisement.

Didactic Program in Dietetics (DPD) Verification
The NYU Didactic Program in Dietetics (DPD) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics until 2011. Evaluation and verification of the AND’s DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 29 credits in residence at NYU. Students must request and file a formal application.

DIETETIC INTERNSHIPS
The NYU Dietetic Internship meets AND requirements for supervised clinical practice for registration eligibility. It is currently accredited by the ACEND until 2021. It also fulfills 18 of the 40 credits needed for a Master of Science degree in clinical nutrition. It is a one-year, full-time program that requires registration in three NYU semesters or two semesters and a summer session. The program includes one full semester of coursework, followed by twenty-seven weeks of supervised practice that also involves registration in two consecutive 3-credit courses.

First semester: Interns must complete five graduate courses (12 credits) before entering supervised clinical practice: Medical Nutrition Therapy NUTR-GE.2037, Medical Nutrition...
Food Studies

Food studies at New York University is one of the first master’s degree programs in the U.S. devoted to food scholarship. In doing so, in 1996, our department formalized an emerging field as a state-accredited academic entity.

Employing approaches from the humanities and social sciences, the program prepares students to analyze the current American food system, its global connections, and local alternatives. The program examines cultural, political, economic, environmental, and geographic approaches to food within local, urban and global contexts. Our mission is to examine the ways in which individuals, communities, and societies produce, distribute, and consume food. Cities at the center of flows of people, produce, and media products, are the prime locus of our investigations.

The program:
1. Challenges students with core, special-

ADMISSION REQUIREMENTS
See general admission section, page 187. For specific admission requirements please visit steinhardt.nyu.edu/nutrition.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

Nutrition and Dietetics, continued

Second and third semesters (or second semester and a summer session): Interns complete supervised clinical practice rotations in clinical nutrition therapy (13 weeks and one week of Pediatric Dental Clinical), community nutrition (three weeks), food service management (six weeks), specialties (one week), and staff relief (three weeks)—a total of at least 1200 practice hours, along with 23 hours of classroom instruction. The supervised practice takes place in one of the many affiliated hospitals, institutions, and agencies located throughout the New York metropolitan area. Because some of these sites train more than one dietetic intern, starting dates for the supervised clinical practice may vary.

Concurrently with the supervised practice, interns register in two consecutive semesters for Clinical Practice in Dietetics I and II NUTR-GE.2146, 2147. Class sessions cover the Code of Ethics of the AND/Commission on Dietetic Registration (CDR) and the Standards of Practice for dietetic professionals; political, legislative, and economic factors affecting dietetic practice; and development of effective communication and counseling skills.

Admission requirements: Applicants must (1) hold a baccalaureate from an accredited college or university; (2) present an official AND Verification Statement of Completion of a DPD, or a statement of Declaration of Intent to Complete a DPD, with original signatures; (3) apply and gain acceptance into the clinical nutrition M.S. program; and (4) apply and be accepted into the NYU Dietetic Internship. Preference will be given to applicants with an overall academic average of B or better.

Application procedures: Because students in the NYU Dietetic Internship take courses in the clinical nutrition M.S. program, and because the NYU Dietetic Internship participates in computer matching and the electronic centralized application process (DICAS), the admission process requires three separate applications to (1) the NYU Steinhardt School of Culture, Education, and Human Development M.S. program in clinical nutrition (please refer to Steinhardt.nyu.edu/graduate_admissions), (2) the NYU Dietetic Internship, and (3) the national computer matching system. Each requires a separate fee, and all should be filed at the same time.

Deadlines: Applications are accepted twice annually, in September for the following spring, and in February for the following fall. Visit steinhardt.nyu.edu/nutrition/internships/dietetics for specific dates.

The James J. Peters Veterans Affairs Medical Center Dietetic Internship/NYU Master’s Degree Program is conducted jointly by NYU’s Department of Nutrition, Food Studies, and Public Health and the James J. Peters Veterans Affairs Medical Center (VA). The coordinated program affords the opportunity to complete the dietetic internship and M.S. in only 16 months. The program meets all requirements for dietetic registration eligibility, as well as for the M.S. degree in Nutrition and Dietetics: Clinical Nutrition (Gehondms: CNU-34). Accreditation by the Academy of Nutrition and Dietetic Accreditation Council for Education in Nutrition and Dietetics has been granted through 2016.

The program accepts seven students annually and is open only to U.S. citizens. The VA pays each dietetic intern a stipend during the 12-month (1,550-hour) clinical training period. During the first 12 months, interns spend four days a week in internship rotations and one day per week attending classes at NYU. The final four months of the program are spent as full-time master’s degree students at NYU. For information, contact the dietetic internship director at the James J. Peters Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: jean.curran-leitch@va.gov; website: www.dieteticinternship.va.gov/bronx.asp.

DIRECTOR
Jennifer Schiff Berg
411 Lafayette, 5th Floor
212-998-5580

DEGREE
M.A.
in positions where they can develop new skills and gain access to potential employers.
3. Gives access to food production companies, non-profit food organizations, policy organizations and advocacy groups, publishers, public relations and marketing firms, magazines, food distributors, food producers and educational institutions, as well as to the food professionals who work in them and enrich the program by serving as adjunct faculty and guest lecturers.
4. Emphasizes development of critical thinking and research skills that help students analyze and solve problems that may be encountered in professional work.
5. Offers experiential learning courses in global, domestic and urban venues.

CAREER OPPORTUNITIES
Food studies careers focus on the conceptual and creative aspects related to the role of food in culture and society. They involve product development; advertising, marketing and public relations; communications and media; writing and editing; styling, photographing, and testing; teaching; policy advocacy; consulting; economic development; and research. Food studies careers can also occur in any place where food products are developed, produced, purchased, prepared, distributed, transported or served; including corporations and companies, hotels, resorts, spas, convention centers, airlines, educational institutions, health care facilities, community sites, government agencies, production companies, non-profit organizations, and consulting firms.

DEGREE REQUIREMENTS
The requirements for the program in food studies include a core curriculum of 19 credits and an additional 21 credits of specialization in policy/advocacy, business/entrepreneurship or media/culture:

- **Food Studies:** FOOD-GE.2000 Current Research in Food Studies, FOOD-GE.2017 Contemporary Issues in Food Studies, FOOD-GE.2033 Food Systems I, FOOD-GE.2061 Research Applications, FOOD-GE.2191 Food and Culture, FOOD-GE.2215 Nutrition in Food Studies
- **Policy & Advocacy OR Food-GE.2015 Agricultural Policy** (19 credits)

**Other courses and credits by advisement may include:**

**Business & Social Entrepreneurship:**

Students may choose electives from alternative areas of study or other courses of interest within NYU: other departments in Steinhardt (such as MCC, Environmental Conservation Education, etc), Stern School of Business, Wagner School of Public Service, Tisch School of the Arts, and the Graduate School of Arts and Sciences.

**SPECIAL OPPORTUNITIES**
The department offers experiential courses, such as 4-credit graduate summer study abroad programs on food and nutrition in Tuscany, Hong Kong, Puebla, Paris, Florence, and Puerto Rico. These programs immerse participants in full experiences of global food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops.

**ADMISSION REQUIREMENTS**
See general section, page 187.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study.

NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

---

**NYU Master of Public Health**

**DIRECTOR**
Cheryl Merzel (GIPH)
240 Greene Street, 2nd Floor
212-992-6741

**DEGREE**
M.P.H.

Steinhardt participates in the Global Institute of Public Health’s Master of Public Health Program, which seeks to prepare students to become effective public health researchers, practitioners, and leaders by advancing public health knowledge and practice through research, education, outreach, and community engagement. By doing so, the GIPH aims to improve the health of diverse population groups at the local, national, and global levels. The NYU MPH program’s unique university-wide configuration draws upon faculty and other professionals from across the university and from partner organizations worldwide to design and deliver multidisciplinary educational, research, and practice-based training to enhance student experiences and promote continued professional development.

For complete information on the NYU MPH program, including degree requirements, admissions, and program services, please refer to the NYU MPH website and bulletin at giph.nyu.edu/mph..
Doctoral Programs

The department offers doctoral education in (1) nutrition and dietetics and (2) food studies. Because the nutrition and dietetics and food studies programs are small and highly selective, the department administers them jointly. A doctoral program in public health is offered through the Global Institute of Public Health. Within each program’s overall structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is also developed individually by students in consultation with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

GENERAL ENTRANCE REQUIREMENTS
Master’s degree from an accredited institution and quantitative sections; TOEFL scores (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession; and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant’s work. Applicants whose credentials pass an initial screening are interviewed in person or by telephone.

DEGREE REQUIREMENTS
For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 178-81. In addition to school requirements, the department requires 18 credits of specialization courses.

Nutrition and Dietetics
The interdisciplinary Ph.D. program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education to advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions.

ADMISSION REQUIREMENTS
In addition to the general requirements listed above, the applicant must have previous academic training in nutrition or dietetics at the undergraduate or master’s level. Preference is given to applicants with at least three years of full-time (or six years of part-time) work experience, with major emphasis in nutrition or dietetics.

See general admission section, page 187.

Food Studies
The food studies doctoral program at NYU is an interdisciplinary program of advanced study focusing on food as it intersects with society, culture, environment, health, history, and commerce. This highly selective program prepares students for positions in higher education, including teaching, research, and administrative positions; positions outside the academy, including public policy, government, for-profit and not-for-profit private industry; and other positions in education, including secondary institutions seeking teachers with advanced degrees and adult learning communities.

ADMISSION REQUIREMENTS
In addition to the general requirements listed above, applicants should submit a current résumé or curriculum vitae. As determined in consultation with an adviser, some preparatory academic work may be required in addition to minimum specialization requirements for the degree.

See general admission section, page 187.

Public Health
For information on the doctoral program in public health, please visit giph.nyu.edu/phd.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 200.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
### NUTRITION

**Medical Nutrition Therapy**  
NUTR-GE.2037  45 hours: 4 credits.

**Beverages**  
FOOD-GE.2025  45 hours: 3 credits.

**Pediatric Nutrition**  
NUTR-GE.2041  30 hours: 3 credits.

**Maternal and Child Nutrition**  
NUTR-GE.2042  30 hours: 3 credits.

**Critical Care Nutrition**  
NUTR-GE.2043  30 hours: 3 credits.

**Sports Nutrition**  
NUTR-GE.2045  30 hours: 3 credits.

**Research Applications**  
NUTR-GE.2061  30 hours: 3 credits.

**Field Experience**  
NUTR-GE.2077  45 hours per credit: 3-4 credits.

**Advanced Nutrition: Proteins, Fats, and Carbohydrates**  
NUTR-GE.2139  30 hours: 3 credits.

**Advanced Nutrition: Vitamins and Minerals**  
NUTR-GE.2144  30 hours: 3 credits.

**Clinical Practice in Dietetics I**  
NUTR-GE.2146  150 hours per credit: 3 credits. Restricted to NYU dietetic interns.

**Clinical Practice in Dietetics II**  
NUTR-GE.2147  150 hours per credit: 3 credits.

**Nutrition Assessment Methods in Research**  
NUTR-GE.2178  30 hours: 3 credits. Prerequisite: NUTR-UG.0085, UACHEM-0002.

**Food Science and Technology**  
NUTR-GE.2184  45 hours: 3 credits.

**International Nutrition**  
NUTR-GE.2187  10 hours per credit: 1-3 credits.

**Research Methods**  
NUTR-GE.2190  30 hours: 3 credits.

**Nutritional Epidemiology**  
NUTR-GE.2192  30 hours: 3 credits.

**Weight Management**  
NUTR-GE.2194  30 hours: 3 credits.

**Nutrition-Focused Physical Assessment**  
NUTR-GE.2196  30 hours: 2 credits.

**Nutrition Counseling Theory and Practice**  
NUTR-GE.2198  30 hours: 3 credits.

**Nutrition Education**  
NUTR-GE.2199  30 hours: 3 credits.

**Seminar in Advanced Nutrition**  
NUTR-GE.2207  10 hours per credit: 1-6 credits. Departmental permission required.

**Complementary and Alternative Nutrition Therapies**  
NUTR-GE.2210  30 hours: 3 credits.

**Nutrition in Food Studies**  
NUTR-GE.2215  30 hours: 3 credits.

**Nutrition and Aging**  
NUTR-GE.2220  30 hours: 3 credits.

**Nutritional Aspects of Eating Disorders**  
NUTR-GE.2222  30 hours: 3 credits.

**Seminar in Advanced Nutrition: Landmark Studies**  
NUTR-GE.2280  10 hours: 1-6 credits.

**Seminar in Advanced Nutrition: Genetics and Pediatrics**  
NUTR-GE.2281  10 hours: 1 credit.

**Seminar in Advanced Nutrition: Ethical Issues in Nutrition and Health Care**  
NUTR-GE.2283  10 hours: 1 credit.

**Seminar in Advanced Nutrition: Bariatric Surgery Weight Loss Management**  
NUTR-GE.2284  10 hours: 1 credit.

**Seminar in Advanced Nutrition: Obesity in Clinical Practice**  
NUTR-GE.2285  30 hours: 3 credits.

**Seminar in Advanced Nutrition: Diseased Gut**  
NUTR-GE.2286  30 hours: 3 credits.

**Seminar in Advanced Nutrition: Nutrigenetics and Nutrigenomics**  
NUTR-GE.2287  30 hours: 3 credits.

**Independent Study**  
NUTR-GE.2300  30 hours: 3 credits. See Departmental Courses section for additional listings.

### FOOD STUDIES

**Current Research in Food Studies**  
FOOD-GE.2000  10 hours: 1 credit

**Food Policy & Politics**  
FOOD-GE XXX  30 hours: 3 credits.

**Beverages**  
FOOD-GE.2025  45 hours: 3 credits.

**Food Legislation, Regulations & Enforcement**  
FOOD-GE XXX  30 hours: 3 credits.

**Food Advocacy**  
FOOD-GE XXX  30 hours: 3 credits.

**Economics of Food I: Consumer Behavior**  
FOOD-GE XXX  30 hours: 3 credits.

**Economics of Food II: Strategic Firm Behavior**  
FOOD-GE XXX  30 hours: 3 credits.

**Foods Entrepreneurship**  
FOOD-GE.2006

**Food History**  
FOOD-GE.2012  45 hours: 3 credits.

**Agricultural Policy**  
FOOD-GE.2015  30 hours: 3 credits.

**Food Markets: Concepts and Cases**  
FOOD-GE.2016  30 hours: 3 credits.

**Contemporary Issues in Food Studies**  
FOOD-GE.2017  30 hours: 3 credits.

**Comparative Cuisines**  
FOOD-GE.2019  30 hours: 3 credits.

**Food Writing**  
FOOD-GE.2021  30 hours: 3 credits.

**Beverages**  
NUTR-GE.2025  45 hours: 3 credits.
Urban Agriculture Planning and Implementation  
NUTR-GE.2030  20 hours: 2 credits.

Food Systems I  
FOOD-GE.2033  30 hours: 3 credits.

Food Systems II: Topics  
FOOD-GE.2034  30 hours: 3 credits.  
Prerequisite: Food Systems I.

Waste, Water, and the Urban Environment  
FOOD-GE.2036  30 hours: 3 credits.

Research Apprenticeship in Food and Nutrition  
FOOD-GE.2063  30 hours: 3 credits.

International Food Regulation  
FOOD-GE.2110  30 hours: 3 credits.

Theoretical Perspectives in Food Culture  
FOOD-GE.2205  30 hours: 3 credits.

Food Photography  
FOOD-GE.2271  15 hours: 1 credit.

Techniques of Regional Cuisine  
FOOD-GE.2183  30 hours: 2 credits.

Food and Culture  
FOOD-GE.2191  30 hours: 3 credits.

Food in the Arts  
FOOD-GE.2204  30 hours: 2 credits.

Nutrition in Food Studies  
NUTR-GE.2215  30 hours: 3 credits.

Advanced Foods  
FOOD-GE.2216  15 hours per credit: 1-3 credits.  
Prerequisite: NUTR-GE.0085 or equivalent.

Fieldtrips in Foods: Ethnic New York City  
FOOD-GE.2233  10 hours: 1 credit.

Fieldtrips in Foods: Food Manufacturing  
FOOD-GE.2234  10 hours: 1 credit.

Advanced Topics in Food Studies  
FOOD-GE.2240  30 hours: 3 credits.

Advanced Topics in Food Studies: The Agro-Industrial Complex  
FOOD-GE.2241  30 hours: 3 credits.

Advanced Topics in Studies: Gender and Sexuality  
FOOD-GE.2242  30 hours: 3 credits.

Advanced Topics in Food Studies: Food and Popular Culture  
FOOD-GE.2243  20 hours: 2 credits.

Advanced Topics in Food Studies: Food Sociology  
FOOD-GE.2244  30 hours: 3 credits.

Advanced Topics in Food Studies: Food and Fine Arts  
FOOD-GE.2245  30 hours: 3 credits.

Advanced Topics in Food Studies: Food in Western Art  
FOOD-GE.2246  30 hours: 3 credits.

Global Food Cultures  
FOOD-GE.2250  40 hours: 4 credits.

Global Food Cultures: Hong Kong  
FOOD-GE.2251  40 hours: 4 credits.

Global Food Cultures: Puebla, Mexico  
FOOD-GE.2252  40 hours: 4 credits.

Sustainability of Food Systems  
FOOD-GE.2260  20 hours: 2 credits.

Sustainability on the East End of Long Island  
FOOD-GE.2261  20 hours: 2 credits.

Food and Culture  
FOOD-GE.2270  30 hours: 3 credits.

Food and Culture: Puerto Rico  
FOOD-GE.2271  30 hours: 3 credits.  
See Departmental Courses section for additional listings.

Epidemiology  
PUHE-GE.2306  40 hours: 3 credits.

Writing Grants and Funding Proposals for Health-Related Programs  
PUHE-GE.2319  30 hours: 3 credits.

Program Planning and Evaluation  
PUHE-GE.2349  30 hours: 3 credits.

Internship and Seminar in Public Health  
PUHE-GE.2360  Minimum of 180 hours: 3 credits.  
Fall, Spring, Summer.

Research Methods in Public Health  
PUHE-GE.2361  30 hours: 3 credits.  
Fall.  
Open only to public health students.

Professional Writing in Public Health  
PUHE-GE.2365  30 hours: 3 credits.

Perspectives on Reproductive Health  
PUHE-GE.2374  30 hours: 3 credits.

International Population and Family Health  
PUHE-GE.2383  30 hours: 3 credits.

Health Communications: Theory and Practice  
PUHE-GE.2405  30 hours: 3 credits.

LGBT Health Disparities  
PUHE-GE.2357  30 hours: 3 credits.

DEPARTMENTAL COURSES

Nutrition, Food Studies, and Public Health: New Graduate Student Seminar  
FOOD-GE.2000.001 and NUTR-GE.2000.002  3 hours: 0 credits.

Sensory Evaluation of Foods  
FOOD-GE.2010  30 hours: 3 credits.  
Prerequisite: NUTR-UG.1185.

Research Applications  
NUTR-GE.2061  30 hours: 3 credits.

Research Apprenticeship in Food and Nutrition  
NUTR-GE.2063  45 hours per credit: 1-6 credits.

Food Science and Technology  
NUTR-GE.2184  45 hours: 3 credits.  
Prerequisites: NUTR-UG.0085, V25.0002.

Research Methods  
NUTR-GE.2190  30 hours: 3 credits.

Independent Study  
NUTR-GE.2300  45 hours per credit: 1-6 credits; hours to be arranged through advisement.

Doctoral Seminar  
NUTR-GE.3098  10 hours: 1 credit.
For over 70 years, New York University’s Department of Occupational Therapy has continued to be preeminent in the extent of its contribution to occupational therapy education, as well as the number and quality of its outstanding graduates. The goal of occupational therapy is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with individuals, families and/or caregivers and, through evaluation and treatment, facilitates the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform the activity in which he or she wants to engage, or it may address the environment in which the activity is performed. The occupational therapist’s goal is to provide the client with skills for the job of living—those necessary to function in the community or in the client’s chosen environment.

The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and post-professional master’s and doctoral degrees for graduates of approved occupational therapy programs.

The professional education of occupational therapists involves the study of the biological and social sciences that are fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Post-professional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy’s educational efforts are enhanced by its location among top health and educational facilities in the country. The program also has a highly qualified faculty. The relationships between community and program help provide unparalleled learning experiences for students and virtually matchless source of diverse practicum sites.
Faculty

**Offiong Aqua**, Clinical Associate Professor. M.D. 1986, Moscow.

**Kristie Patten Koenig**, Department Chair and Associate Professor. B.S. 1987, Elizabethtown (PA); M.S. 1994, Ph.D. 2003, Temple; OT/L, Fellow of the American Occupational Therapy Association (FAOTA).

**Karen A. Buckley**, Clinical Assistant Professor. B.S. 1973, SUNY (Buffalo); M.A. 1977, New York University; OT/L, Neuro Development Treatment (NDT) Certified.

**Tracy Chippendale**, Assistant Professor. B.S. 1995, Queen’s University (Ontario); M.A. 2002, Ph.D. 2011, New York University; OTRL.


**Tsu-Hsin Howe**, Associate Professor. B.Sc. 1982, National Taiwan; M.A. 1987, Ph.D. 2004, New York University; OTR.

**Anita Perr**, Clinical Associate Professor. B.S. 1983, Virginia Commonwealth; M.A. 1995, New York University; Ph.D. 2014, City University of New York; OT/L, Certified Assistive Technology Practitioner (ATP), Fellow of the American Occupational Therapy Association (FAOTA).

**Sally E. Poole**, Clinical Assistant Professor. B.A. 1968, M.A. 1975, New York University; OT, 2013, University of St. Augustine for Health Sciences; OT/L Certified Hand Therapist (CHT).


**Number of Adjunct Faculty:** 22

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
**Professional Program**

**DEGREE**
M.S.

**FACULTY**
Aqua, Buckley, Chippendale, Goverover, Hinojosa, Howe, Koenig, Perr, Poole, Voelbel

**MASTER OF SCIENCE**
The Master of Science Program in Occupational Therapy provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program provides student intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

**CAREER OPPORTUNITIES**
Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

**DEGREE REQUIREMENTS**
Academic Prerequisites: Undergraduate coursework in abnormal psychology; developmental psychology; behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and basic statistics.

The program’s full-time course of study is 27 months. Students are required to participate in two full-time, three-month fieldwork experiences, which usually take place during the summer and fall at the completion of the academic coursework. The program requires successful completion of 69 credits in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.

**Fall, First Year** (15 credits):
- New Student Seminar *OT-GE.2000* (0 credits)
- Human Anatomy (Lecture) *OT-GE.2002* (3 credits)
- Foundations of Occupational Therapy *OT-GE.2701* (3 credits)
- Activity Group Process *OT-GE.2707* (3 credits)
- Performance and Development Across the Lifespan *OT-GE.2709* (3 credits)
- Neuroscience *OT-GE.2010* (3 credits)

**Spring, First Year** (16 credits):
- Human Anatomy (Lab) *OT-GE.2003* (1 credit)
- Kinesiology *OT-GE.2710* (2 credits)
- Research Methods for Occupational Therapy *OT-GE.2025* (2 credits)
- Medical and Psychiatric Conditions *OT-GE.2039* (3 credits)
- Theoretical Bases for the Scope of Practice *OT-GE.2030* (3 credits)
- Analysis of Human Activity and Occupational Performance I *OT-GE.2035* (2 credits)
- Professional Issues I 0.5 *OT-GE.2040* (0 credit)
- Analysis of Human Activity and Occupational Performance II *OT-GE.2736* (2 credits)
- Health Advocacy & Administration *OT-GE.2750* (3 credits)

**Fall, Second Year** (16 credits):
- Fieldwork I *OT-GE.2721* (1 credit)
- Research Methods in Occupational Therapy *OT-GE.2025* (3 credits)
- Orthopedic Evaluation and Intervention *OT-GE.2741* (3 credits)
- Neurological Evaluation and Intervention *OT-GE.2743* (3 credits)
- Mental Health Evaluation and Intervention *OT-GE.2745* (3 credits)
- Pediatric Evaluation and Intervention *OT-GE.2748* (3 credits)

**Spring, Second Year** (13 credits):
- Fieldwork I *OT-GE.2722* (1 credit)
- Research Interpretation of Occupational Therapy *OT-GE.2725* (3 credits)
- Rehabilitation Evaluation and Intervention *OT-GE.2742* (3 credits)
- Cognitive Evaluation and Intervention *OT-GE.2744* (3 credits)
- Geriatric Evaluation and Intervention *OT-GE.2749* (3 credits)
- Professional Issues II *OT-GE.2041* (0 credit)

**Restrictive Elective** (3 credits):
- to be taken before Fieldwork II (internship) by advisement.

**Summer, Second Year** (3 credits):
- Fieldwork II in Occupational Therapy *OT-GE.2703* (12 weeks)

**Fall, Third Year** (3 credits):
- Fieldwork II in Occupational Therapy *OT-GE.2703* (12 weeks)

**Spring, Third Year, Elective** (2-3 credits):
- Fieldwork II in Occupational Therapy (Specialty) *OT-GE.2704* (10-12 weeks)

**TIME LIMIT**
Students must complete 6 credits of required fieldwork (OT-GE.2703) within a 20-month period following the completion of academic coursework.

**CERTIFICATION/LICENSEURE**
The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-3449; telephone: 301-652-AOTA. For ACOTE, the telephone number is 301-652-2682, ext. 2914. Graduates of the program will be able to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapist. Most states require licensure in order to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination.

**ADMISSION REQUIREMENTS**
Applicants must submit two letters of recommendation and a statement of purpose/personal statement addressing how work, volunteer, and/or life experiences have led to the choice of occupational therapy. In addition, a personal interview and writing sample may be requested.

See general admission section, page 187.

**FINANCIAL AID OPPORTUNITIES**
Students may apply for tuition assistance from local, state, and federal government agencies. Sometimes clinical facilities offer financial assistance in exchange for a work commitment after graduation.

See general financial aid section, page 199.
The Department of Occupational Therapy offers three post-professional programs in occupational therapy leading to either the M.A., D.P.S., or Ph.D. degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activity. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer support network provided by an active cadre of post-professional students.

Applicants are encouraged to visit NYU’s Office of Financial Aid website, www.nyu.edu/financialaid, and the Steinhardt School’s Office of Graduate Admissions website, www.steinhardt.nyu.edu/graduate.admissions, for more information.

**Master of Arts: Post-professional Advanced Occupational Therapy (OTH)**

**INDIVIDUALLY DESIGNED SEQUENCE OF COURSES**

The post-professional master’s degree program is designed for occupational therapists who want master’s-level study that involves examining the theoretical rationale, underlying practice and acquiring research skills. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Domestic students may begin their studies in the fall, spring, or summer term. International students may begin their studies in the fall. This 30-credit program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, ergonomics and biomechanics, public administration, and others.

**Department Core Courses (15 credits):**
- New Student Seminar OT-GE.2000
- Research Methods for Occupational Therapy OT-GE.2025
- Research Interpretation of Occupational Therapy OT-GE.2725
- Health Advocacy & Administration OT-GE.2750
- Ethics and Analytical Reasoning OT-GE.2764
- Occupational Therapy Theory Course (Theoretical Foundations for Intervention OT-GE.2762 or Theoretical Bases for the Scope of Practice OT-GE.2030)
- OT Electives/University electives (15 credits): By advisement.

**ADMISSION REQUIREMENTS**

In addition to the admission criteria of the School, the following specific requirements apply: (1) certification as an occupational therapist or eligibility for certification; (2) baccalaureate degree in occupational therapy; (3) a personal statement; and (4) interview(s) as requested by the department.

**M.A./D.P.S. Single Decision Option**

This is a special option that allows occupational therapists with a bachelor’s degree in occupational therapy to apply directly to the clinical doctoral degree program and to earn a master’s degree during the educational process. Applicants for the single-option select the M.A. degree, program code OTH, and document a desire to progress to the D.P.S. program in the personal statement. The application deadline is February 1 for the single-option M.A./D.P.S. The GRE and three letters of recommendation are required to apply for the Single Decision Option.

**Clinical Doctorate of Professional Studies (OTH5)**

Through the Clinical Doctorate of Professional Studies (D.P.S.) Program, students have the opportunity to advance their knowledge and critical thinking via coursework that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The D.P.S. prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. Full-time or part-time study is available. Students are offered two areas of advanced clinical specialization: pediatrics and upper quadrant.

**DEGREE REQUIREMENTS**

Occupational therapists who hold a master’s degree complete (1) 36 credits of approved coursework with a minimum cumulative grade credit average of 3.0, (2) a presentation and successful defense of evidence-based professional portfolio, and (3) completion of all requirements for the D.P.S. within six years. Full-time or part-time study is available.

**Department Core Courses (9 credits):**
- Theoretical Foundations for Intervention OT-GE.2762
- Developing a Guideline OT-GE.2763
- Ethics and Analytical Reasoning OT-GE.2764

**Program Requirements (6 credits):**
- Evidence-Based Practice OT-GE.3301
- Advanced Assessments for the Practicing Therapist OT-GE.3306

**Clinical Specialization (12 credits):**
- Electives (6 credits): Students are required to complete 6 credits of electives from University-wide offerings.
- Terminal Project (3 credits): Professional Portfolio: Advanced Practice OT-GE.3310

**ADMISSION REQUIREMENTS**

In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) master’s degree or equivalent*; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department. The application deadlines are November 15 for Spring admissions and March 15 for Fall admissions.

**Doctor of Philosophy (OTHX)**

Our Ph.D. program, Research in Occupational Therapy, was established in 1973 and was the first occupational therapy doctorate in the world. The program provides students with the knowledge and skills to work in the profession as researchers, scholars, and educators. Doctoral students take post-professional coursework in occupational therapy and courses in other disciplines both in the school and throughout the University. Full-time Ph.D. students receive a multi-year fellowship, which provides full tuition and an annual stipend.
DEGREE REQUIREMENTS
Occupational therapists who hold a master’s degree (1) complete a total of 52 credits, including coursework with a strong grade credit average, and (2) complete a dissertation. Students who hold a master’s degree in post-professional occupational therapy from NYU enter with advanced standing and must take a minimum of 42 credits and complete a dissertation. Full-time or part-time study is available.


Cognate Courses (6 credits)
Departmental Seminar (3 credits): Occupational Therapy OT-GE.3406.
Dissertation Proposal Seminar (3 credits): RESCH-GE 3001
Research Course (3 credits): Research design specific to the dissertation.
Dissertation-Related Courses (15 credits): By advisement
Occupational Therapy Doctoral Colloquium (1 credit): OT-GE.3408.

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) master’s degree or equivalent; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department. The application deadline is December 1st.
Courses

The courses listed herein are to be offered in 2015–2017.

NOTES TO COURSES
*Registration closed to special students.
†Pass/fail basis.

OCCUPATIONAL THERAPY/OT-GE

New Student Seminar in Occupational Therapy
OT-GE.2000†  Staff. 20 hours: 0 credits. Fall.

Principles of Human Anatomy
OT-GE.2001  Aqua. 30 hours: 3 credits. Spring.

Human Anatomy Lecture
OT-GE.2002  Aqua. 53 hours: 3 credits. Fall. Prerequisites: Human Anatomy and Physiology I and II.

Human Anatomy Laboratory

Neuroscience
OT-GE.2010  Voelbel. 45 hours: 3 credits. Fall. Prerequisites: Human Anatomy & Physiology I and II.

Research Methods for Occupational Therapy
OT-GE.2025  Howe, Goverover. 30 hours: 3 credits. Fall. Prerequisite: Statistics.

Theoretical Bases for the Scope of Practice
OT-GE.2030  Hinojosa, Howe. 40 hours: 3 credits. Spring. Prerequisites: OT-GE.2701 and OT-GE.2709.

Analysis of Human Activity and Occupational Therapy Performance I
OT-GE.2035  Buckley. 20 hours: 2 credits. Spring. Prerequisite: successful completion of all first-semester occupational therapy courses.

Medical and Psychiatric Conditions
OT-GE.2039  Voelbel, Poole. 40 hours: 3 credits. Spring. Prerequisites: General Psychology; Abnormal Psychology; OT-GE.2002; OT-GE.2010; OT-GE.2709.

Professional Issues I
OT-GE.2040  Rangel-Padilla. 10 hours: 0 credit. Spring. Prerequisite: successful completion of all Fall first-year courses.

Professional Issues II
OT-GE.2041  Rangel-Padilla. 10 hours: 0 credits. Spring. Prerequisites: satisfactory completion of all level I fieldwork in the first year. Students must be in good standing in academic courses for the second year.

Disability in a Global Context
OT-GE.2170  Staff. 30 hours: 3 credits. Spring.

Independent Study
OT-GE.2300  45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.

Sensory Processing Challenges and Opportunities: A Focus on Autism
OT-GE.2332  Koenig. 30 hours: 3 credits. Spring.

Research Interpretation for Occupational Therapy
OT-GE.2725  Howe. 45 hours: 3 credits. Spring. Prerequisite: OT-GE.2025.

Analysis of Human Activity and Occupational Performance II
OT-GE.2736  Perr. 20 hours: 2 credits. Spring. Lecture and laboratory. Corequisite: OT-GE.2035.

Orthopedic Evaluation and Intervention
OT-GE.2741  Poole. 45 hours: 3 credits. Fall. Prerequisite: successful completion of all first-year courses.

Rehabilitation Evaluation and Intervention
OT-GE.2742  Perr. 45 hours: 3 credits. Spring. Prerequisite: successful completion of all first-year courses.

Neurological Evaluation and Intervention
OT-GE.2743  Buckley. 45 hours: 3 credits. Fall. Prerequisite: successful completion of all first-year courses.

Cognitive Evaluation and Intervention
OT-GE.2744  Goverover. 30 hours: 3 credits. Spring. Prerequisite: successful completion of all first-year courses.
Courses, continued

Mental Health Evaluation and Intervention
OT-GE.2745 Voelbel, Tomlinson. 44 hours: 3 credits. Fall.

Pediatric Evaluation and Intervention
OT-GE.2748 Koenig. 45 hours: 3 credits. Fall. 
Prerequisite: successful completion of all first-year courses.

Geriatric Evaluation and Intervention
OT-GE.2749 Chippendale, Buckley. 30 hours: 3 credits. Spring.
Prerequisite: successful completion of all first-year courses

Health Advocacy and Administration
OT-GE.2750 Gentile. 45 hours: 3 credits. Spring. 
Prerequisite: OT-GE.2701.

Theoretical Foundations for Intervention
OT-GE.2762 Hinojosa. 30 hours: 3 credits. Fall.

Developing a Guideline for Intervention
OT-GE.2763 Hinojosa. 30 hours: 3 credits. Spring.
Prerequisite: OT-GE.2762. 
It is a required course for OTHS (DPS) curriculum.

Ethics and Analytical Reasoning
OT-GE.2764 Hinojosa. 30 hours: 3 credits. Spring.

Clinical Anatomy of the Upper Quadrant, Face, Neck, and Selected Cavities
OT-GE.2801 Aqua. 30 hours: 3 credits. Spring.

Directed Project Design in Occupational Therapy
OT-GE.2805 Goverover. 30 hours: 3 credits. Fall. 
Corequisite: Research Methods. OT-GE2025

Directed Project in Occupational Therapy
OT-GE.2806 Howe. 30 hours: 3 credits. Spring. 
Prerequisite: OT-GE.2805.

Developing Assistive Technology
OT-GE.2900 Perr. 30 hours: 3 credits. Fall.

Evidence-Based Practice
OT-GE.3301 Howe. 30 hours: 3 credits. Spring.

Advanced Assessment for the Practicing Therapist
OT-GE.3306 Koenig. 30 hours: 3 credits. Fall.

Professional Portfolio: Advanced Practice*
OT-GE.3310 Hinojosa. 30 hours: 0-3 credits. Fall, Spring. 
Professional Portfolio has a 1-credit option for those OTHS students to use for continuing in the e-portfolio seminar after conclusion of coursework, and a 0-credit option for those continuing in the e-portfolio seminar while enrolled in other courses.

Departmental Seminar: Occupational Therapy
OT-GE.3406 Goverover. 30 hours: 0-3 credits. Spring. 
Departmental Seminar has a 0-credit option for those Ph.D. students who have been advised to continue in the seminar after passing candidacy.

Occupational Therapy Doctoral Colloquium
OT-GE.3408 Goverover, Hinojosa. 15 hours: 0-1 credit. Fall, Spring. 
Zero-credit option to be used for those Ph.D. candidates who are enrolled in other courses.
The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1927-1928. The professional entry-level doctoral program began in 1998. The Department posts information about scholarships and/or financial aid as it becomes available.

New York University offered the first M.A. program and the first Ph.D. program in physical therapy in the United States. The University continues to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the M.A. or Ph.D. degree are open to physical therapists who are graduates of accredited physical therapy programs.

Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories.
Faculty

**Offiong Aqua**, Clinical Associate Professor. M.D. 1986, Friendship (Russia).

**Mitchell Batavia**, Department Chair and Associate Professor. B.S. 1981, Delaware; M.A. 1986, Columbia; Ph.D. 1997, New York; PT.


**Louis N. Iannuzzi**, Clinical Assistant Professor. B.S. 1978, Wisconsin (Milwaukee); B.S. 1980, New York; D.P.T. 2011, Boston; PT.

**Wen K. Ling**, Associate Professor. B.S. 1978, National Taiwan; M.A. 1980, Ph.D. 1984, New York; PT.

**Tsega A. Mehetereab**, Clinical Professor. B.S. 1973, Hunter College (CUNY); M.S. 1977, Rutgers; D.P.T. 2005, Temple; PT.

**Marilyn Moffat**, Professor. B.S. 1962, Queens College (CUNY); M.A. 1964, Ph.D. 1973, New York; D.P.T. 2006, MGH; PT.

**Smita Rao**, Associate Professor. B.S. 1998, M.S. 2000, Mumbai; Ph.D. 2006, Iowa; PT.

**Kevin Weaver**, Clinical Assistant Professor. B.S. 1990, M.A. 1995, New York; D.P.T. 2005, Temple; PT.

**Anat Lubetzky-Vilnai**, Visiting Assistant Professor. B.P.T. 2003, Tel Aviv; M.S. 2006, Tel Aviv; Ph.D 2014, Washington.

**Number of Adjunct Faculty:** 95
Advanced Certificate Program in Orthopedic Physical Therapy

**DIRECTOR**

Kevin Weaver

380 Second Avenue, 4th Floor
212-998-9411

**DEGREE**

Advanced Certificate

**FACULTY**

Batavia, Rao, Weaver

**ADJUNCT FACULTY**

Deyle, Dickerson, Schnatz, Gornell, Hegedus, Hicks, Lombardo, Magill, Manal, McLinden, Punielo, Rowe, Sandow, Wilkowski, Wurster

The Advanced Certificate Program in Orthopedic Physical Therapy is designed for licensed physical therapists to obtain advanced knowledge and clinical skills in orthopedic physical therapy.

**DEGREE REQUIREMENTS**

This certificate program requires the completion of 16 credits. The program includes a didactic component consisting of six courses and a clinical component consisting of three internship experiences requiring 1,632 hours (34 clinical hours per week for 48 weeks). Courses are offered throughout the year in summer, fall, and spring on weekends as well as on weekdays. Students complete this program in 12 months.

**ADMISSION REQUIREMENTS**

Only licensed physical therapists with at least a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Advanced Certificate Program in Orthopedic Physical Therapy. Applicants must have a strong grade point average in a physical therapy professional program, competence in conveying ideas in an organized manner through written communications, and two letters of recommendation.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

Pathokinesiology

**DIRECTOR**

Marilyn Moffat

380 Second Avenue, 4th Floor
212-998-9406

**DEGREE**

M.A.

**FACULTY**

Batavia, Ling, Moffat, Rao

**ADJUNCT FACULTY**

Magill, McHugh, Raghavan

The Master of Arts degree concentration in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine motor control problems in individuals with physical disabilities. This 34-credit concentration gives students expertise in the analysis and synthesis of human motion, measurement and evaluation of human motion, and research design and implementation. Students study both normal and abnormal human motion. Electro-goniometry, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Coursework and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

**CAREER OPPORTUNITIES**

Graduates from this program work as clinical researchers, teachers, administrators, and clinicians in a variety of settings.

**DEGREE REQUIREMENTS**

This concentration requires a minimum of 34 credits including a master’s thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 credits may be taken outside of New York University and may be transferred for credit to the degree as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.


**Elective Courses** (6 credits): Gross Human Anatomy PT-GE.2120.

**ADMISSION REQUIREMENTS**

Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the Pathokinesiology master’s concentration. It is anticipated that the candidate will have one year of clinical experience prior to undertaking this M.A. concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, www.wes.org. See general admission section, page 187.

**SPECIAL OPPORTUNITIES**

Opportunities exist for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student’s adviser. This type of experience is considered essential, as many candidates for this degree are contemplating a teaching career in physical therapy.
The Doctor of Physical Therapy degree program is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, functional limitations, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient. Since physical therapists are essential participants in the health care delivery system, graduates are prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice.

In order to meet the changing needs of the health care delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After assessment, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient progress. This autonomous practitioner will also evaluate patients as to their prognosis and work with other health care professionals to develop a comprehensive treatment plan.

CAREER OPPORTUNITIES
Graduates from this program will practice as physical therapist clinicians in a variety of settings.

DEGREE REQUIREMENTS
This program requires the completion of 133 credits including three major papers: a review of the literature, a case report, and the development of a research plan. See courses by semester starting on page 119.

ADMISSION REQUIREMENTS
Applicants must have a bachelor’s degree. Applicants must complete the Graduate Record Examination; have an academic record that demonstrates a balance of coursework in the humanities, social sciences, and natural sciences, including at least two laboratory courses in biology, chemistry, and physics; provide evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); have a strong GPA in the prerequisite natural science courses; demonstrate competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; have strong interpersonal communications skills; provide evidence of community service and leadership; and submit two letters of reference, one of which must be from a licensed physical therapist.

See general admission section, page 187.

DOCTOR OF PHYSICAL THERAPY TUITION
Under the D.P.T. Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the flat tuition rate guaranteed at the time of their matriculation.

New tuition rates for the D.P.T. Secured Tuition Plan are posted on our website: www.steinhardt.nyu.edu/pt.
Doctor of Physical Therapy for Practicing Physical Therapists Program

The Doctor of Physical Therapy (D.P.T.) for Practicing Physical Therapists Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented and who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The D.P.T. for Practicing Physical Therapists Program enables currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today’s entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master’s level have the opportunity to increase their knowledge and skills in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (D.P.T.) enables them to better serve their patients and clients.

DEGREE REQUIREMENTS
This part-time program requires a total of 36 credits beyond the baccalaureate degree.

ADMISSION REQUIREMENTS
Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a strong grade credit average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination (GRE). Applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). All records from foreign colleges must be submitted for credentials evaluation in accordance with University policy.

See general admission section, page 187

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Research in Physical Therapy

The formulation of theory-based studies of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The Ph.D. program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. Studies are encouraged that contribute to the alleviation of physical disabilities. The program emphasizes preparation in research design and methodology along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

CAREER OPPORTUNITIES

Of the 61 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States as well as Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Isaac Owoye is conducting research and teaching at the University of Ibadan, Nigeria; Dr. Chuchuka Enwemeka is the dean of the College of Health Sciences, University of Wisconsin-Milwaukee, and has developed an international reputation in research on the healing of connective tissues; Dr. Prapos Pothongsunun is the chair of the Physical Therapy Program at Chiang Mai University, Thailand; and Dr. Sue Ann Sisto, director of research in the Department of Physical Therapy, Stony Brook University, has received federal and private funding to conduct research addressing movement disorders of individuals with disabilities.

DEGREE REQUIREMENTS

Foundation Courses (6 credits): from, for example, Foundations of Education: Educational Sociology SOED-GE.2400, Educational Psychology APSY-GE.1014, Introduction to Philosophy of Education PHED-GE.2003.

Seminar (3 credits): Departmental Seminar PT-GE.3006.

Content Preparation in Study of Human Motion (18 credits): Practicum in Pathokinesiology Research I and II PT-GE.3001, 3002, Analysis and Synthesis of Human Motion I PT-GE.2116, Analysis and Synthesis of Human Motion II PT-GE.2118, Measurement and Evaluation of Human Motion I PT-GE.2187, Measurement and Evaluation of Human Motion II PT-GE.2188.

Cognate Courses (6 credits) Investigative Skills (3 credits): Experimental and Quasi-Experimental Design and Analysis Research RESCH.2154.


SPECIAL OPPORTUNITIES

Several clinical research laboratories are available to doctoral candidates to work under the supervision of an experienced researcher in physical therapy: Arthur J. Nelson Jr. Human Performance Laboratory, NYU Department of Physical Therapy; Motor Recovery Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; and Rehabilitation Engineering Research Center, VA Medical Center, New York City.

ADMISSION REQUIREMENTS

Candidates for admission must be graduates of an accredited physical therapy program, possess a master’s degree, and submit positive recommendations from two graduate faculty members.

See general admission section, page 187.

RESEARCH FACILITIES

The Arthur J. Nelson Jr. Human Performance Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with three force plates and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiological electromyographic unit; a computerized pressure mat for gait analysis; a plantar pressure shoe insert system; and an oxygen analyzer with electrocardiogram and ergonometer.

School funded fellowships are available for full-time PhD students.

DIRECTOR
Wen Ling
380 Second Avenue, 4th Floor
212-998-9415

DEGREE
Ph.D.

FACULTY
Batavia, Ling, Moffat, Rao

ADJUNCT FACULTY
Haas, Magill, McHugh, Raghavan

DiRECTOR
Wen Ling
380 Second Avenue, 4th Floor
212-998-9415

DEGREE
Ph.D.

FaCul Ty
batavia, ling, moffat, rao

aDjuNCT Fa Cul Ty
haas, magill, mchugh, raghavan

research in physical therapy
### Courses

The courses listed herein are to be offered in 2013–2015.

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL THERAPY/PT</strong></td>
<td><strong>ADVANCED CERTIFICATE IN ORTHOPEDIC PHYSICAL THERAPY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System I</td>
<td>PT-GE.2601 45 hours: 3 credits. Fall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System II</td>
<td>PT-GE.2602 45 hours: 3 credits. Spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Physical Therapy Examination and Intervention Skills of the Musculoskeletal System III</td>
<td>PT-GE.2603 45 hours: 3 credits. Summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar: Orthopedic Physical Therapy</td>
<td>PT-GE.2604 30 hours: 2 credits. Summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Evidence-Based Orthopedic Physical Therapy</td>
<td>PT-GE.2605 30 hours: 2 credits. Spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Anatomy, Physiology, and Pathophysiology of the Musculoskeletal System</td>
<td>PT-GE.2610 45 hours: 3 credits. Fall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice I</td>
<td>PT-GE.2611 532-537 hours: 0 credits. Fall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice II</td>
<td>PT-GE.2612 532-537 hours: 0 credits. Spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentored Orthopedic Physical Therapy Clinical Practice III</td>
<td>PT-GE.2613 532-537 hours: 0 credits. Summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M.A./PH.D. PHYSICAL THERAPY</strong></td>
<td><strong>ANALYSIS AND SYNTHESIS OF HUMAN MOTION I</strong></td>
<td>3 credits</td>
<td>Fall</td>
</tr>
<tr>
<td>Analysis and Synthesis of Human Motion I</td>
<td>PT-GE.2116 45 hours: 3 credits. Fall. Prerequisites: courses in human anatomy, kinesiology, and physiology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis and Synthesis of Human Motion II</td>
<td>PT-GE.2118 45 hours: 3 credits. Spring. Prerequisites: courses in human anatomy, kinesiology, and physiology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and Evaluation of Human Motion I</td>
<td>PT-GE.2187 45 hours: 3 credits. Fall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and Evaluation of Human Motion II</td>
<td>PT-GE.2188 45 hours: 3 credits. Spring. Prerequisite: PT-GE.2187.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and Evaluation of Human Motion III</td>
<td>PT-GE.2189 48 hours: 3 credits. Summer. Prerequisites: PT-GE.2187 and PT-GE.2188.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>PT-GE.2300 Variable credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum in Pathokinesiology Research I</td>
<td>PT-GE.3001 90 hours: 3 credits. Fall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum in Pathokinesiology Research II</td>
<td>PT-GE.3002 90 hours: 3 credits. Spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departmental Seminar</td>
<td>PT-GE.3006 30 hours: 3 credits. Spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOCTOR OF PHYSICAL THERAPY</strong></td>
<td><strong>SUMMER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histology/General Pathology</td>
<td>PT-GE.2004 45 hours: 3 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Human Anatomy</td>
<td>PT-GE.2120 60 hours: 4 credits. $65 laboratory fee required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behavior</td>
<td>PT-GE.2281 30 hours: 2 credits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR/First Aid Advanced Emergency Techniques</td>
<td>PT-GE.2450 40 hours per week for 6 weeks: 2 credits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courses, continued

**FALL, SECOND YEAR**

Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System  
PT-GE.2231  60 hours: 4 credits.

Applied Anatomy/Physiology of the Neuromuscular System  
PT-GE.2232  45 hours: 3 credits.

Physical Therapy Examinations of the Cardiopulmonary System  
PT-GE.2250  60 hours: 4 credits.

Physical Therapy Examinations of the Musculoskeletal System  
PT-GE.2251  60 hours: 4 credits.

Critical Inquiry and Clinical Decision Making I  
IPT-GE.2287  30 hours: 2 credits.

Clinical Observation I  
PT-GE.2455  1 day per week for 12 weeks: 1 credit.

**SPRING, SECOND YEAR**

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Cardiopulmonary System  
PT-GE.2260  60 hours: 4 credits.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Musculoskeletal System  
PT-GE.2261  60 hours: 4 credits.

Electrotherapeutic Modalities  
PT-GE.2218  45 hours: 3 credits.

Prescription, Application, and, as Appropriate, Fabrication of Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices and Equipment  
PT-GE.2219  45 hours: 3 credits.

Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System  
PT-GE.2242  60 hours: 4 credits.

Clinical Observation II  
PT-GE.2456  1 day per week for 12 weeks: 1 credit.

**SUMMER, SECOND YEAR**

Clinical Affiliation II  
PT-GE.2451  40 hours per week for 8 weeks: 3 credits

**SUMMER, THIRD YEAR**

Clinical Affiliation III  
PT-GE.2452  40 hours per week for 16 weeks: 6 credits.

**FALL, THIRD YEAR**

Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems  
PT-GE.2233  45 hours: 3 credits.

Clinical Sciences/Pathology/Pharmacology/Imaging of the OB/GYN, Integumentary, and Endocrinology Systems  
PT-GE.2243  60 hours: 4 credits.

**SPRING, THIRD YEAR**

The Physical Therapist as an Administrator/Delegator/Manager  
PT-GE.2019  45 hours: 3 credits.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Neurmuscular System  
PT-GE.2262  90 hours: 6 credits.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems  
PT-GE.2263  60 hours: 4 credits.

Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System  
PT-GE.2295  60 hours: 4 credits.

Clinical Observation IV  
PT-GE.2458  1 day per week for 12 weeks: 1 credit.
Department of Applied Psychology

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 to become 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 part of an urban university, the department is 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, faculty and students are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

The Department of Applied Psychology 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, LGBT health, education, and social services, counseling psychology, developmental psychology, and psychology and social intervention. 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 psychology doctoral program provides the opportunity 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. degree in Counseling Psychology is 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

J. Lawrence Aber, Willner Family Professor in Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development; University Professor, New York University. B.A. 1973, Harvard; Ph.D. 1982, Yale.


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


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


Rezarta Bilali, Assistant Professor of Applied Psychology. B.A. 2001, Bogazici University; M.A. 2004, Sabanci University; Ph.D. 2009, University of Massachusetts at Amherst.


Mary M. Brabeck, Professor of Applied Psychology; Dean Emerita. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.

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

Anil Chacko, Associate Professor of Counseling Psychology. B.A. 1997, Stony Brook University, State University of New York; M.A. 2003, Ph.D. 2006, University at Buffalo, State University of New York.

Kesia Constantine, Associate Director of Clinical Training; Clinical Associate Professor of Applied Psychology. B.A. 1996, Swarthmore College; Ed.M. 1997, Harvard; Ph.D. 2006, New York University.

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


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

Perry N. Halkitis, Professor of Applied Psychology, Public Health and Medicine; Associate Dean of Academic Affairs Global Institute of Public Health. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).


Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1979, SUNY (Buffalo).


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


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


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


Julia Shiang, Clinical Associate Professor of Applied Psychology. B.S. 1971, Wheaton College; M.S. 1977, Bank Street College of Education; Ed.D., 1984, Harvard University; Ph.D. 1992, Pacific Graduate School of Psychology.

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.
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 (CHIBPS) in the Steinhardt School of Culture, Education, and Human Development at New York University is a leading HIV, substance abuse, and mental health, behavioral research center that is focused on the well-being of all people, including sexual, racial, ethnic, and cultural minorities and other marginalized populations.

CHIBPS advances research and knowledge to improve the lives of those affected with or by HIV, substance abuse, and mental health burden through the rigorous application of social science and public health research paradigms. The team at CHIBPS envisions, develops, and enacts research with and for the communities they study. The center is directed by Dr. Perry Halkitis. For more information, visit www.steinhardt.nyu.edu/appsych/chibps.

**THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION**
By 2040, people identified as “ethnic minority” will comprise half the U.S. population. New waves of immigrants continue to arrive, ensuring fundamental but unknown changes in the intercultural dynamics of homes and schools. In urban cities, the vast majority of children entering preschool/elementary school and high school are Latino, Asian or African American, and how well these children and their families adjust to these high-stake transitions will have long-term implications for children’s developmental trajectories as well as the future of the United States.

In the context of growing diversity among the nation’s children, systematic inquiry into the developmental processes and experiences of children from different cultural communities during periods of major transitions is urgently needed. In response, faculty and students at NYU’s Center for Research on Culture, Development, and Education (CRCDE), seek to advance scientific theory and findings on children’s social, emotional, and cognitive development in longitudinal studies of ethnically diverse families with young children (infancy through 1st grade) and adolescents (age 13–17) as children transition to preschool/elementary school, and high school, respectively. This work is being extended to cross-cultural studies, including ongoing collaborations with colleagues in China and Korea.

The scientific innovation of the CRCDE research includes the generation of new, culturally grounded knowledge on the development and experiences of ethnically diverse children across multiple domains (language, cognitive, social, emotional) and in different social settings (home, school, community). Through community partnerships, the CRCDE also works on building capacity of programs in its efforts to support parenting and child development. Its dynamic and culturally sensitive approach highlights individual trajectories, mechanisms of change, and cultural variability, thereby moving beyond static and ethnocentric assessments of development. Center faculty includes Drs. Catherine S. Tamis-LeMonda, Niobe Way, Diane Hughes, Diane Ruble, Ronit Kahana Kalman, and Hirokazu Yoshikawa.

For more information, visit the Center for Research on Culture, Development, and Education website, 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
Features, continued

Special Departmental

Department of Applied Psychology

The Steinhardt School of Culture, Education, and Human Development Bulletin 2015–2017

State. the center’s director, Dr. LaRue Allen, is a leading child development scholar who currently directs 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.

GLOBAL TIES FOR CHILDREN

With funding from NYU Abu Dhabi and NYU New York, University Professors Larry Aber and Hiro Yoshikawa have recently established a new international research center, Global TIES for Children: Transforming Intervention Effectiveness and Scale. This center aims to generate high-quality research in order to contribute to the design, implementation, evaluation, and scale-up of effective programs and policies to promote children’s holistic development in low-income and conflict-affected countries around the world. To do so, an interdisciplinary team of scientists from across the Global Network University will leverage the interdisciplinary sciences of social settings and human development to generate evidence as to how programs and policies to promote children’s development work, for whom, and in what contexts. Specifically, TIES for Children proposes to work with internationally recognized strategic partner organizations to:

- Generate actionable evidence by using state-of-the-art advanced research methodologies to conduct and evaluate powerful settings-based strategies to promote child and youth development, particularly in the Middle East/North Africa and sub-Saharan Africa;
- Communicate actionable evidence by engaging diverse stakeholders across sectors and regions and disseminating a rigorous evidence base upon which to base program and policy decisions for children and youth in low- and middle-income and conflict-affected countries;
- Build institutional and organizational capacity for a robust global science through the provision of communication, professional development, and training activities.

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 (IHdSc) 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 a range of disciplines. IHdSc has fostered a network of more than 40 faculty affiliates from the social, behavioral, health, and policy sciences in performing cutting edge research to study how complex social forces such as globalization, technology, and immigration affect human development.

The IHdSc is a joint initiative of the Steinhardt School of Culture, Education, and Human Development; the Wagner School of Public Service; the Faculty of Arts and Sciences; and the Office of the Provost. With a total portfolio of over $40 million in active federally and privately funded research and training grants, IHdSc is the largest interdisciplinary research and training grants, IHdSc is the largest interdisciplinary research center on the NYU Washington Square Campus. The Institute’s governing committee includes Professor Lawrence Aber; Professor Christopher Flinn, Department of Economics, FAS; Professor Cathie Tamis-Lemonda, Department of Applied Psychology; Paul Horn, Senior Vice Provost; C. Cybele Raver, Vice Provost for Academic, Faculty, and Research Affairs; Dean Perry Halkitis, Professor of Applied Psychology, Public Health and Medicine; Associate Dean of Academic Affairs, Global Institute of Public Health; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute.
Counseling and Guidance: School Counseling or Bilingual School Counseling

Counseling and Guidance for Mental Health and Wellness

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 their 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 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.

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. Some 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


In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-credit (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 (3 credits) and Internship in School Counseling II APSY-GE.2668 (3 credits).

Students must also take one course (3 credits) in applied content area (see below), as well as one course (3 credits) 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 a bilingual concentration.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which may not be available to you in some states due to local legal prohibitions.

Master of Arts in Counseling for Mental Health and Wellness


In addition to the basic curriculum, students in the counseling program complete a year-long, 6-credit (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 Counseling I APSY-GE.2667 (3 credits) and Internship in Counseling II APSY-GE.2668 (3 credits).

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

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 a 1-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 (3 credits) and Internship in Counseling for Mental Health and Wellness II APSY-GE.2656 (3 credits).

In addition, students choose one course (3 credits) 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 credits in applied content areas.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

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 strict course sequencing and a research requirement that is best completed on a full-time basis. Part-time matriculation will only be considered 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. Students who have completed their Master’s in counseling and are a school or mental health counselor can take 30 credits from the Master’s in Counseling Programs offerings, as well as courses from programs in Drama Therapy, Art Therapy, and Music Therapy. Course selections may also include some doctoral-level courses by advisement. In consultation with a faculty advisor, students will design their course of study to develop areas of interest or need, or to build on existing knowledge. Students design their own program of study in consultation with faculty advisers. Upon completion of the 3 years of relevant work after completing the 30 credits, students are eligible for the advanced certificate.

The MA Counseling Programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of January 2015 through January 2025.
Counseling Psychology

DIRECTOR
Sumie Okazaki
Kimball Hall
212-998-5555

DEGREE
Ph.D.

FACULTY
Ali, Chacko,
Constantine, Gilligan,
Grossman, Halkitis,
Javdani, Juni,
McClowry, McRae,
Okazaki, Richardson,
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 the scientist-practitioner model of training 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, as well as pursue careers in research and teaching.

DEGREE REQUIREMENTS
For completion of the doctorate, 79 credits beyond the bachelor’s degree are required. Additionally as part of undergraduate or other graduate work, 18 credits in psychology are prerequisites to the Ph.D. program. In the Counseling Psychology required curriculum (46 credits), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in vocational development and counseling theory, clinical assessment, statistics and research design, and practica in individual counseling and counselor training and supervision.

Students also must take a counseling psychology specialty elective (3 credits); and statistics and research design electives (9 credits).

Students also must complete departmental and state licensure course requirements covering measurement, history and systems, principles of learning, personality, developmental psychology, social psychology, and the biological basis of behavior (21 credits). In addition to course requirements, students must pass a comprehensive examination to be admitted to candidacy, complete a full-year full-time internship, have an approved dissertation proposal and dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted or passed by examination. A minimum of 54 credits must be completed at New York University for students admitted with a bachelor’s degree (36 credits for students admitted with a masters degree).

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

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 admissions materials must be received by December 1. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 1. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Contact the program directly for full details on program admission criteria.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS
See page 200.
Human Development and Social Intervention

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.

Dual degree option in LGBT Health, Education, and Social Services
See page 140.

CAREER OPPORTUNITIES

The program 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 HDSD program requires 42 credits for completion. The curriculum includes the following:

Required Core Courses (15 credits):
- Grant Writing and Grant Management for the Social Sciences APSY-GE.2077;
- Culture, Context, and Psychology APSY-GE.2105;
- Survey of Developmental Psychology: 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 credits):
- Basic Statistics II RESCH-GE.2086;
- Evaluation Methodology in Behavioral Science II APSY-GE.2174, Research Project Seminar I APSY-GE.2837 (0 credits), Research Project Seminar II APSY-GE.2838.

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

Research Requirement: For the internship requirement, students participate on a research team for 10-12 hours a week each semester. During the summer between the first and second year of the final semester, students complete an externship at a research site off campus in order to strengthen and broaden their skills. Students have an opportunity each spring to participate in the department’s annual research conference for MA students. Second year HDSD students are required to submit an application for this conference.

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.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.
Lesbian, Gay, Bisexual, Transgender Health, Education, and Social Services

**DIRECTOR**
Randolph Mowry
Kimball Hall
212-998-5655

**DEGREES**
Advanced Certificate

**AFFILIATED FACULTY**
Ali, Cahill, Grossman, Guilamo-Ramos, Halkitis, Martin, Moglia

---

The LGBT Health, Education, and Social Services advanced certificate program is for individuals who want to work with lesbian, gay, bisexual and transgender individuals and/or to work on LGBT issues in educational, health, research, counseling, and community-based settings. Through required and elective coursework you will gain greater knowledge about this specific population and develop skills to provide more effective services to LGBT people and organizations serving this population.

This 13-credit Advanced Certificate is designed for professionals who already hold a master’s degree in:
- social work
- counseling
- psychology
- public health
- public policy and management
- health policy and management
- teacher education
- educational leadership or a related field of study

The time to completion of the degree program will vary based on the students’ status (full-time versus part-time) and the number of credits registered for each semester. Students have up to 6 years to complete the degree program.

This is an ideal additional credential for anyone who is providing direct services to or would like to work with a variety of individuals, including LGBT individuals, to conduct research on LGBT issues, to engage in policy analysis and reform, or to more effectively manage or direct organizations and agencies that serve the LGBT community.

The Advanced Certificate is a joint initiative of three NYU schools that have long studied and served LGBT populations and individuals:
- NYU Steinhardt School of Culture, Education, and Human Development Department of Applied Psychology
- Silver School of Social Work
- Robert F. Wagner Graduate School of Public Service

**Advanced Certificate in LGBT Health, Education, and Social Services**

**Total Credits Required:** 13

**Required Core Courses** (7 credits)

- LGBT Issues in Public Policy (Wagner School of Public Policy), APSY-GE.2895, 3 credits, Fall
- Counseling Gay, Lesbian, Bisexual, and Transgender Youth or Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults (Steinhardt) APSY-GE.2895 or APSY-GE.2896, 3 credits, Fall

**Electives** (6 credits)

Students may take 2 courses to be selected from the following:
- Contemporary Gay, Lesbian, Bisexual and Transgender Issues (Silver School of Social Work) MSWEL-GS.2095, 3 credits, Fall
- HIV Prevention & Counseling: Psychoeducational Perspectives (Steinhardt), APSY-GE.2450 3 credits, January InterSession
- Women and Mental Health (Steinhardt), APSY-GE.2041, 3 credits, Spring
- Sexual Decision-Making & Risk Taking in Adolescence (Steinhardt), APSY-GE.2008, 3 credits, Fall
- Developing Targeted Community Level HIV/AIDS Prevention Interventions: Domestic & Global Perspectives (Silver School of Social Work), MSWEL-GS.2139, 3 credits, Spring

Students may take the course they did not take to satisfy the core above (Steinhardt), APSY-GE.2895 or APSY-GE.2896, 3 credits, Fall/Spring

---

Dual Degree Program with Human Development and Social Intervention

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their HDI curriculum. The total amount of credits required for the HDI MA degree with the certificate is 49 credits.

**Admission Requirements for Dual Degree Applicants with the Human Development and Social Intervention Program**

- Matriculated HDI students are eligible to apply to the advanced certificate as internal transfers (Spring deadline: November 1; Fall deadline: March 1).
- To apply as an internal transfer, a student must:
  - Have a cumulative GPA of at least 3.0 in HDI coursework.
  - Submit a statement of interest no longer than 1200 words.
- New applicants to the HDI program will be able to designate their interest in enrolling in the certificate program when they apply to the MA program
- Applications shall be reviewed by program faculty.

- Decisions shall be made no later than December 15th and April 15th in order to allow students ample time to plan for and register for courses.
- After each admissions cycle, the names of those admitted to the certificate will be communicated to the appropriate staff at NYU Steinhardt.
Dual Degree Program with the Master of Public Health Program

Students who pursue the Advanced Certificate in LGBT Health, Education, and Social Sciences may count 6 credits from the curriculum towards the elective component of their MPH curriculum. The total amount of credits required for the MPH-MA degree with the certificate is 49 credits.

Admission Requirements for Dual Degree Applicants with the Master of Public Health Program

- Applications will only be accepted for fall entrance into the certificate program.

- An MPH student may apply no earlier than the Spring term of their first year and must have Fall MPH grades on record.
- Application for Fall entrance is due on March 1st.
- To apply, a student must:
  - Have a cumulative GPA of at least 3.0 in MPH coursework.
  - Submit a statement of interest no longer than 1200 words.
- Applications shall be reviewed by the Associate Dean for Academic Affairs and/or other program faculty as appropriate.
- Decisions shall be made no later than April 15th in order to allow students ample time to plan for and register for Fall courses.
- After each admissions cycle, the names of those admitted to the certificate will be communicated to the appropriate staff at NYU Steinhardt.
The mission of the Ph.D. Program in Developmental Psychology is to provide students with a strong foundation in developmental theories and research from a lifespan 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 Developmental Psychology 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 Developmental Psychology 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 longitudinal, experimental, observational, ethnographic, narrative, and case study methods
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities in the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how 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

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

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 72 credits. Academic offerings and requirements include the following:

- Courses in the foundational areas of psychology (e.g., developmental, social, personality, cognitive, 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 or a related field, 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 187.

Steinhardt Fellows

Program and Research Assistantships

See page 200.
Psychology and Social Intervention

The goal of the Ph.D. Program in Psychology and Social Intervention is to train 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 lifespan. The program has a strong emphasis on (a) understanding and assessing social settings, systems, and policies; (b) creating, improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies.

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, programs) and preventive and policy interventions (psychological, social, education, and health programs) locally, nationally, and internationally.

Program faculty members also conduct research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. The University’s New York City location provides an ideal urban setting for studying many kinds of communities, combined with 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, 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 students will be positioned to contribute to the design and implementation of such strategies.

DEGREE REQUIREMENTS

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

- Courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Psychological Approaches to Conceptualizing and Measuring Human Environments, and Developmental and Prevention Science)
- 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 167.

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 Rosalene 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 one can access the form is January 1. For more details, contact the Department of Applied Psychology.

See general financial aid section, page 199.
# Courses

The courses listed herein are to be offered in 2015–2017.

## NOTES TO COURSES

* Registration closed to special students.
* Pass/fail basis.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

<table>
<thead>
<tr>
<th>Applied Psychology/APSy-GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuropsychology of Behavior</td>
</tr>
<tr>
<td>Social Psychology</td>
</tr>
<tr>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Health Psychology and Human Development</td>
</tr>
<tr>
<td>Cognitive Behavior Therapy: Theory and Applications</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Theories of Personality</td>
</tr>
<tr>
<td>Women and Mental Health</td>
</tr>
<tr>
<td>Action Approaches to Mental Health Counseling</td>
</tr>
<tr>
<td>The Development of Child Language</td>
</tr>
<tr>
<td>Issues in Counseling People with Disabilities</td>
</tr>
<tr>
<td>Research and Evaluation in the Behavioral Sciences</td>
</tr>
<tr>
<td>Research Design and Methodology in the Behavioral Sciences I</td>
</tr>
<tr>
<td>Research Design and Methodology in the Behavioral Sciences II</td>
</tr>
<tr>
<td>Sexual Decision Making and Risk Taking in Adolescence</td>
</tr>
<tr>
<td>Psychology of Women</td>
</tr>
<tr>
<td>Gestalt Therapy: An Overview of Theory and Practice</td>
</tr>
<tr>
<td>Developmental and Prevention Science</td>
</tr>
<tr>
<td>Social Development of Children and Adolescents</td>
</tr>
<tr>
<td>Culture, Context, and Psychology</td>
</tr>
<tr>
<td>Psychological Research in Infancy</td>
</tr>
<tr>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>Measurement: Classical Test Theory</td>
</tr>
<tr>
<td>Measurement: Modern Test Theory</td>
</tr>
<tr>
<td>Evaluation Methodology in the Behavioral Sciences II</td>
</tr>
<tr>
<td>Child and Adolescent Psychopathology</td>
</tr>
<tr>
<td>Temperament-Based Intervention</td>
</tr>
<tr>
<td>Cognitive Development</td>
</tr>
<tr>
<td>Conflict Analysis and Resolution</td>
</tr>
<tr>
<td>Cross-Cultural Research Methods</td>
</tr>
<tr>
<td>Emotional Development in Childhood: Organization and Neurobiology</td>
</tr>
<tr>
<td>Early Childhood: The Development of Self-Regulation</td>
</tr>
<tr>
<td>Intervention/Prevention in Early Childhood Contexts</td>
</tr>
<tr>
<td>Survey of Developmental Psychology: Advanced</td>
</tr>
<tr>
<td>Adolescent Development: Theory and Research</td>
</tr>
</tbody>
</table>
### Risk and Resilience

**APSy-GE.2279** 30 hours: 3 credits. 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: 1-6 credits. Hours to be arranged.

### Applied Psychology:

- **Integrative Seminar**
  - **APSy-GE.2335** 30 hours: 3 credits. Open only to master’s candidates in applied psychology.

### Academic Achievement Gaps:

- **Socio-psychological Dynamics**
  - **APSy-GE.2345** 45 hours: 3 credits. Prerequisite: course in educational or developmental psychology, or permission of instructor.

### HIV Prevention and Counseling:

- **Psychoeducational Perspectives**
  - **APSy-GE.2450** 30 hours: 3 credits.

### Trauma: Theoretical and Clinical Perspectives

- **APSy-GE.2500** 30 hours: 3 credits. Prerequisite: a course in general psychology or equivalent.

### Case Seminar in Trauma Studies:

- **Transdisciplinary Perspectives of Clinical Work**
  - **APSy-GE.2505** 30 hours: 3 credits. Prerequisite: APSy-GE.2500 or permission of instructor.

### Social Psychology, Intervention, and Social Change

- **APSy-GE 2605** 30 hours: 3 credits

### Brief Psychodynamic Therapy

- **APSy-GE 2611** 30 hours: 3 credits

### Group Dynamics: Theory and Practice

- **APSy-GE.2620** 45 hours: 3 credits.

### Advanced Group Dynamics:

- **Consultation and Facilitation**
  - **APSy-GE.2625** 45 hours: 3 credits. Prerequisite: APSy-GE.2620

### Dynamics of Vocational Development

- **APSy-GE.2634** 30 hours: 3 credits.

### Career Counseling

- **APSy-GE.2635** 30 hours: 3 credits. Prerequisites: APSy-GE.2634 and APSy-GE.2657.

### Professional Orientation and Ethical Issues in School Counseling

- **APSy-GE 2650** 30 hours: 3 credits.

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

- **APSy-GE.2651** 30 hours: 3 credits.

### Internship in Counseling for Mental Health and Wellness I and II

- **APSy-GE.2655** 30 hours: 3 credits per term. Hours arranged. APSy-GE.2655 is prerequisite for APSy-GE.2656.

### Individual Counseling: Theory and Process

- **APSy-GE.2657** 45 hours: 3 credits.

### Individual Counseling: Practice I

- **APSy-GE.2658** 50 hours: 3 credits.

### Individual Counseling: Practice II

- **APSy-GE.2659** 50 hours: 3 credits. Prerequisite: APSy-GE.2658.

### Foundations of Counseling for Mental Health and Wellness

- **APSy-GE.2661** 30 hours: 3 credits.

### Foundations of School Counseling

- **APSy-GE.2662** 30 hours: 3 credits.

### Program Development and Evaluation in Counseling

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

### Internship in School Counseling I

- **APSy-GE.2667** 45 hours: 3 credits. Hours arranged.

### Internship in School Counseling II

- **APSy-GE.2668** 45 hours: 3 credits. Hours arranged. Prerequisite: APSy-GE.2667.

### Religiosity and Spirituality: Theory, Research, and Counseling

- **APSy-GE.2669** 30 hours: 3 credits.

### Interpretation and Use of Tests in Counseling Adults

- **APSy-GE.2672** 30 hours: 3 credits.

### Interpretation and Use of Tests in Counseling Children and Adolescents

- **APSy-GE.2673** 45 hours: 3 credits. Prerequisite: APSy-GE.2657 or equivalent.

### Cross-Cultural Counseling

- **APSy-GE.2682** 30 hours: 3 credits. Prerequisite: APSy-GE.2657 or equivalent.

### Grief and Bereavement Counseling

- **APSy-GE.2683** 30 hours: 3 credits. Prerequisite: APSy-GE.2681 or related work experience.

### Marriage, Couple, and Family Counseling

- **APSy-GE.2684** 30 hours: 3 credits. Prerequisite: APSy-GE.2657 or equivalent.

### Special Topics in Applied Psychology: Workshop on Research Development

- **APSy-GE.2686** 15 hours per credit: 0–6 credits. Prerequisite or co-requisite: Basic graduate-level research design or statistics. Only open to graduate students in applied psychology.

### Substance-related & Addictive Disorders

- **APSy-GE.2691** 30 hours: 3 credits.

### Substance Use, Abuse, and Addiction: Treatment Perspectives

- **APSy-GE.2692** 30 hours: 3 credits.

### Special Topics in Crisis Intervention and Management: Disaster Mental Health

- **APSy-GE.2701** 30 hours: 3 credits.

### Understanding and Measuring the Social Contexts for Development

- **APSy-GE.2825** (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 credits.

### Practicum in Intervention Research or Policy Research I and II

- **APSy-GE.2827** (formerly Practicum in Community Research, G89.3287) 45 hours: 3 credits. APSy-GE.2828 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 credits.

### Advanced Seminar in Psychology and Social Intervention

- **APSy-GE.2830** (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 credits. Only open to doctoral students in psychology and social intervention, or permission of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE.2831</td>
<td>APsy-Ge.2831 Families and Schools</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2832</td>
<td>APsy-Ge.2832 Child Development and Social Policy</td>
<td>30 hours</td>
<td>Graduate course in developmental psychology or equivalent.</td>
</tr>
<tr>
<td>APSY-GE.2837</td>
<td>Project Research Seminar I</td>
<td>0 hours</td>
<td>Open to master’s students in human development and social intervention.</td>
</tr>
<tr>
<td>APSY-GE.2838</td>
<td>Project Research Seminar II</td>
<td>30 hours</td>
<td>Prerequisite: APSY-GE.2837. Only open to master’s students in human development and social intervention.</td>
</tr>
<tr>
<td>APSY-GE.2839</td>
<td>Project Research Seminar: PSI</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2840</td>
<td>Play and Drama Therapy with Children and Adolescents</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2870</td>
<td>Positive Psychological Development: Innovations in Theory, Research, and Practice</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2880</td>
<td>Psychology of Gender Roles and Sex Differences</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2892</td>
<td>Gay, Lesbian, Bisexual, and Transgender People: Individual Study</td>
<td>20 hours</td>
<td>2-3 credits. Requires permission of the instructor.</td>
</tr>
<tr>
<td>APSY-GE.2895</td>
<td>Counseling Gay, Lesbian, Bisexual, and Transgender Youth</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.2896</td>
<td>Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.3001</td>
<td>Dissertation Proposal Seminar in Applied Psychology</td>
<td>30 hours</td>
<td>Open only to doctoral students in applied psychology, or by permission of instructor.</td>
</tr>
<tr>
<td>APSY-GE.3009</td>
<td>Departmental Seminar: Theories of Change in Applied Psychology</td>
<td>30 hours</td>
<td>Open to doctoral candidates in applied psychology.</td>
</tr>
<tr>
<td>APSY-GE.3016</td>
<td>Internship in Counseling Psychology</td>
<td>0 credits</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.3021</td>
<td>Seminar: Current Issues in Developmental Psychology</td>
<td>30 hours</td>
<td>Prerequisite: open only to doctoral students in developmental psychology, other doctoral students by permission of instructor.</td>
</tr>
<tr>
<td>APSY-GE.3040</td>
<td>Listening Guide Method of Psychological Inquiry</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.3045</td>
<td>Advanced Listening Guide</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.3103</td>
<td>Historical Perspectives of Psychological Theory</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>APSY-GE.3607, 3608</td>
<td>Clinical Assessment in Counseling Psychology I and II</td>
<td>225 hours</td>
<td>Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.</td>
</tr>
<tr>
<td>APSY-GE.3611, 3612</td>
<td>IES-Predoctoral Interdisciplinary Training Seminar on Causal Interference I and II</td>
<td>60 hours</td>
<td>Open to candidates in counseling psychology.</td>
</tr>
</tbody>
</table>

These courses are part of the Department of Applied Psychology at the Steinhardt School of Culture Education and Human Development Bulletin 2015–2017.
Research and scholarship in the Department of Teaching and Learning is concerned with teaching and learning at a variety of levels, in a variety of settings, particularly in urban settings. The department focuses primarily on academic subject areas and includes the learning and teaching of students, community members, teachers, teacher educators, and researchers. In addition, faculty members study the impact of sociocultural and historical factors on learning and teaching. Investigations range from micro to macro studies and applied research within a broad range of theoretical perspectives.

Faculty in Teaching and Learning teach NYU undergraduates, prospective teachers at both the undergraduate and master’s level, practicing teachers and other educational professionals, and doctoral students. NY State certification-granting teacher education programs include specializations in TESOL, bilingual education, foreign language education, childhood education, early childhood education, special education, English education, literacy education, mathematics education, science education, and social studies education, as well as several programs that do not lead to certification including environmental education. The department offers a mix of traditional university-based programs as well as intensive “residency” model teacher education programs tied to urban public schools. The doctoral program in Teaching and Learning also offers a special focus in urban education. Faculty members serve as resources to schools, businesses, communities, and professional organizations involved with teaching and learning.
Teacher Education Programs

The Teacher Education programs prepare their students to meet the challenges of teaching and leadership in today's demanding educational environment. Program graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many teacher education program graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers many initial certification teaching curricula. These certification programs fully comply with the latest regulations of the New York State Education Department that became effective in 2004.

In designing and implementing these curricula, the department has drawn on its faculty's extensive experience as Pre-K-12 teachers as well as teacher educators, current teachers and principals in the New York City schools, and graduates' work and feedback. Each program integrates practical experience and hands-on knowledge with a rich theoretical understanding of how children learn and how they can best be taught.

The introductory course for all of the programs, Inquiries into Teaching and Learning, sets a conceptual foundation for the department's approach to teacher education. This course creates a dialogue between the learner's own prior educational experience, the experiences of students in the New York City public schools—where all Inquiries students are offered substantial opportunities for observation—and the foundational research-based literature of the study of education. Inquiries into Teaching and Learning is designed to allow students to raise questions and consider alternatives as they participate in the dialogue and refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends them into schools, which allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all program graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include multicultural education, language and literacy, and special education, each curriculum also enables future teachers to deepen and enrich their background in the fields they will be teaching. Discipline-based courses integrate content and pedagogical approaches so that students may simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

The early childhood and childhood curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. Part-time students may need more time to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact the advisers listed for more details and responses to more specific questions about these programs.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A. degrees and professional certification in areas such as English, foreign languages, mathematics, science education, social studies, and special education. The department has developed other programs that lead to the state's new category of initial/professional certification. For those seeking to become literacy specialists in either elementary or secondary schools, these M.A. degrees allow teachers either to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these professional certification M.A. degree programs, see the appropriate pages later in this bulletin.

Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education are to enroll in Placement in Early Childhood CHDED-GE.2255 and will be supervised by NYU faculty during this portion of their fieldwork. Students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.
Field Experiences

New York State mandates that all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e. enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Clinical Studies coordinates the field assignments for all students in the Department of Teaching and Learning. The Office has a network of approved schools that will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education. The office is located on the 3rd floor of the East Building at 239 Greene Street.

PRE-STUDENT TEACHING FIELDWORK

The initial semester of a course of study in the Department of Teaching and Learning typically aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. To accommodate these requirements, all M.A. students (except students in Early Childhood Education and Elementary Education/Early Childhood Special Education*) are required to register for issues in Early Childhood Education ECED-GE2024. The Office of Clinical Studies will assign students to one of our cooperating schools. Full-time students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.

*Note: Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education will enroll in Placement in Early Childhood CHDED-GE.2255 and will be supervised by NYU faculty during this portion of their fieldwork since early childhood certification requires experiences at the PreK, Kindergarten and 1st or 2nd grade level. Students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. A faculty supervisor will visit the site each week, and student schedules must take into consideration the days the supervisor will be at the site.

...while providing support to the school and community. Part-time students will coordinate with their faculty advisors and the Office of Clinical Studies the number of hours of fieldwork to be completed. Students not seeking teacher certification complete the number of hours, at least 15, required by any course that includes a field experience.

The course meets monthly and includes an introduction to New York City educational settings, an information session on student teaching, and an explanation of the requirements for New York State Teacher Certification.

Attendance will be logged on the appropriate Fieldwork Time Sheets available on the 3rd floor of the East Building at 239 Greene Street. Completed time sheets (at least 100 hours) will be submitted at the end of the semester to instructors or directly to the Office of Clinical Studies on the 3rd floor of the East Building at 239 Greene Street.

Beyond the field-based assignments of campus-based courses, and the opportunities provided by the field setting, students will engage in activities that may include, but are not limited to, the following:

- Observations of one or more classrooms
- Assisting teachers
- Looking at curriculum and discussing curriculum with teachers
- Sitting in on planning sessions or staff development meetings
- Looking at students’ work samples and discussing them with students and/or teachers
- Visiting classrooms outside of your subject area
- Discovering what resources and services the schools offer (special education, auxiliary programs, etc.)
- Shadowing a student in all or most of his or her classes throughout the school day
- Attending teacher professional development programs
- Visiting local community agencies

STUDENT TEACHING

All students must complete two semesters of supervised student teaching, each in a different school and in a different grade. Entry into the initial student teaching experience and continuation into further experiences requires a minimum GPA of 2.5 in courses in the area of specialization and a positive faculty review of performance in the field. At least one of the placements must be in a school serving a population of students of whom at least 50 percent are eligible for free or reduced lunch. Each semester, the Office of Clinical Studies arranges student teaching orientation meetings—known as Student Teaching Convocations—during which students have the opportunity to inquire about general requirements and speak to faculty about schools sites. Students will be assigned to partner schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the website of the Office of Clinical Studies at steinhardt.nyu.edu/teacher.education.

While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students must check with their faculty adviser as to the exact time requirement of student teaching. Students in secondary education must be at the school each day their assigned class meets (typically five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of one classroom period per day. All student teaching placements are supervised by NYU faculty. Any variation from the above guidelines and requirements must be approved by the Office of Clinical Studies and the faculty adviser of the student.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from 2012 until 2019. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop...
Fieldwork, continued

and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.

Please be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background checks. Some fieldwork placement facilities in your field of study may not be available to you in some states due to local legal prohibitions.

Faculty


Anne Burgunder, Master Teacher. B.S. 1987, Duquesne University, Pittsburgh; M.S. 1994, Bank Street College, New York.


Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).

Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).

James W. Fraser, Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.


Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.


Okhee Lee, Professor. BA 1981, Kyungpook National University; MA 1983 Kyungpook National University; Ph.D. 1989, Michigan State University.

Raul Lejano, Associate Professor of Environmental Conservation Education. B.S. 1984, University of Philippines; M.S. 1986, UC Berkeley; Ph.D 1998, UCLA 1998.


Jasmine Ma, Assistant Professor. B.S 2000, Yale University; Ed.M. 2005, Harvard; Ph.D. 2012, Vanderbilt.


Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.

Shondel Nero, Associate Professor.

Susan Neuman, Professor and Chair.
BA 1968, American University; MA 1974, California State University, Hayward; Ed.D 1977, University of the Pacific, Stockton.


Erin O’Connor, Associate Professor.

Rosa Riccio Pietanza, Master Teacher.
B.A. 1970, Hunter College (CUNY); M.A. 1975, Hunter College (CUNY).

Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.

Patricia A. Romandetto, Master Teacher.
B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).


Katherine Stahl, Clinical Associate Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia.

Ayanna Taylor, Master Teacher.
BA 1994, University of Pennsylvania; MA 2002, Rutgers University.

Audrey Trainor, Associate Professor.
B.A. 1989, University of North Carolina at Greensboro; M.Ed. 1996, University of North Carolina at Greensboro; Ph.D. 2003, University of Texas, Austin.

Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park).

Orit Zaslavsky, Professor. B.Sc. 1972, Hebrew University in Jerusalem; M.Sc. 1980, Ph.D. 1987, Technion (Haifa, Israel)

Number of Adjunct Faculty: 84
Doctoral Programs

PROGRAM CO-DIRECTORS
Okee Lee
olee@nyu.edu

Michael Kieffer
Michaels.kieffer@nyu.edu

Pless Building,
6th Floor
212-998-5460
steinhardt.nyu.edu/
teachlearn/doctoral

DEGREES
Ph.D.

FACULTY
Alter, Beck, Carothers,
Cohen, Doucet,
Ebsworth, Fleisher,
Fraser, Fraser-Abder,
Gottlieb, Jacobs,
Kirch, Kirkland, Lejano,
Llosa, Ma, Malczewski,
McCallister, McDonald,
Milne, Nero, Neuman,
Ngouer, O’Connor,
Simon, Trainor, Turk,
Zaslavsky

Doctoral programs in the Department of Teaching and Learning aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States—founded in 1890—the department’s programs are designed to draw on four sources of learning:

The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.

The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning; other departments in the Steinhardt School of Culture, Education, and Human Development; and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation’s largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.

The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.

The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community small, diverse, and focused enough to provide an incomparable degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

PROGRAMS OF STUDY
The department offers a number of different degree programs leading to the Ph.D. degree. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

Ph.D. Program in Teaching and Learning.
See page 177.

Ph.D. Program in English Education, including a concentration in applied linguistics. See page 159.

Ph.D. Program in Bilingual Education.
See page 165.

Ph.D. Program in Teaching English to Speakers of Other Languages (TESOL).
See page 166.

Ph.D. Program in Early Childhood and Childhood Education. See pages 155-156.

THEMES OF STUDY
Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department’s faculty and the opportunities available among the department’s programs for doctoral students to have mentored learning experiences. The themes are as follows:

Teaching and teacher education across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.

Educational reform, including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school designs, and in the role of teacher learning within educational reform. In making admission decisions, the department’s faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each (regardless of the students’ degree preferences).

Literacies across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.

Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings.

DEGREE REQUIREMENTS
Degree requirements that are common across all doctoral programs in the Department of Teaching and Learning are described below. Please note that additional degree requirements vary according to the specific program or focus area. Prospective applications should also consult the specific program descriptions or contact particular program faculty to learn about program-specific requirements.

Coursework Requirements
Minimum credit requirements and some specific coursework requirements range from 48 to 60 credits, depending on program, focus area, and prior coursework completed. Nonetheless, all doctoral students in Teaching and Learning must complete the following common, core minimum requirements (which count toward those credit totals). Please note that these fulfill the Steinhardt-wide coursework requirements.

Pro-Seminar for Department of Teaching and Learning, to be taken in student’s first year of enrollment. This course will introduce students to doctoral level study and will assist in acclimating students to the department, to scholarship, and to the professional world of research studies (“This requirement may be waived by the student’s program advisor to accommodate extenuating circumstances”).

Two (2) Cognate Courses, to be selected by student with approval of advisor. Cognate courses constitute those taken in an area outside of the program/focus area that are supportive to the student’s research.

Foundations Requirements: All students are required to complete 6 credits (two courses) of course work in the foundations of education during the first 24 credits of doctoral study. Graduate courses qualify for the foundations requirement when they are upper division courses (Steinhardt 2000 level courses or their equivalent in other schools) and designed to broaden students’ access to knowledge beyond the areas of
specialization. To this end, courses are considered foundational when they: (1) provide broad basic content, not limited to a single profession, and are outside the student’s specialization, and do not require prerequisites; (2) are based on current scholarship in the arts, humanities, sciences and/or social sciences; and (3) have wide applicability to common issues of the student’s specialization and profession.

**Fifteen (15) credits of research methodology courses,** of which one must be a qualitative methods course and one must be a quantitative methods course. Per Department of Teaching and Learning requirements, students should complete one qualitative and one quantitative course in their first year of enrollment.

**Three (3) credits of specialized methodology.** This advanced, specialized methodology course should directly support the student’s area of research and be linked to his or her planned dissertation work.

**Dissertation Proposal Seminar for Department of Teaching and Learning.** (In some cases, this requirement can be fulfilled through an independent study, with approval of the advisor.)

**Additional Requirements**

1. The written candidacy requirement consists of either a qualifying paper or a written exam. If a paper, it should be an original, article-length paper, of one of the following types, as negotiated with the faculty advisor.
   - Empirical study (e.g., pilot study, paper based on analysis of faculty mentor’s data)
   - Conceptual Paper (paper based on theory)
   - Review of literature on a specific topic

Individual programs or focus areas may set specific requirements within this range of possibilities (e.g. by requiring a certain type of paper). The qualifying paper should be in addition to work completed for courses. It may be based on a project that a student begins in a course, but if so, it should be substantially revised and expanded upon. If the written candidacy requirement is a written exam, it will consist of several questions that assess different areas of competence and will be administered in a take-home format, with students having 2-3 months to complete the questions.

Whether a qualifying paper or a written exam, the students’ work on the written candidacy requirement must be approved by two readers; the first reader will typically be the student’s advisor. The paper or exam will be submitted to the two readers preferably no later than the end of Spring semester of their second year. Once the student submits the qualifying paper or exam, the readers will respond in one of three ways: acceptance, rejection, or request for revision. In the event of a request for revision, the paper must be resubmitted according to a schedule agreed on by the student and the two readers. Revisions must be approved by the end of the Fall of the student’s third year. If the qualifying paper is ultimately rejected, either at first or after revision, the student is not permitted to continue in the PhD program.

2. The oral candidacy requirement will consist of a comprehensive exam scheduled after coursework has been completed and preferably no later than the Fall semester of the third year. Ordinarily two hours in length, the oral is a comprehensive exam covering between 25-30 readings (books or articles). Depending on the program, this reading list will be either a standard list for all students in the program, or a list that is drawn up by the candidate in consultation with an examining committee of two faculty members. Some, but not all, of the readings on this list may have been covered in coursework they take. Readings will cover subfields that reflect program/departamental expertise. The exam is conducted by an examining committee of two faculty members, and is graded Pass, Fail, or Pass with Distinction using a rubric common across all programs (see rubric below). On passing the oral examination, the student is admitted to candidacy. A failed oral exam may be retaken once, at a time agreed upon by the student and the examining committee, but within the time constraints described above. If the student fails the oral again, s/he is not permitted to continue in the PhD program.

3. After successful completion of the written and oral candidacy requirements, students will complete and file the Application to Doctoral Candidacy.

4. Once advanced to candidacy, students then form their dissertation committees and proceed to develop a dissertation proposal. Committees will consist of at least three members: a chair from Teaching and Learning and two additional members from within or outside of Teaching and Learning. At least one member should be in the student’s program area.

5. The dissertation proposal should not exceed 40 pages, and should include:
   a) Statement of problem and research question(s)
   b) Review of research literature/theory related to the question(s)/topic
   c) Research methodology section
   d) Statement of significance/expected contributions of the study
   e) Timeline of stages of research and expected completion date

6. Upon completion of the proposal, the dissertation committee must meet as a group to discuss and formally approve or recommend revisions to the proposal. Once the proposal has been approved, the committee must sign the appropriate forms and submit them to the appropriate Steinhardt offices.

7. Once the proposal has been approved by the dissertation committee, it must be reviewed and approved by two additional faculty members. Possible recommendations of these two reviewers are: Pass, Deferred Pass, or Not Approved. If the proposal receives a recommendation of Not Approved, the student must rewrite and resubmit the proposal to the dissertation committee and the reviewers.

8. Upon completion of the dissertation and its approval by dissertation committee members, a defense will be held with the student, chair, committee members, and at least two additional faculty members who did not serve on the dissertation committee, one of whom must come from outside the program. The defense, which will last for approximately two hours, will serve as the final stage of the doctoral process. See the Steinhardt doctoral webpage for school-wide policies regarding matriculation, advisement, minimum residency requirements, candidacy, dissertation committees, and other policies and procedures.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**

See page 180.
Early Childhood and Childhood Education

**Programs in Early Childhood and Childhood Education** prepare teachers and other professionals to work with children from from birth through 5th grade. Graduate preservice programs lead to the Master of Arts degree and fulfill academic requirements for initial/professional or permanent teacher certification in New York State depending on the student’s background. To meet certification requirements, preservice students may need liberal arts credits in addition to those taken for their undergraduate degree (see Admission Requirements.) For those seeking graduate study beyond the master’s level, a doctoral program is also offered.

The students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many were liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The early childhood and childhood teacher certification programs aim to help prospective teachers develop as decision makers and reflective practitioners who are committed to working in urban schools and to using the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical contemporary issues in education, especially those of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program

- Supports the growth of teachers as social advocates for educational equity in a pluralistic culture. The foremost concern of the program is to create quality care and education for all children. The belief in social justice is inherent in the multiple strands of the graduate early childhood teacher certification program at New York University. The programs:
  - Involve deep study of how children develop in multiple contexts;
  - Offer recursive teaching experiences in a variety of settings;
  - Provide a strong principle-based set of practices regarding learning environments and educational experiences;
  - Support children and adults in learning to accept and respect each other’s differences;
  - Foster a critical view of people’s histories;
  - Consider the needs, lifestyles, languages, and cultural patterns of the communities we serve;
  - Show respect for and encourage equal status for all people;
  - Encourage taking immediate action to interrupt our own and other’s discriminatory behavior; and
  - Advocate institutional changes that value early childhood education as a vital part of a child’s educational experiences.

Children are viewed as competent persons actively engaged in meaning making in the multiple contexts in which they find themselves. The program recognizes the singular importance of parents and families in nurturing young children and the need for educators to develop reciprocal relationships with each family. The family’s rich knowledge of their children should help inform caregiving and educational practices, and our advocacy efforts should take that knowledge into consideration.

The central component of teachers’ development as teacher-researchers is continual reflection on their own and others’ educational practices. Careful reflection and examination will help preserve teachers to develop powerful tools as caring, talented, and committed professionals.

**Certification Curricula**

Two master’s initial certification programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

**Early Childhood Education**

The Early Childhood Education Program reflects three central themes: (1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program may be completed in a traditional three- or four-semesters beginning in the fall, or on a Part-Time basis for those who are currently employed in other fields with a specialized plan for completion of student teaching and other field requirements, or for those currently teaching with a Part-Time program with coursework in the summer.

**Degree Requirements**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.

**Master of Arts**

Initial Certification M.A. Program in Early Childhood Education, Birth-Grade 2 (41 credits)

- **Foundations** (6 credits): course offerings include Issues in Early Childhood Education (ECED-GE.2024 or Inquiries in Teaching and Learning III TCHL-GE.2010 (or other course approved by faculty) and Language and Literacy in the Early Years LITC-GE.2001.

Content in Special Education (3 credits): Education Children with Special Needs in Early Childhood Settings SPCED-GE 2160.


Culminating Experience (2 credits): Integrating Seminar ECED-GE.2004. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

Childhood Education

The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and tools of inquiry of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry credits. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year. Dual certification in childhood/childhood special education is also available. (See Special Education section.)

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

Master of Arts

Initial Certification M.A. Program in Childhood Education, Grades 1-6 (42 credits)

Foundations (9 credits): course offerings include Inquiries into Teaching and Learning III TCHL-GE.2010, Foundations of Curriculum in Childhood Education CHDED-GE.2070.


Fieldwork and Integrating Seminars (6 credits): Fieldwork in Schools and Other Educational Settings TCHL-GE2005, Student Teaching in Childhood I CHDED-GE.2251, Student Teaching in Childhood II CHDED-GE.2252, Integrative Seminar I: Study of Teaching CHDED-GE.2359.

Culminating Experience (3 credits): Integrative Seminar II: Study of Teaching CHDED-GE.2010. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

Doctoral Program

The doctoral program, which leads to a Ph.D., requires a minimum of 60 credits beyond the master’s degree. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education (see Doctoral Program section).

Credits are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 152 for information on all the doctoral programs in the Department of Teaching and Learning and pages 208–210 for general degree requirements.

CAREER OPPORTUNITIES

Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private childcare centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In non-school settings, graduates write, edit, and publish educational materials for children and work in children’s television.

SPECIAL OPPORTUNITIES: SUMMER STUDY ABROAD

The Programs in Early Childhood and Childhood Education, English Education, Literacy Education, and Social Studies Education offer a study abroad option: a three-week, 6-credit graduate summer study abroad program in England. The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials, and art. Students visit schools in London as a basis for comparing British and American school systems and curricula, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theatres, and historical sites in both London and Oxford. Critical issues for both teachers
and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Additional summer study abroad programs, intersession (winter break), and spring break programs are being updated. Please check the Steinhardt website for the most current study abroad options.

ADMISSION REQUIREMENTS
Applicants for the initial certification M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State certification. Applicants must have completed a major in liberal arts or 30 credits in a liberal arts concentration as well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English, or American Sign Language, by the time of M.A. degree completion and recommendation for New York State certification. See general admission section, page 187.

FINANCIAL AID OPPORTUNITIES
Teaching fellowships may be available for qualified applicants to doctoral study. See general financial aid section, page 199.
English Education

The programs in English education, widely recognized as among the finest in the country, are founded on the uncommon belief that content, theory, and method are inseparable. To support this through practice, coursework focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty’s commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one’s own and others’ needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction, educational linguistics, teaching of reading and literature, writing, and research. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available.

CAREER OPPORTUNITIES
Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and related areas. This degree requires a minimum of 36 credits.

Required Courses (6 credits): Master’s Seminar in English Education ENGED-GE.2501 and a concluding seminar, Curriculum and Research in English Language Arts ENGED-GE.2120.

Courses Related to the Student’s Professional Goals (6 credits). Specialization (18 credits): to be chosen by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English, Grades 7–12 (ENGL), serves professionals seeking preparation for initial New York State certification. It may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 36 credits are needed.

Pedagogical Content Courses in English Education (12 credits).

English Teacher Certification Sequence (24 credits), which includes Teaching and Learning English Language Arts in the Middle and High School ENGEL-GE.2041; Adolescent Learners in Urban Contexts TCHL-GE.2515, and Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162. Inquiries into Teaching and Learning III TCHL-GE.2010; Student Teaching in English Education ENGED-GE.2911 and 2922; and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

The Professional Certification M.A. Degree Program in English Education (ENGP) serves professionals holding initial certification in English in New York State and seeking preparation for professional certification. The curriculum is tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 30 credits.

Required Courses (6 credits): Master’s Seminar in English Education ENGED-GE.2501 and a concluding seminar, Curriculum and Research in English Language Arts ENGED-GE.2120.

Courses Related to the Student’s Professional Goals (6 credits). Specialization (18 credits): to be chosen by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English Language and Literature in College (ENGC) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making, as well as certified teaching professionals seeking additional coursework in educational theory and research methods in preparation for doctoral-level study. The curriculum is tailored to the professional and personal needs of individual students, with possible concentrations in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 credits.

The Master of Arts: Educational Theatre, All Grades, with English, 7–12 (ETED) responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, the University offers Educational Theatre K–12 with English, 7–12 to serve professionals seeking preparation for initial New York State certification. The curriculum reflects an integration of coursework offered by the current faculty in the Program in Educational Theatre in collaboration with the faculty in the Program in English Education.

Students must have earned 30 credits in English or dramatic literature or their equivalent and 30 credits of theatre or educational theatre. Students with fewer than 30 prerequisite credits in these areas upon admission may be required to take additional coursework as part of their master’s program.

A total of 53 credits are required for this master’s program, distributed as follows:

Foundations in Educational Theatre (12 credits): Development of Theatre and Drama MPAET-GE.2021 or MPAET-GE.2022; Methods of Research in Educational Theatre MPAET-GE.2077, Drama with Special Education Populations MPAET-GE.2960, Drama in Education I MPAET-GE.2193.

Theory and Methods of Educational Theatre (12 credits): Dramatic Activities in the Elementary Classroom MPAET-
English Education, continued

**GE.2030**, Dramatic Activities in the Secondary Classroom MPAET-GE.2031,
Drama in Education II MPAET-GE.2194,
Storytelling MPAET-GE.2951, Dramatic Literature (by advisement).

**Theory and Methods of English Education**
(14 credits): Teaching/Learning English Language Arts in Middle and High School ENGED-GE.2041, Curriculum and Research in the English Language Arts ENGED-GE.2120.

**Language Development and Reading Literature** (3 credits) ENGED-GE.2139 or Literature and the Adolescent Experience (3 credits) ENGED-GE.2521, Foundations of Educational Linguistics (3 credits) ENGED-GE.2505 or Teaching Expository Writing (3 credits) ENGED-GE.2911.

**Professional Education** (16 credits):
Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999, Inquiries into Teaching and Learning III TCHL-GE.2010, Supervised Student Teaching: Drama in the Elementary Drama Classroom MPAET-GE.2134, Student Teaching the English Language Arts in Middle and High School ENGED-GE.2911 or 2922, Adolescent Learners in Urban Contexts, TCHL-GE.2515.

**Dual Certification MA in Teaching English, Grades 7-12 and Teaching Students with Disabilities, Grades 7-12**

This innovative, dual certification master of arts program prepares you to teach English and Special Education for grades 7-12. Learn pedagogical strategies that address the needs of students with disabilities; build solid foundations in English, literacy, and the language arts; and acquire valuable classroom experience through student teaching placements in New York City schools. You’ll double your credentials and expand your career options. This program leads to eligibility for New York State initial teaching certification.

This dual certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. You’ll complete two semesters of student teaching in New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school English language arts classrooms. This is a great opportunity to integrate theory, practice, and subject content. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.

A total of 45 credits are required for this master’s program, as follows: Inquiries into Teaching and Learning III TCHL-GE.2010, 3 credits, Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention: The Social Responsibilities of Teachers TCHL-GE.2999, 0 credits, Adolescent Learners in Urban Contexts TCHL-GE.2515, 2 credits, Integrating Education Technology in Teaching and Learning EDCT-GE.2018, 1 credit, Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162, 3 credits, Psychological and Educational Assessments in Special Education SPCED-GE.2136, 3 credits, Individuals with Disabilities in School and Community SPCED-GE.2124, 3 credits, Strategies for Teaching Students with Emotional/Behavioral Disorders SPCED-GE.2108, 3 credits, Education of Students with Severe and Multiple Disabilities SPCED-GE.2052, 3 credits, Integration Seminar in Special Education II SPCED-GE.2508, 2 credits, Introduction to Assistive Technology for People with Disabilities OT-GE.2194, 1 credit, Fieldwork in Schools and Other Educational Settings TCHL-GE.2005, 0 credits, Student Teaching in Secondary Special Education SPCED-GE.2524, 3 credits, Content Elective ENGED-GE, 2xxx, 3 credits, Content Elective ENGED-GE, 2xxx, 3 credits, MA Seminar in English Education ENGED-GE.2501, 3 credits, Student Teaching in English Language Arts: Middle or High School ENGED-GE.2911 OR 2922, 3 credits, Teaching and Learning English Language Arts in Middle/High School ENGED-GE.2041 OR 2042, 3 credits, Curriculum and Research in Literary and the English Language Arts ENGED-GE.2120, 3 credits.

**Certificate of Advanced Study**
The sixth-year Certificate of Advanced Study in teaching English language and literature is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K–12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 credits (with grades better than B) of graduate study beyond the M.A.

**Advanced Certificate/Master of Arts in English Education: Clinically Based English Education Grades 7-12 (CBEE) Program for Great Oaks Charter School Teacher Residency**

This teacher residency program prepares recent college graduates to become English teachers in urban public schools. NYU Steinhardt has partnered with the Great Oaks Foundation to offer this unique program to qualified members of the Great Oaks Tutor Corps Urban Fellowship Program in Newark, New Jersey. The curriculum immerses aspiring teachers in the English and Language Arts classrooms and integrates theory, practice, and English content into daily teaching and learning experiences. Graduates of the program are eligible for certification in Teaching English for grades 7-12.

A total of 30 credits are required for the CBEE program in English: 18 credits (post baccalaureate) for the advanced certificate plus 12 credits for the master’s program.

**ELIGIBILITY TO THE CLINICALLY BASED ENGLISH EDUCATION PROGRAM**

To be admitted to the Clinically Based English Education Advanced Certificate please visit the following website for more details: http://steinhardt.nyu.edu/teachlearn/english/residency/admissions-program

In summary, you must
1. First be admitted to the Great Oaks Tutor Corps Urban Education Fellowship. If you are not admitted to this Fellowship, please consider English Education: Teaching English Grades 7-12: Initial Certification (ENGL-MA)-Master of Arts Program on our application guide page.
2. Have completed a bachelor’s degree with a strong overall grade point average and a minimum 3.0 grade point average in English content courses
3. Have completed a major in English in your undergraduate program or the...
equivalent of 30 credits or credits in undergraduate or graduate coursework.

4. Have successfully completed study at the college level of a foreign language or American Sign Language.

In order to participate in the Teacher Residency, candidates must be willing to commit to three (3) years of full-time teaching in a Newark district or charter public school.

APPLICATION REQUIREMENTS/PROCESS

Great Oaks Tutors will submit the requested materials to the Residency Coordinator, who will forward the information of qualified Tutors to the Steinhardt School English Education faculty and the Office of Graduate Admissions for review and an admission decision.

The following materials must be submitted to the Residency Coordinator:

- Completed and signed application form (application fee is waived)
- Transcripts from each post-secondary institution attended or attending
- Statement of Purpose/Letter of Interest—tell us about your interest and goals in pursuing a graduate education in teaching English
- Resume

Note: To be admitted to the Clinically Based English Education Master of Arts program you must successfully complete the Advanced Certificate. The CBEEL Program Director and Urban Master Teacher will provide their recommendations for continuation in the M.A. degree to the Office of Graduate Admissions.

In order to participate in the Teacher Residency, candidates must be willing to commit to three (3) years of full-time teaching in a Newark district or charter public school.

Ph.D. Degree Program in English Education

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration include literature, reading, media education, composition education, curriculum development, and applied linguistics.

Specific requirements for the Ph.D. degree are determined in consultation with the adviser.

ADMISSION REQUIREMENTS

In addition to the general requirements, applicants for the M.A. program must present at least 30 credits in college-level English. Applicants for the Preservice M.A. Degree Program in Teaching English 7-12 must also have completed a college-level language course other than English or American Sign Language. Applicants for the In-Service M.A. Degree Program in English 7-12 must hold provisional New York State certification in English 7-12. Applicants for the Certificate of Advanced Study must hold an acceptable M.A. degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master’s degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general financial aid section, page 187.

FINANCIAL AID OPPORTUNITIES

The Department of Teaching and Learning offers numerous teaching fellowships and graduate assistantships. The NYU Expository Writing Program offers teaching fellowships (preceptor positions) for graduate students interested in teaching writing. Application must be made by February 1 for the fall semester. An on-campus interview is mandatory. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 199.

SPECIAL OPPORTUNITIES

Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Childhood Education offer summer graduate study abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.
Environmental Conservation Education

For more than 30 years, the 37-credit M.A. Program in Environmental Conservation Education prepares graduates for environmental careers in the broad field of environmental education. The program’s interdisciplinary approach draws on both theory and practice and integrates the natural and social sciences with education and fieldwork to help students gain an understanding of the profound effects of human activity on the planet and the role of education in solving environmental problems. The program draws on faculty from a wide variety of disciplines within the University, including education, history, philosophy, law, journalism, science, health, and the arts. Core courses in environmental thought, social ecology, environmental politics, and environmental education introduce students to the theories, policies, and ethics that have shaped public discourse and understanding of the environment. Electives allow students to tailor their program of study to fit their particular conservation education interests in areas such as environmental justice, curriculum design, teacher education, policy studies, sustainable development, ecology, youth education, wildlife education, and sustainability. M.A. students can take electives within Steinhardt, the Robert F. Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. The program also has a strong affiliation with the Program in Science Education in this department, and the Wallerstein Collaborative for Urban Environmental Education at NYU provides students with numerous opportunities to study and work closely with science education faculty on research, curriculum projects, and other environmental initiatives. The integration of coursework with required fieldwork provides students with a unique urban experience in environmental education. The program makes ample use of the vast resources available in New York City, through which students study contemporary environmental issues and programs; evaluate, develop, or implement educational initiatives for children, youth, and adults; or undertake applied research in environmental education. Students complete internships in a wide variety of organizations, including New York City Audubon, NYC Department of Environmental Protection, Jane Goodall Institute, New York City Soil and Water Conservation District, the United Nations, Rainforest Alliance, the Mayor’s Office of Environmental Coordination, Wildlife Conservation Society, High School of Environmental Studies, Harbor School, the American Museum of Natural History, the New York State Department of Environmental Conservation, and Wave Hill. The University’s own Sustainability Initiative provides additional opportunities for involvement and learning.

Career Opportunities

The program prepares individuals to assume leadership roles in schools, non-profit organizations, cultural institutions, and government agencies. Graduates work as educators, program managers, consultants, advocates, administrators, and community leaders. In addition to careers in education, students may pursue careers in policy, advocacy, the media, and numerous other professions in the public and private sectors. Some graduates go on to law school or doctoral programs in environmental education, environmental studies, environmental science, and related areas. The University offers many opportunities to explore employment possibilities through the program’s internships and the extensive network of organizations with which the program is associated, including NYU’s Wallerstein Collaborative for Urban Environmental Education (www.nyu.edu/wallerstein). For profiles of graduates, please visit http://steinhardt.nyu.edu/teachlearn/environmental/ma/alumni

Degree Requirements

Students in the Master of Arts program complete 37 credits of coursework. Core courses (12 credits minimum): Foundations of Environmental Thought ENYC-GE.2019, Cities and their Environments ENYC-GE.2005, Environmental Politics ENYC-GE.2021, Internship in Environmental Conservation Education ENYC-GE.2024, Environmental Education: Theory and Practice ENYC-GE.2022, and the Final Seminar in Environmental Conservation Education ENYC-GE.2023. Electives (13 credits minimum): Electives in related areas are selected by advisement. Students take courses in the department and throughout the University in such areas as environmental policy, sustainability, science education, economics, history, ecology, food studies, media, and the arts. Other requirements (6 credits): two courses in ecology or a related area.

Admission Requirements

Applicants to the Program in Environmental Conservation Education must follow both the Steinhardt School and the program admission procedures and deadlines. All school and program admissions materials must be received by December 15. Specific admission to the Program in Environmental Conservation Education includes the submission of a statement of purpose and two letters of recommendation. See general admission section, page 187.
Literacy Education

PROGRAM LEADER
Kay Stahl
East Building
239 Greene Street,
5th Floor
212-998-5460
kay.stahl@nyu.edu

DEGREE
M.A.

FACULTY
Kieffer, McCallister,
Neuman, Stahl

Two master’s degree programs are offered by the Department of Teaching and Learning’s Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these curricula are also designed to prepare classroom teachers at the early childhood and elementary levels or content-area teachers at middle school and high school levels who wish to reach all students in their classes and integrate the strategic teaching of reading and writing. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters), and part-time students can finish in two years.

One master’s degree program is for candidates interested in students from birth through grade 6 (LITB), the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or professional certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels (see above) and will meet all requirements for the new literacy specialist certification.

The literacy master’s programs represent literacy as the means by which people think, learn, and communicate, including reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who experience difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students—such as the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy. The course of study builds on the participants’ professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practica at different age levels within each program—a seminar on practical inquiry and the responsibilities of literacy specialists, and a culminating project—allow the candidates to apply program learning and address the leadership and teaching responsibilities of literacy specialists and the professional interests and concerns of each student.

ADMISSION REQUIREMENTS
Candies must hold an appropriate teaching certificate as a prerequisite for admission to these M.A. programs. For admission to the literacy program, birth-grade 6 (LITB) candidates must hold at least an initial certificate in early childhood/childhood education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5–12 (LITC), candidates must hold at least an initial certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

CAREER OPPORTUNITIES
The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade six either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists.

Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community centers, new educational companies that focus on literacy learning, and private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrate on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.

Master of Arts
Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives—courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth–Grade 6 (LITB) (34 credits) Courses are offered in two phases. Phase I includes Literacy Education I and II: Early Childhood/Childhood LITC-GE.2012,2013; Language and Literacy Development LITC-GE.2010; Reading and Writing: Foundations LITC-GE.2016; and Texts, Tools, and Culture ECED-GE.2017. Phase II includes Literacy Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practice ECED-GE.2030 (two placements, at two different instructional levels, for 2 credits each), and Organization and Supervision of Literacy Programs LITC-GE.2065. The program requires two electives that can be taken at any point in the program.

Literacy Education, Grades 5–12 (LITC) (34 credits) The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence LITC-GE.2014, 2015; Language and Literacy Development LITC-GE.2010; Reading and Writing LITC-GE.2016; and Text, Tools, and Culture LITC-GE.2017. Phase II includes Literacy Education...
Assessment LITC-GE.2011, Literacy of the Special Learner SPCED-GE.2055, Supervised Practicum in Middle Childhood and Adolescence LITC-GE.2031 (two placements, one at each level, for 2 credits each), and Organization and Supervision of Literacy Programs LITC-GE.2065. The program requires two electives that can be taken at any point in the program.

**FINANCIAL OPPORTUNITIES**

Loans and scholarships may be available for qualified applicants to master’s study.

*See general financial aid section, page 199.*

**SPECIAL OPPORTUNITIES**

Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Childhood Education offer summer graduate study abroad programs in Oxford and London, England. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.
Mathematics Education

PROGRAM CODIRECTORS
Orit Zaslavsky
orit.zaslavsky@nyu.edu

Martin Simon
(Doctoral Program)
m.simon@nyu.edu

East Building,
4th Floor
239 Greene Street
212-998-5870

DEGREES
M.A., Ph.D.

FACULTY
Burgunder, Ma,
Simon, Zaslavsky

The Department of Teaching and Learning offers master’s and doctoral-level degrees in mathematics education. At the master’s level, the department offers a program leading to initial secondary certification for aspiring teachers and a program for secondary mathematics teachers leading to professional secondary certification. At the doctoral level, students can pursue a mathematics education doctorate with a focus on any level of schooling (elementary, secondary, post-secondary).

Students in these programs may take their mathematics courses at NYU’s world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active in cutting-edge research. They encourage and support students in the programs to become involved in research, funded projects, and professional activities. Current research of the mathematics education faculty include studies of the mechanisms of mathematics concept development; how people learn mathematics in and out of school settings, and how they learn across settings; the teaching and learning of rational numbers; the roles and use of examples in mathematics teaching and teacher education, as well as in learning to prove.

CAREER OPPORTUNITIES
Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include research in mathematics education, mathematics teacher education, mathematics curriculum development, mathematics education leadership, and the teaching of mathematics and related subjects (including statistics) at all levels from elementary school through college.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 139.

Master of Arts in Mathematics Education

The preservice M.A. program in teaching mathematics, grades 7-12, is a variable 30-38 credit program that prepares students to teach mathematics in grades 7-12 and culminates in students being eligible for initial New York State certification. This curriculum may be completed in four academic semesters or in an accelerated, full-time basis in one calendar year or a little more than one calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. There is an option of extending the certificate to include grades 5-6.

Required Courses: General Pedagogical Core Courses (14 credits), including Inquiries into Teaching and Learning III TCHL-GE.2010, Education of Students with Disabilities SPCED-GE.2162, Language and Literacy TCHL-GE.2275, and Adolescent Learners in Urban Context TCHL-GE.2515.


Mathematics Content Courses (6 credits) taken, by advisement, either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself, with Mathematical Proof and Proving MTHED-GE.2050 required.

Field Work and Student Teaching (6 credits), including Student Teaching in Mathematics Education: Middle and High Schools I & II MTHED-GE.2911, 2922. Also required for New York State Certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention (0 credits)

TCHL-GE.2999.

The in-service M.A. program in teaching mathematics, grades 7-12, serves professionals holding initial New York State certification in mathematics and seeking preparation for professional certification. It is a 30-credit program that combines advanced mathematics content courses with pedagogy courses to enhance the student’s understanding of both content and teaching. Course requirements include Mathematics Content Courses (9 credits, by advisement), Pedagogical Content Knowledge Courses (12 credits, by advisement), Courses on Current Issues in Education (9 credits), and a Culminating Project.

ADMISSION REQUIREMENTS
See general admission section, initial certification page 198.

Applicants to the preservice M.A. degree program in teaching mathematics, grades 7-12, must hold a bachelor’s degree with a strong mathematics GPA. They must also have completed a minimum of 30 credits of acceptable mathematics content at a Calculus I level and above. Two semesters of Calculus should have been taken as part of the 30 credits. Applicants who did not take a course in Linear Algebra and a course in Geometry may be required to complete one or both courses, in addition to the program requirements, prior to their graduation from NYU. Applicants must also have taken and passed three semester hours at the college level of a foreign language or sign language. Under special circumstances, applicants with fewer than the required number of credits but whose grades indicate the ability to do well in mathematics may be allowed to take the missing coursework as a part of the program, in addition to the regular requirements.

Applicants to the professional certification M.A. degree program in mathematics, grades 7-12, must also have completed a bachelor’s degree and hold initial New York State certification in secondary mathematics.
Ph.D. Program Teaching and Learning with an emphasis in Mathematics Education

Students interested in a doctoral program in mathematics education apply for admission to the Ph.D. Program in Teaching and Learning with an emphasis in mathematics education.

The program includes coursework in mathematics education, mathematics and related fields (e.g., statistics), and in educational research. The coursework, along with involvement in faculty research projects (20 hours per week for four years), is designed to produce graduates who are capable of high-quality research in mathematics education. In addition, the program prepares students to be strong mathematics teachers and teacher educators, who have a strong understanding of mathematics.

The PhD program in Teaching and Learning with an emphasis in mathematics education requires a minimum of 36 credits of graduate coursework beyond the master’s degree. Most students take at least 48 credits. Although there are required courses and competencies, there is also significant flexibility in student programs for pursuit of particular interests.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program in approximately four years. Students in this program must also take and pass a comprehensive examination following their coursework and complete a doctoral dissertation.

Required courses include Professional Seminar in Mathematics Education I MTHED-GE.3021, which focuses on research on mathematics teaching and teacher education; Qualitative Research in Mathematics Education I: Research Design MTHED-GE.3010; Qualitative Research in Mathematics Education II: Guided Data Analysis MTHED-GE.3011; and Learning Theories in Mathematics Education Research MTHED-GE.3014.

Based on the student’s coursework and prior experience, courses in mathematics, statistics, and research design are generally required.

ADMISSION REQUIREMENTS
See general admission section, initial certification page 198.

PhD Program: See department doctoral admissions requirements.

Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

1. Matriculation. Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.

2. Good Academic Standing. All doctoral students are required to have a cumulative, doctoral grade credit average of 3.0 to qualify for the Departmental Candidacy Examination. At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Research and Doctoral Studies, Pless Hall, 82 Washington Square East, 5th Floor.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.
Multilingual Multicultural Studies

Bilingual Education, Foreign Language Education, Teaching English to Speakers of Other Languages (TESOL)

PROGRAM LEADER
Shondel Nero

East Building, 3rd Floor
212-998-5757
shondel.nero@nyu.edu
www.steinhardt.nyu.edu/teachlearn/mms

DEGREES
M.A., Ph.D.

CERTIFICATES
Post-baccalaureate Advanced Certificate, Post-Master’s Certificate of Advanced Study

FACULTY
Eisenstein Ebsworth, Harvey, Llosa, Nero, Tang, Woodley

ADJUNCT FACULTY
Avenia-Tapper, Blaber, Carpenter, Chan, Choong, Collins Coma, Darbes, Dawley-Carr, DeCapua, DeFazio, Gilbert, Gordon, Graham, Grulich, Gure, Lan, Lee, Lo, Longshaw, Lum, Marsh, McSweeny, Niu, Pally, Reddington, Ress, Shen, Stafford, Vigourt, Woo, Wu

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). Unit faculty are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels and welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country. Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. The programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

CAREER OPPORTUNITIES
Graduates of the Multilingual Multicultural Studies programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As globalization increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many non-school settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

PROGRAMS IN BILINGUAL EDUCATION

M.A. Program in Bilingual Education.

The Master of Arts program (34 credits) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education.

Doctoral Program.

The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and bicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 credits of coursework and 1 credit per semester for advisement while preparing their doctoral dissertations.

Bilingual Extension (Advanced Certificate: Bilingual Education for Teachers).

The 15-credit bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Post-M.A. Advanced Certificate in Bilingual Education.

The Post-M.A. Advanced Certificate in Bilingual Education is for bilingual teachers, supervisors, teacher trainers, administrators, and materials developers who wish to continue their education beyond the master’s level. The 30-credit program is appropriate for those who wish to continue their study of bilingual education or add to their teaching and learning experience. The Post-M.A. Advanced Certificate can also serve as a bridge between master’s and doctoral study. The bilingual extension can also be earned through this program.

PROGRAMS IN FOREIGN LANGUAGE EDUCATION

M.A. Program in Teaching a Foreign Language 7-12 (Chinese, French, Italian, Japanese, and Spanish).

Students seeking certification must complete 44 credits of coursework. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children FLGED-GE29.2018 to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in Foreign Language Education.

Students wishing to teach at the college or adult level may earn an M.A. without achieving state certification. The program requires the completion of 34 credits.

Joint M.A. Program in Teaching French as a Foreign Language 7-12 and TESOL 7-12 (Steinhardt and NYU Paris).

This unique transatlantic program, offered jointly with Steinhardt, NYU Paris, Department of French, Graduate School of Arts and Science, combines two semesters in Paris and two semesters in New York City leading to dual certification in New York State in Teaching of French and Teaching English as a Second Language (ESL). The two full-time semesters (fall and spring) spent in Paris in the first year allow students to immerse themselves in French language and culture under the mentorship of faculty from NYU in Paris and from French universities. Degree candidates can seek opportunities to work as English Language Teaching Assistants of English in secondary schools in Paris as well as interact closely with teachers and students in France. Students complete their remaining course work at NYU’s Washington Square campus in New York City on a full- or part-time basis.
Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language and ESL teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a secondary school for French and a second semester in an elementary school for ESL. Students seeking initial certification must complete 50 credits of course work to teach French, grades 7–12, and ESL grades K–12 in New York State. Students also have the option of taking an additional summer course to extend their certification to include teaching foreign languages at K–6 level.

Joint M.A. Program in Teaching Spanish as a Foreign Language 7–12 and TESOL 7–12 (Steinhardt and NYU Madrid).
This unique transatlantic program, offered jointly with Steinhardt and NYU Madrid, Department of Spanish, Graduate School of Arts and Science, combines two semesters in Madrid and two semesters in New York City leading to dual certification in New York State in Teaching of Spanish and Teaching English as a Second Language (ESL). The two full-time semesters (fall and spring) spent in Madrid in the first year allow students to immerse themselves in Spanish language and culture under the mentorship of faculty from NYU in Madrid. Degree candidates can seek opportunities to work as English Language Teaching Assistants of English in secondary schools in Madrid as well as interact closely with teachers and students in Spain. Students complete their remaining course work at NYU’s Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language and ESL teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a secondary school for Spanish and a second semester in an elementary school for ESL. Students seeking initial certification must complete 50 credits of course work to teach Spanish, grades 7–12, and ESL grades K–12 in New York State. Students also have the option of taking an additional summer course to extend their certification to include teaching foreign languages at K–6 level.

M.A. Program in Teaching a Foreign Language (7–12) and Teaching English to Speakers of Other Languages (All Grades).
This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to fulfill student teaching requirements at the elementary level for ESL and the secondary level for the target language. Students who complete this 50-credit program will be certified in teaching ESL (all grades) and a foreign language (7–12). Students may also take the course Teaching Foreign Languages to Elementary School Children FLGEDGE.2018 to extend their certification to grades K–6.

Post-Master’s Certificate of Advanced Study in Foreign Language Education.
The certificate program in foreign language education consists of 30 credits beyond the master’s degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teaching English to Speakers of Other Languages (TESOL).
The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

Post-baccalaureate Advanced Certificate in TESOL.
This 15-credit program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master’s degree or are undecided about matriculating for a master’s degree. Coursework includes foundation in methods, structure of American English, and internship.

M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification).
Students seeking state certification must complete 44 credits of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time, or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in TESOL (Not Leading to New York State Teacher Certification).
Students wishing to teach at the college level or abroad may earn a M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 credits of coursework, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Post-Master’s Certificate of Advanced Study.
The certificate program in foreign language education consists of 30 credits beyond the master’s degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Ph.D. Program in TESOL.
The Doctoral Program in TESOL (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 credits of coursework and 1 credit per semester for advisement while preparing their doctoral dissertations.
**ADMISSION REQUIREMENTS**

**Note:** All MMS programs require TOEFL scores (minimum IBT score of 100) for international students who have not received bachelor’s degrees from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU’s American Language Institute. The ALI may recommend additional English development.

**Bilingual Extension Post-baccalaureate Advanced Certificate.**

Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

**Bilingual Education M.A. Program.**

Applicants should have completed a bachelor’s degree with a major in one of the liberal arts or sciences and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area. Students not seeking the bilingual extension for New York State certification should have completed a bachelor’s degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language.

**Bilingual Education Post-Master’s Advanced Certificate Program.**

Applicants for the Post-Master’s Advanced Certificate must have completed a master’s degree in a related area.

**Ph.D. Program in Bilingual Education.**

Applicants must present a master’s degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

**M.A. in Foreign Language Education (Chinese, French, Italian, Japanese, and Spanish).**

Students not seeking New York State certification should have completed a bachelor’s degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language. These students may enroll in the M.A. Program for Teachers of Foreign Language (FLED) only.

Students seeking New York State certification should apply for the M.A. Program in Teaching a Foreign Language 7-12. They should have completed a bachelor’s degree in the target foreign language, a bachelor’s degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 30 credits in the target foreign language.

**Joint M.A. Program in Teaching French as a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (TESOL) (Steinhardt and NYU Paris).**

Applicants must hold a baccalaureate degree with a minor or major in French language or literature or an equivalent degree. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college credits in French prior to admission. Applicants who are deficient in credits or who do not meet this credit requirement should take the CLEP exam to earn an equivalency of 12 college credits or take NYU SPS’s language proficiency test to earn an equivalency of up to 16 college credits. Interested candidates apply through NYU Steinhardt. Applicants must also submit GRE scores, three letters of recommendation, and an academic writing sample in Spanish that may not exceed 25 pages. The in-office deadline for all materials is April 15.

**M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades) (FLTS).**

Applicants must have completed a bachelor’s degree with a major in the target language or have 30 credits or equivalent. In addition, students must have taken as part of their general education courses at least 3 credits each in mathematics, science, and social studies.

**Post-Master’s Certificate of Advanced Study in Foreign Language Education.**

Applicants must hold a master’s degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language. Post-baccalaureate Advanced Certificate in TESOL. Applicants must have completed a bachelor’s degree in an accredited college or university.

**M.A. in TESOL (All Grades) Leading to New York State Teacher Certification.**

Applicants should have completed a bachelor’s degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education coursework or an equivalent for 3 credits in mathematics, science, and social studies and 12 credits of a language other than English or an equivalent of language proficiency.

---

*Bilingual extension: Applicant must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.
M.A. in TESOL Not Leading to New York State Teacher Certification.
Applicants should have completed a bachelor’s degree with a major in English or one of the liberal arts or sciences.

Post-Master’s Advanced Certificate.
Students must have completed a master’s degree in a related area.

Ph.D. Program in TESOL.
Applicants must present a master’s degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

GLOBAL STUDY
The Programs in Multilingual Multicultural Studies (MMS) and in International Education jointly offer a three-week, 6-credit graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions, such as Shanghai Normal University. Internship opportunities are also available in Shanghai.

In addition to the Shanghai program, foreign language and TESOL majors, as well as all graduate students across Steinhardt, may also take advantage of the Multilingual and Multicultural Studies January intersession study abroad program in the Dominican Republic. This three-week program includes a 3-credit graduate course, where students explore intercultural perspectives in multilingual and multicultural education by an intensive “real time” linguistic and cultural experience in Santiago, Dominican Republic. In addition to the graduate course, students take a one-credit undergraduate course in Spanish, offered by the host university in Santiago to experience language immersion. All students stay with Dominican host families, which enriches their linguistic and cultural experience. The program also takes students on educational tours to Santo Domingo, the capital city, and to other parts of the Dominican Republic.

Students can take advantage of other study abroad opportunities offered by the Department of Teaching and Learning, such as the English Education-summer program in London.

Multilingual Multicultural Education, continued
Science Education

PROGRAM DIRECTOR
Pamela Fraser-Abder
East Building,
Suite 426
212-998-5208
pamelafraser-abder@nyu.edu

DEGREE
M.A.

FACULTY
Blonstein,
Fraser-Abder, Lejano,
Leou, Milne

ADJUNCT FACULTY
Wallace

The Program in Science Education offers graduate study designed to meet the needs of several types of students. The University offers a preservice teacher education program for teachers of science at the 7-12 level. The Master’s programs in Science Education provide an excellent opportunity for those who are presently teaching in schools or colleges to develop additional expertise in specific areas such as curriculum development, assessment, research, and technology. Many courses focus on strategies for teaching science to urban at-risk students.

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment.

Clinically Rich Integrated Science Program (CRISP), M.A.

This selective one-year full-time teacher residency master’s degree program immerses career changers and top college graduates as CRISP Fellows in the science classroom. Fellows are mentored by master teachers and coached by skilled senior educators, take academic coursework on-site and at NYU’s Washington Square campus and participate as a full member in the host school’s community. Fellows are eligible for initial/professional certification in Teaching Science (Biological, Chemistry, or Physics), grades 7-12. Please see the department website for more information.

CRISP strives to prepare teachers who:

- know science deeply and are connected to a community of scientists and science educators;
- deeply understand and are prepared to meet the challenges of teaching students whose lives are challenged by poverty, disabilities, and limited experience with academic literacy;
- develop the skills, tools, dispositions, and connections to learning communities so they can thrive as early-career teachers working to ensure their students thrive as well; and
- will stay in teaching, serving students in greatest need of their teaching.

DEGREE REQUIREMENTS

Fellows complete 12 credits in the practice of science teaching, 11 in science content, and 12 in core learning in special education, language, literacy, and assessment. Some elements of the curriculum span more than one semester. Fellows complete 35 credits through continuous study, commencing in the first summer and concluding in July of the following year. While the residency component of the program starts in July with a three-week session, the majority of the residency program takes place from September through June, following the calendar of the public school year. Fellows are required to study full time in this program.

RESIDENCY

CRISP Fellows spend three weeks in July followed by a full school year in a mentored teacher residency placement. In July, Fellows begin their residency—and their first experiences in an urban school—in a structured and mentored setting in a host school in NYC. They work closely with teachers to plan lessons, first observing, then co-teaching middle school students in science. Starting in September and continuing through the following June, Fellows follow and participate in the life of the school, teachers, classroom, curriculum, and students through a full public school year.

Fellows can also partner with NYU science education faculty as well as engineering faculty from NYU Poly and faculty from the NYU School of Medicine to engage students in science learning and discovery. The special summer teacher residency introduces Fellows to urban public schools in a summer setting and prepares them for their teacher residency immersion in September. The school’s science faculty, assistant principal, and principal will also mentor Fellows informally throughout the teacher residency.

CAREER OPPORTUNITIES

The CRISP Program provides a foundation for entering science education during a predicted shortage of science teachers at all levels. Graduates teach at both private and public schools. However, science communication skills are also the basis for a variety of careers outside the formal school system as well. Newspapers and magazines, radio and television, museums and science centers, science- and technology-based organizations, and corporations all need people who have a sound science background and can communicate scientific ideas to the general public.

ADMISSION REQUIREMENTS

Applicants to the CRISP M.A. program in teaching a science, grades 7-12, must have completed a bachelor’s degree. They must also have completed a major in science in their undergraduate programs or the equivalent in NYU’s undergraduate science majors. The applicant must also have successfully completed study at the college level of a foreign language or American Sign Language.
Social Studies Education

**PROGRAM LEADER**
Diana Turk

East Building,
Suite 624
212-998-5492
diana.turk@nyu.edu

**DEGREE**
M.A.

**FACULTY**
Cohen, Fraser, Jacobs,
Malczewski, Turk

**ADJUNCT FACULTY**
Berman, Faithful,
Fitzgerald, Fuller

The master’s program in social studies education leads to New York State initial teacher certification to teach social studies, history, and the humanities in grades 7-12, with an extension available for grades 5-6. Combine your love of history, geography, economics, or political science and government with inquiry-based teaching methods for adolescents in multicultural, multiethnic, urban schools. Learn to teach with primary sources and divergent historical interpretations. As you develop as a teacher, your lesson plans and classroom teaching will become exciting, inquiry-based history workshops that use innovative technologies to bring the past to life. We follow an interdisciplinary approach to social studies: you’ll learn how to enhance your teaching by integrating historical narrative with novels, film, music, photography, and the visual arts.

Our program features small classes and opportunities to work with an outstanding faculty dedicated to improving the teaching of history in high schools and middle schools. The pivotal experience of the program is a two-semester sequence of student teaching at the middle and high school levels -- a modified residency experience that follows the calendar of the New York City public school year. Unique graduate study abroad opportunities broaden your learning experiences.

Join our graduates who teach in public and independent, charter, and magnet school classrooms throughout New York City and across the country. Many other graduates serve as teacher trainers, department chairs, or curriculum specialists in middle and high schools. Still others work in educational print and electronic publishing, educational television, museum education, and in private and non-profit settings throughout the United States.

We also offer three unique M.A. programs: one which leads to dual certification in Educational Theatre, all grades, and Teaching Social Studies, grades 7-12; one which leads to dual certification in Art Education, all grades, and Teaching Social Studies, grades 7-12; and one which leads to dual certification in Teaching Students with Disabilities, Generalist, 7-12, and Teaching Social Studies, grades 7-12.

**Master of Arts**
The Program in Social Studies Education offers two tracks leading to the Master of Arts degree: one for students seeking initial certification to teach middle- and secondary-level social studies and one for students seeking professional certification who already are certified in middle- and secondary-level social studies.

**DEGREE REQUIREMENTS**
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

**Master's Degree Program in Teaching Social Studies 7-12 leading to Initial Certification (35 credits)**


**Pedagogical Core** (9 credits): Inquiries into Teaching and Learning TCHL-GE.2010, Integration of Media and Technology in Secondary Curriculum and Learning EDCT-GE.2018, Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Learners in Urban Contexts TCHL-GE.2515.

**Student Teaching** (5 credits): Teaching Practicum: Social Studies in the Middle and Secondary Schools SOCED-GE.2053, Supervised Student Teaching I SOCED-GE.2911, Supervised Student Teaching II SOCED-GE.2922.

**Elective** (3 credits): In consultation with adviser, students select one course as an elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science.

**Culminating Experience** (3 credits): Culminating Experience: Social Studies and History Workshop SOCED-GE.2140.

**Other**
The Social Responsibility of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

**In-Service/Professional Certification Program in Social Studies Education** (30 credits). Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 in social studies content coursework.

At least 18 credits of the program must be at the 2000 level of study.


In addition, students take a total of 15 credits from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student’s previous social studies coursework and professional needs and interests.

Possible courses include those below. Others are available by advisement.

II. Content specialization (Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences in the Professions, or in another department related to social studies within the Graduate School of Arts and Science)

Possible courses include The City as Resource in Historical Research SOCED-GE.2304, What Are Schools For? History of American Education and Society: Race and Ethnicity HSED-GE.2174, and Historical Perspectives HSED-GE.2175.

III. Courses addressing theories and strategies for adapting curriculum and instruction (Courses that offer theories and strategies for adapting curriculum to meet the special needs of students)

Possible courses include Language and Literacy for Upper Grades LITC-GE.2002, Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Educating Students with Special Needs in
Education, continued

Middle Childhood and Adolescent Settings SPCED-GE.2162, Adolescent Development: Theory and Research APSY-GE.2272.

IV. Culminating seminar (3 credits): Culminating Experience: Social Studies and History Workshop SOCED-GE.2140.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State professional certification.

CAREER OPPORTUNITIES

The Program in Social Studies Education prepares teachers, teacher educators, and curriculum specialists in social studies for positions in middle and secondary schools. It also provides an introduction for those who seek to work in the school reform movement. Many alumni of the program work as social studies teachers, department chairs, and curriculum coaches and directors in middle and high schools in New York City and across the United States. Some of our graduates work in educational agencies and community colleges and in the statewide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate coursework and field experience necessary for New York State certification in social studies. Once you have completed your M.A. work at NYU, you will be qualified to teach social studies in many other states that have certification requirements similar to New York’s. Coursework includes courses in history and the social sciences, professional education in social studies, student teaching, and related activities. Certification in secondary social studies entitles the candidate to teach social studies, history, and the humanities at both the middle and high school levels (grades 7 through 12).

ADMISSION REQUIREMENTS

Master’s Degree Program in Teaching Social Studies 7–12 leading to initial certification. All applicants should have completed a bachelor’s degree with a major in one of the following areas: history, geography, economics, or political science/government. In addition, students must have completed at least a total of 15 semester hours of study in the history and geography of the U.S. and the world. An additional 6 credit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 credits), political science/government (3 credits), and an additional 3 credits in history, geography, economics, political science/government, sociology, or anthropology. Students must also have completed one semester’s worth of study of a language other than English.

In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding coursework, in addition to their program requirements, prior to their graduation from NYU. The applicant must also have successfully completed study at the college level of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Social Studies Education Applicants must hold provisional New York State certification in social studies 7–12.

See general admission section, page 187.

Master of Arts: Educational Theatre, All Grades, with Social Studies, 7–12

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7–12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to state learning standards for both theatre and social studies, and the curriculum reflects an integration of coursework offered by the current faculty in the program in Educational Theatre, in collaboration with the faculty in the program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the coursework, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

ADMISSION REQUIREMENTS

Students must have earned 24 credits in theatre and 24 credits in social studies. For social studies, students must have completed at least 15 credits in the history and geography of the U.S. and the world; at least 3 credits in economics; at least 3 credits in government or political science; and at least 3 credits in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 credits in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 credits in these areas on admission will be required to take additional coursework in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in each area. Six credits are included in the following program of study.

DEGREE REQUIREMENTS

A total of 48 credits are required for this master’s program, distributed as follows:


Terminal Experience (0 credits): Social Studies and History Workshop SOCED-GE.2140 or culminating research project in educational theatre.

Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

Master of Arts in Art Education, All grades, with Social Studies, 7-12
This program offers a M.A and Dual Certification in Art Education (all grades) and Social Studies Education (grades 7-12). This new dual degree program will model critical and investigative education that empowers students to think beyond subject area. A fundamental component of this program is collaboration across two departments in Steinhardt: the Department of Teaching and Learning and the Department of Art and Art Professions. Students take courses in both departments and have the opportunity to engage with and learn from students and faculty across Steinhardt. Students must apply to the Art Education Program initially and fulfill all admissions requirements, including a visual portfolio, and then meet the admissions requirements for the Social Studies Education program in Teaching and Learning.

With a special focus on contemporary art and its social context, this program conceptualizes the artist-educator as cultural worker, intellectual, and activist. Students are involved in integrated learning opportunities that re-imagine both art and social studies education. As part of the program’s emphasis on praxis, graduate students teach a 9-week NYU Visionary Studio Saturday Workshop for high school students from across New York City. This field experience allows Art Education students to establish a dialogue between theory introduced in the seminar and practice in the classroom, as well as develop their teaching style as they design and implement a thematic credit plan based on social issues. In addition, students spend two-semesters in student teaching placements in New York City schools at both the elementary and secondary level with the guidance and support of experienced NYU faculty supervisors.

Personal attention is given to each student throughout the duration of program, from initial advisement through completion of the Masters final project. Classes are small, and Special Projects and Guest Speakers offer additional professional opportunities and experiences.

For students who have an undergraduate BA or BFA degree and wish to acquire teacher certification, this dual degree program offers a curriculum that satisfies the academic requirements for New York State initial teacher certification in Visual Art (all grades) and Social Studies (grades 7-12). Students are required to fulfill all additional New York State Department of Education Certification requirements including mandatory tests and assessments.

ADMISSION REQUIREMENTS
Students must have completed at least 30 credits in studio art and art history courses, in addition to at least 15 credits in history and/or geography, 3 credits in politics, 3 credits in economics, 3 additional credits in another area of social studies, and a semester of study of language other than English.

DEGREE REQUIREMENTS
A total of 44 credits are required for this master’s program, distributed as follows:

Content Core – 12 pts
Media literacy in the art classroom E90.2277, 3 credits
School Arts I: Issues in Pedagogy and Curriculum (elementary) E90.2271, 3 credits (45 hrs fdlwk)
The Social Studies Curriculum: US history SOCED-GE.2047, 3 credits
The Social Studies Curriculum: World History SOCED-GE.2048, 3 credits

General Pedagogical Core - 14 pts
Special Ed, Disability Studies, and Contemporary Art E92.2081, 3 credits (15 hrs fdlwk)
Contemporary Art and Critical Pedagogy: Issues in Representation, Identity and multiculturalism E90.2275, 3 credits
Literacy and Social Studies SOCED-GE.2147, 3 credits
Inquiries into Teaching and Learning III TCHL-GE.2010, 3 credits (15 hrs fdlwk)
Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention: The Social Responsibilities to teachers TCHL-GE.2999, 0 credits

Adolescent Learners in Urban Contexts TCHL-GE.2515, 2 credits

Specialized Pedagogical Core – 9 pts
School Arts II: Issues in Pedagogy and Curriculum (secondary) E90.2272, 3 credits (45 hrs fdlwk)
Teaching Social Studies in Middle and Secondary School SOCED-GE.2042, 3 credits (45 hrs fdlwk)
MA Seminar in Social Studies SOCED-GE.2146, 3 credits

Student Teaching – 6 pts
Supervised student teaching Art in Elementary Classroom E90.2406, 3 credits (20 days min)
Practicum: Social Studies in the secondary School SOCED-GE.2051, 1 credit
Student Teaching in the Secondary School SOCED-GE.2922, 2 credits

Terminal Experience – 3 pts
Social Studies and History Workshop SOCED-GE.2140, 3 credits OR Research in Art Ed E92.2301, 2 credits and Final Project E92.2301, 1 credit

Master of Arts in Teaching Social Studies, Grades 7-12 and Teaching Students with Disabilities, Grades 7-12
This innovative, dual certification master of arts program prepares you to teach Social Studies and Special Education for grades 7-12. Learn pedagogical strategies that address the needs of students with disabilities; build strong foundations in social studies, history, and special education; and gain hands-on classroom experience through student teaching placements in New York City schools. You’ll help meet the rising demand for dual-certified secondary school educators. This program leads to eligibility for New York State initial teaching certification.

This dual certification MA program combines content courses and general and specialized core pedagogy classes with fieldwork and supervised student teaching. You’ll complete two semesters of student teaching at New York City schools, in special and inclusive settings for students with disabilities, as well as in middle and high school social studies classrooms. This is a great opportunity to integrate theory, practice, and subject content. Cooperating teachers and NYU faculty will offer feedback and guidance so you can develop and refine your teaching techniques.
ADMISSION REQUIREMENTS
Candidates for admission must have a bachelor’s degree. The applicant’s transcript(s) are evaluated to ensure that the applicant has completed the equivalent major or concentration in one of the liberal arts or sciences. In cases in which teacher candidates have not completed an appropriate liberal arts major or concentration, we will require as a condition of graduation from the master’s program that the teacher candidate’s complete the necessary major or concentration prior to the completion of the master’s degree. For admissions, candidates must also have at least 15 credits in history and/or geography, 3 credits in politics, 3 credits in economics, 3 additional credits in another area of social studies, and a semester of study of language other than English.

DEGREE REQUIREMENTS
A total of 45 credits are required for this dual certification master’s program.

Inquiries into Teaching and Learning III TCHL-GE.2010, 3 credits
Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention: The Social Responsibilities of Teachers TCHL-GE.2999, 0 credits
Adolescent Learners in Urban Contexts TCHL-GE.2515, 2 credits
Language and Literacy Acquisition and Development TCHL-GE.2275, 3 credits
Integrating Education Technology in Teaching and Learning EDCT-GE.2018, 1 credit
Educating Students with Disabilities in Middle Childhood and Adolescent Settings SPCED-GE.2162, 3 credits
Psychological and Educational Assessments in Special Education SPCED-GE.2136, 3 credits
Individuals with Disabilities in School and Community SPCED-GE.2124, 3 credits
Strategies for Teaching Students with Emotional/Behavioral Disorders SPCED-GE.2108, 3 credits
Education of Students with Severe and Multiple Disabilities SPCED-GE.2052, 3 credits
Integration Seminar in Special Education II SPCED-GE.2508, 2 credits
Introduction to Assistive Technology for People with Disabilities OT-GE.2194, 1 credit
The Social Studies Curriculum: World History SOCED-GE.2048, 3 credits
MA Seminar in Social Studies SOCED-GE.2146, 3 credits
Fieldwork in Schools and Other Educational Settings TCHL-GE.2005, 0 credits
Student Teaching in Social Studies: Middle and High School II SOCED-GE.2922, 2 credits
Teaching Practicum: Social Studies in the Middle and Secondary School SOCED-GE.2053, 1 credit
Student Teaching in Secondary Special Education SPCED-GE.2524, 3 credits
The Social Studies Curriculum: US History SOCED-GE.2047, 3 credits
Teaching Social Studies in Middle and Secondary School SOCED-GE.2042, 3 credits

Advanced Certificate/Master of Arts in Social Studies Education: Clinically Based Social Studies Education Grades 7-12 (CBEE) Program for Great Oaks Charter School Teacher Residency
This teacher residency program prepares recent college graduates to become Social Studies teachers in urban public schools. NYU Steinhardt has partnered with the Great Oaks Foundation to offer this unique program to qualified members of the Great Oaks Tutor Corps Urban Fellowship Program in Newark, New Jersey. The curriculum immerses aspiring teachers in the Social Studies classrooms and integrates theory, practice, and English content into daily teaching and learning experiences. Graduates of the program are eligible for certification in Teaching Social Studies for grades 7-12.
A total of 30 credits are required for CBEE program in Social Studies: 18 credits (post baccalaureate) for the advanced certificate plus 12 credits for the master’s program.

ELIGIBILITY TO THE CLINICALLY BASED SOCIAL STUDIES EDUCATION PROGRAM
To be admitted to the Clinically Based Social Studies Education Advanced Certificate please visit the following website for more details: http://steinhardt.nyu.edu/teachlearn/english/residency/admissionsprogram
In summary, you must
1. First be admitted to the Great Oaks Tutor Corps Urban Education Fellowship. If you are not admitted to this Fellowship, please consider Social Studies Education: Teaching English Grades 7-12: Initial Certification (SS-MA)-Master of Arts Program on our application guide page.
2. Have completed a bachelor’s degree with a strong overall grade point average and a minimum 3.0 grade point average in Social Studies content courses
3. Have completed a major in Social Studies in your undergraduate program or the equivalent of 30 credits or credits in undergraduate or graduate coursework.
4. Have successfully completed study at the college level of a foreign language or American Sign Language.
In order to participate in the Teacher Residency, candidates must be willing to commit to three (3) years of full-time teaching in a Newark district or charter public school.

APPLICATION REQUIREMENTS/PROCESS
Great Oaks Tutors will submit the requested materials to the Residency Coordinator, who will forward the information of qualified Tutors to the Steinhardt School Social Studies Education faculty and the Office of Graduate Admissions for review and an admission decision.

The following materials must be submitted to the Residency Coordinator:
- Completed and signed application form (application fee is waived)
- Transcripts from each post-secondary institution attended or attending
- Statement of Purpose/Letter of Interest—tell us about your interest and goals in pursuing a graduate education in teaching English
- Resume

Note: To be admitted to the Clinically Based Social Studies Education Master of Arts program you must successfully complete the Advanced Certificate. The CBEE Program Director and Urban Master Teacher will provide their recommendations for continuance in the M.A. degree to the Office of Graduate Admissions.
In order to participate in the Teacher Residency, candidates must be willing to commit to three (3) years of full-time teaching in a Newark district or charter public school.
Special Education

PROGRAM LEADER
Joan Rosenberg
jer4@nyu.edu

East Building, Room 200
212-998-5460

DEGREE
M.A.

FACULTY
Alter, Fleisher, Friedlander, Gottlieb, Krasnow, Rosenberg, Schwartz, Trainor

ADJUNCT FACULTY
Duggan, Greenbaum, Greenberg, Heller, Izzo, Kohn, Korenthal, Lesser, Okuma, Siegel

The programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6. As described below, at NYU we offer M.A. programs designed to meet New York State requirements for the various teacher certificates:

Early Childhood Education (Birth–Grade 2)
- Early Childhood Education and Special Education: Early Childhood (dual certification) (ESEE)
- Special Education: Early Childhood (SEEC)

Childhood Education (Grades 1–6)
- Childhood Education and Special Education: Childhood (dual certification) (CSEC)
- Special Education: Childhood (SECH)

Special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, the program’s graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

Theory and practice are integrated throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate. The participants in the M.A. Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Graduate students have the option of beginning the program part-time, while most individuals, particularly those who are career changers, will need to commit to a period of full-time field/student teaching; however, for those currently working in education settings, specialized arrangements may be developed in consultation with the Office of Field Study.

M.A. Programs in Special Education at the Early Childhood Level (Birth–Grade 2)

The M.A. programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child’s life. Play is the basis of learning in all spheres of development, and relationships with peers and adults are key to children’s learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

The Dual-Certification Master’s Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (47 credits)

This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth–grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

General Pedagogical Core (76 credits): Inquiries in Teaching and Learning

I. TCHL-GE.2010 (or other course approved by faculty), Language and Literacy in the Early Years LITC-GE.2001.


Culminating Experience (3 credits): Integrating Seminar in Early Childhood Special Education II SPCED-GE.2512.
Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

SPECIFIC ADMISSION REQUIREMENTS
To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-credit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program.

See general admission section, page 187.

The M.A. Program in Special Education: Early Childhood (SEEC) (30 credits)
This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth–grade 2).

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.


Observation, Fieldwork, and Student Teaching (minimum 4 credits): Observations in Early Childhood Special Education Settings SPCED-GE.2502, Student Teaching in Early Childhood Special Education II SPCED-GE.2904.
Electives (8 credits): Student Teaching in Early Childhood Special Education I SPCED-GE.2903, others by advisement.
Culminating Experience (3 credits): Integrating Seminar in Early Childhood Special Education II SPCED-GE.2512.
Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

SPECIFIC ADMISSION REQUIREMENTS
Candidates must hold or be eligible for provisional or initial certification in early childhood education.

M.A. Programs in Special Education at the Childhood Level (Grades 1–6)
These programs are designed to engage prospective teachers in thoughtful discussion of-and interaction around critical contemporary issues in education, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

The Dual-Certification Master’s Degree Program in Childhood Education and Special Education: Childhood (CSEC) (46 credits)
This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1–6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.


Specialized Pedagogical Courses—Special Education (12 credits): Education of Children with Special Needs in Childhood Settings SPCED-GE.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE.2133, Education of Students with Severe/Multiple Disabilities SPCED-GE.2052.

Observation, Fieldwork, and Student Teaching (6 credits): Fieldwork in Schools and Other Educational Settings, TCHL-GE.2005, Observations in Special Education SPCED-GE.2501, Student Teaching in Childhood Education CHDED-GE.2901, Student Teaching in Childhood Special Education II SPCED-GE.2902.

Culminating Experience (3 credits): Integrating Seminar in Childhood Special Education II SPCED-GE.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention TCHL-GE.2999 (0 credits).

SPECIFIC ADMISSION REQUIREMENTS
To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education...
leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-credit concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program.

See general admission section, page 187.

The M.A. Program in Childhood Special Education (SECH) (30 credits)
This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1-6).

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 149.

General Pedagogical Core (6 credits): Foundations of Curriculum for Diverse Learners SPCED-GE.2051, Individuals with Disabilities in Schools and Communities SPCED-GE.2124.

Specialized Pedagogical Courses (12 credits): Education of Children with Special Needs in Childhood Settings SPCED-GE.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities SPCED-GE.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities SPCED-GE.2133, Education of Students with Severe/Multiple Disabilities SPCED-GE.2052.

Observation, Fieldwork, and Student Teaching (minimum 4 credits): Observations in Special Education SPCED-GE.2501, Student Teaching in Childhood Special Education II SPCED-GE.2522.

Electives (5 credits): Student Teaching in Childhood Special Education I SPCED-GE.2521, Literacy of the Special Learner SPCED-GE.2055, or others by advisement.

Culminating Experience (3 credits): Integrating Seminar in Childhood Special Education II SPCED-GE.2508.

Specific Admission Requirements
Candidates must hold or be eligible for provisional or initial certification in childhood education.
Teaching and Learning

The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University aims to prepare first-rate scholars and practitioners in teaching and teacher education, curriculum design and evaluation, educational reform, and public policy as it affects teaching and learning.

The program draws on four sources of learning: (1) The experience of professional practice that students bring to their studies, which provides context and depth of field (for this reason, the program admits only distinguished practitioners and prefers applicants who have at least five years of teaching experience and a master’s degree); (2) A rich set of courses, seminars, and independent learning experiences available to program students within the Department of Teaching and Learning, other departments in the Steinhardt School, and other schools at NYU; (3) Mentorship in research, teaching, and program development, including participation in research and development projects that focus on the problems and potential of urban schools, urban teachers, and urban youth; (4) An intellectually focused and interpersonally supportive community of professors, researchers, and peers.

Degree Requirements
This degree requires students to complete between 48 and 60 credits of study following matriculation (depending on prior experience and coursework). Individual specializations also have additional requirements.

Accreditation
The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; www.teac.org.
### DEPARTMENTAL COURSES/ TCHL-GE

**Field Consultation**  
TCHL-GE.2000  
Minimum of 30 hours per credit: 1–3 credits per term. May be repeated for total of 6 credits. Fall, Spring. Hours to be arranged.

**Inquiries in Teaching and Learning III**  
TCHL-GE.2010  
60 hours including arranged field work; 3 credits. Fall, Spring, Summer.

**Applied Research Design**  
TCHL-GE.2013  
30 hours: 3 credits. Fall, Spring.  
Prerequisites: RESCH.UG.1085, 1086, or RESCH.GE.2001, 2002, or equivalent.

**Evaluating Educational Programs**  
TCHL-GE.2132  
30 hours: 3 credits. Spring.

**Reading Recovery: Related Theory and Research I**  
RDREC-GE.2206  
45 hours: 3 credits. Fall.  
Prerequisite: LITC-GE.2001 or permission of the instructor.

**Reading Recovery: Related Theory and Research II**  
RDREC-GE.2207  
45 hours: 3 credits. Spring.  
Prerequisite: RDREC-GE.2206 or permission of the instructor.

**Research on Urban and Minority Education**  
TCHL-GE.2512  
30 hours: 3 credits. Fall.

**The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention**  
TCHL-GE.2999  
15 hours: 0 credits. Fall, Spring.

**Dissertation Proposal Seminar I**  
TCHL-GE.3001  
30 hours: 3 credits. Fall, Spring.  
Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development who have achieved candidacy and have completed at least one course in research methodology.

**Dissertation Proposal Seminar II**  
TCHL-GE.3002  
30 hours: 3 credits. Fall, Spring.  
Prerequisites: satisfactory completion of TCHL-GE.3001 and a completed application form.

**Doctoral Seminar in Curriculum and Instruction**  
TCHL-GE.3013  
40 hours: 4 credits. Spring.

**Proseminar for Doctoral Students in Teaching and Learning I and II**  
TCHL-GE.3037, 3038  
20 hours: 1–3 credits. Fall.

**Topics in Teaching and Learning: Schooling and Race**  
TCHL-GE.3101  
30 hours: 3 credits.

**Student Teaching in Childhood Education II**  
CHDED-GE.2902  
10 weeks, full days: 2 credits. Fall, Spring.

**Integrating Seminar in Childhood I: Study of Teaching**  
CHDED-GE.2359  
20 hours: 2 credits. Fall, Spring.

**Independent Study**  
CHDED-GE.2300  
45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.

### EARLY CHILDHOOD EDUCATION/ECED-GE

**Multicultural Perspectives in Social Studying in Early Childhood**  
ECED-GE.2012  
30 hours: 3 credits. Fall, Spring.

**Issues in Early Childhood Education**  
ECED-GE.2024  
30 hours, 15 hours minimum of field experience: 3 credits. Summer, Fall.

**Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum**  
ECED-GE.2037  
30 hours: 2 credits. Fall, Spring.

**Curriculum in Early Childhood Education: Materials and Practice**  
ECED-GE.2038  
30 hours: 3 credits. Fall, Spring.

**Integrating Seminar II: Study of Teaching**  
CHDED-GE.2250  
30 hours: 3 credits. Fall.

**Multicultural Perspectives in Social Studying**  
CHDED-GE.2011  
30 hours: 2 credits. Fall, Spring.

**Child Development and the Program in Childhood Education**  
CHDED-GE.2021  
30 hours, 20 hours minimum of field experience: 3 credits, plus 20 hours. Fall, Spring.

**Foundations of Curriculum in Childhood Education**  
CHDED-GE.2070  
45 hours: 3 credits.

**Student Teaching in Childhood Education I**  
CHDED-GE.2901  
10 weeks, half days: 2 credits. Fall, Spring.

**Student Teaching in Early Childhood I**  
ECED-GE.2903  
20 full days minimum: 2 credits. Fall.

**Student Teaching in Early Childhood II**  
ECED-GE.2904  
20 full days minimum: 3 credits. Spring.
Courses, continued

EARLY CHILDHOOD AND CHILDHOOD EDUCATION/CHDED-GE

Integrating Seminar in Early Childhood Education I
ECED-GE.2002 10 hours per credit: 1–3 credits. Summer, fall.
Accompanies field or student teaching placement.

Integrating Seminar in Early Childhood Education II
ECED-GE.2003 30 hours: 2 credits. Fall, Spring.
Accompanies field or student teaching placement.

Field Placement in Early Childhood
ECED-GE.2255 15 hours: 1–2 credits. Fall.
Prerequisite: 55 hours minimum of field placement.

Science and Social Studies in the Early Years
ECED-GE.2314 30 hours, 2 credits, Fall, Spring.

The Education of Infants and Toddlers
ECED-GE.2701 30 hours, 3 credits, Fall, Spring.

Early Childhood and Elementary Education: Theory and Research
ECED-GE.3037, 3038 30 hours: 3 credits each. Fall, Spring.

Additional Courses

Independent Study
ECED-GE.2300 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.
For description, see page 173.

ENGLISH EDUCATION/ENGED-GE

CURRICULUM AND INSTRUCTION

LANGUAGE AND LEARNING ACROSS THE CURRICULUM
ENGED-GE.2023 30 hours: 3 credits. Summer.

The Teaching of Language and Literature
ENGED-GE.2044 30 hours: 3 credits. Summer.

Social Contexts and Cultural Studies: Teaching English in the Inner City
ENGED-GE.2049 Kirkland. 30 hours: 3 credits.

Negotiating the Curriculum
ENGED-GE.2120 30 hours: 3 credits. Spring.

English Curriculum Implications from Contemporary Research
ENGED-GE.2149 30 hours: 3 credits. Summer.

Current Problems in Educational Linguistics
ENGED-GE.2233 30 hours: 3 credits. Spring.

Developing Curricula in the English Language Arts
ENGED-GE.2575 30 hours: 3 credits.

Pluralistic Approaches to Cultural Literacy
ENGED-GE.2577 Kirkland. 30 hours: 3 credits. Fall.

LANGUAGE AND LINGUISTICS

Language Development and Reading Literature
ENGED-GE.2397 30 hours: 3 credits. Spring (alternating years).

Foundations of Educational Linguistics
ENGED-GE.2505 Kirkland. 30 hours: 3 credits. Fall, Spring.

Dramatic Activities in the English Classroom
ENGED-GE.2507 30 hours: 3 credits. Spring.

Teaching Reading in the English Classroom
ENGED-GE.2509 Beck. 30 hours: 3 credits. Fall.

Linguistics, Society, and the Teacher
ENGED-GE.2515 Kirkland. 30 hours: 3 credits. Fall.

Literature and the Adolescent Experience
ENGED-GE.2521 30 hours: 3 credits. Spring.

Doctoral Seminar in Reading and Teaching Literature
ENGED-GE.3014 30 hours: 3 credits. Spring (even years).

Doctoral Seminar in Educational Linguistics
TCHL-GE.3017 30 hours: 3 credits. Fall.

WRITING AND RHETORIC

Intermediate Expository Writing
ENGED-UG.2005 45 hours: 3 credits. Fall, Spring.
Enrollment limited to 12 students.

Practicum: Individualizing Writing Instruction
ENGED-GE.2101 30 hours: 3 credits. Fall, Spring.

Practicum: Teaching Expository Writing
ENGED-GE.2511 Beck. 30 hours: 3 credits. Spring.

Doctoral Seminar in Written Discourse
ENGED-GE.3919 Beck. 30 hours: 3 credits. Fall (even years).

CORE EXPERIENCES IN TEACHING AND RESEARCH

Master's Seminar in English Education
ENGED-GE.2501 30 hours: 3 credits. Fall.

TEACHING, RESEARCH, AND REFLECTION

Teaching and Learning English Language Arts in the Middle School
ENGED-GE.2041 30 hours: 3 credits.

Teaching and Learning English Language Arts in the High School
ENGED-GE.2042 30 hours: 3 credits.

Mentorship in English Education
ENGED-GE.2402 45 hours per credit: 1–6 credits. Fall, Spring.
Registration by permission of the sponsoring professor.

Student Teaching in English Education: Middle School
ENGED-GE.2911 Minimum of 20 days: 4 credits.

Student Teaching in English Education: High School
ENGED-GE.2922 Minimum of 20 days: 4 credits.

The English Teacher as Reflective Practitioner
ENGED-GE.2540 30 hours: 3 credits. Fall, Spring.

Independent Study
ENGED-GE.2300 45 hours per credit: 1–6 credits. Fall, Spring, Summer; hours to be arranged.
ENVIRONMENTAL CONSERVATION EDUCATION/ENYC-GE

Foundations of Environmental Thought  
ENYC-GE.2019  30 hours: 3 credits. Fall.

Contemporary Debates in Environmental Ethics  
ENYC-GE.2020  30 hours: 3 credits. Spring.

Environmental Politics  
ENYC-GE.2021  30 hours: 3 credits. Spring.

Final Seminar in Environmental Conservation Education  
ENYC-GE.2025  30 hours: 3 credits. Fall, Spring.

Internship in Environmental Conservation Education  
ENYC-GE.2030  45 hours per credit: 1-12 credits. Fall, Spring; hours to be arranged.

Environmental Education: Theory and Practice  
ENYC-GE.2070  30 hours: 3 credits. Spring.

LITERACY EDUCATION/LITC-GE

Language and Literacy in the Early Years  
LITC-GE.2001  30 hours, 15 hours minimum of field experience: 3 credits. Fall, Spring.

Language and Literacy for Upper Grades (3–6)  
LITC-GE.2002  30 hours: 3 credits. Fall, Spring, Summer.

International Literature for Children  
LITC-GE.2003  30 hours: 3 credits. Spring.

Critical Reading and Response to Literature  
LITC-GE.2005  30 hours: 3 credits. Fall.

Language as a Basis for Teaching Reading and Writing  
LITC-GE.2008  30 hours: 3 credits. Spring. Prerequisites: a course in child development and in the teaching of reading or permission of instructor.

Language and Literacy Development  
LITC-GE.2010  30 hours: 3 credits. Fall.

Literacy Assessment  

Literacy Education I: Reading Practices in Early Childhood and Childhood  
LITC-GE.2012  30 hours: 3 credits. Fall, Spring.

Literacy Education II: Writing Practices in Early Childhood and Childhood  
LITC-GE.2013  30 hours: 3 credits. Fall.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence  
LITC-GE.2014  30 hours: 3 credits. Fall, Spring.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence  
LITC-GE.2015  30 hours: 3 credits. Fall.

Reading and Writing: Foundations  
LITC-GE.2016  30 hours: 3 credits. Fall.

Text, Tools, and Culture  
LITC-GE.2017  30 hours: 3 credits. Spring.

Practicum in Literacy Education (Grades 8–12)  
LITC-GE.2991  48 hours: 2 credits (repeatable for 4 credits). Spring, Summer. Prerequisite: LITC-GE.2011.

Practicum in Literacy Education (Grades 5–12)  
LITC-GE.2992  48 hours: 2 credits (repeatable for 4 credits). Spring, Summer. Prerequisite: LITC-GE.2011.

Literacy for the Special Learner  
SPCED-GE.2055  30 hours: 3 credits. Spring. Prerequisites: LITC-GE.2010, LITC-GE.2015, LITC-GE.2016, and LITC-GE.2017 or permission of instructor.

Organization and Supervision of Literacy Programs  
LITC-GE.2065  30 hours: 3 credits. Spring, Summer. Prerequisite: LITC-GE.2011 or permission of instructor.

MATHEDUCATION/MTHED-GE

Curriculum and Assessment in Secondary Mathematics  
MTHED-GE.2007  30 hours: 3 credits. Fall.

Research Investigations in Mathematics Education  
MTHED-GE.2008  30 hours: 3 credits.

Explorations in Mathematics-Geometry  
MTHED-GE.2026  15 hours: 1 credit.

Explorations in Mathematics-Data and Chance  
MTHED-GE.2027  15 hours: 1 credit.

Explorations in Mathematics-Fractions, Decimal, and Percents  
MTHED-GE.2028  15 hours: 1 credit.

The Teaching of Rational Numbers, Grades 5–12  
MTHED-GE.2031  45 hours: 3 credits. Fall. Prerequisite/Corequisite: MTHED-GE.2033.

The Teaching of Algebra, Grades 7–12  
MTHED-GE.2035  45 hours: 3 credits. Spring. Prerequisite/Corequisite: MTHED-GE.2033 and MTHED-GE.2031.

The Teaching of Geometry, Grades 7–12  
MTHED-GE.2036  45 hours: 3 credits. Spring. Prerequisite/Corequisite: MTHED-GE.2033 and MATH-UA.270 or equivalent.

The Teaching of Pre-calculus and Trigonometry in High School  
MTHED-GE.2037  45 hours: 3 credits. Prerequisite/Corequisite: MTHED-GE.2033 and MATH-UA.233, MATH-UA.23S, or equivalent.
Courses, continued

Mathematical Content Courses:
3 credit courses: A study of basic concepts of mathematics related to secondary school from an advanced viewpoint.

Selected Topics in Modern Mathematics I: Number Theory
MTHED-GE.2043 30 hours.

Selected Topics in Modern Mathematics II: Discrete Mathematics
MTHED-GE.2044 30 hours.

Mathematical Proof and Proving
MTHED-GE.2050 45 hours. Fall.

Professionalized Subject Matter in Mathematics I: Geometry
MTHED-GE.2101 30 hours.

Professionalized Subject Matter in Mathematics II: Linear Algebra
MTHED-GE.2102 30 hours.

Mathematical Modeling
MTHED-GE.2103 30 hours.

Mathematical Investigations and Problem Posing
MTHED-GE.2104 45 hours.

Professional Seminar for Secondary School Mathematics
MTHED-GE.2122 Prerequisite/Corequisite: MTHED-GE.2911 or 2922

History of Mathematics
MTHED-GE.2061 30 hours: 3 credits.

Supervision of Mathematics in the Schools
MTHED-GE.2135 30 hours: 3 credits.

Student Teaching in Mathematics Education: Middle and High Schools I
MTHED-GE.2911 A minimum of 20 days: 3 credits. Fall, Spring. Prerequisite/Corequisite: MTHED-GE.2033.

Student Teaching in Mathematics Education: Middle and High Schools II
MTHED-GE.2922 A minimum of 20 days: 3 credits. Fall, Spring. Prerequisite/Corequisite: MTHED-GE.2033.

Teaching Elementary School Mathematics: Foundations and Concept Development
MTHED-GE.2115 30 hours: 3 credits.

Teaching Elementary School Mathematics: Problem Solving and Procedures
MTHED-GE.2116 20 hours: 2 credits.

Independent Study
MTHED-GE.2300 45 hours per credit: 1–6 credits. Fall, Spring, Summer. Hours to be arranged.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
SCMTH-GE.2000 30 hours: 3 credits.

Doctoral Courses

Qualitative Research in Mathematics Education I: Research Design
MTHED-GE.3010 30 hours: 3 credits.

Qualitative Research in Mathematics Education II: Guided Data Analysis
MTHED-GE.3011 30 hours: 3 credits.

Learning Theories in Mathematics Education Research
MTHED-GE.3014 30 hours: 3 credits.

Mathematics Curriculum Research and Evaluation
MTHED-GE.3015 30 hours: 3 credits.

Professional Seminar in Mathematics Education I
MTHED-GE.3021 30 hours: 3 credits.

Professional Seminar in Mathematics Education II
MTHED-GE.3022 30 hours: 3 credits.

MULTILINGUAL MULTICULTURAL STUDIES

BILINGUAL EDUCATION PROGRAMS

FOREIGN LANGUAGE EDUCATION

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Bilingual Multicultural Education: Theory and Practice
BILED-GE.2001 30 hours: 3 credits. Fall, Spring, Summer.

Teaching Second Languages: Theory and Practice
TESOL-GE.2002 30 hours: 3 credits. Fall, Spring, Summer.

Linguistic Analysis
LANED-GE.2003 30 hours: 3 credits. Fall, Spring, Summer.

Intercultural Perspectives in Multilingual Multicultural Education
LANED-GE.2005 30 hours: 3 credits. Fall, Spring, Summer.

Teaching Foreign Languages to Elementary School Children
FLGED-GE.2018 30 hours: 3 credits. Summer only.

Applied Linguistics in French
FLGED-GE.2027 30 hours: 3 credits. Fall.

Advanced Individual Project in Multilingual Multicultural Studies
FLGED-GE.2039 45 hours per credit: 3–6 credits. Fall, Spring, Summer; hours to be arranged.

Teaching Second Languages in a Technological Society
LANED-GE.2040 30 hours: 3 credits. Fall, Spring, Summer.
Language Evaluation and Assessment  
LANED-GE.2060  30 hours: 3 credits.  
Fall, Spring.

Student Teaching in Foreign Languages Education (Grades 7–9)  
FLGED-GE.2911  100 hours: 2–3 credits.  
Fall, Spring.  
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”

Student Teaching in Foreign Languages Education (Grades 10–12)  
FLGED-GE.2922  20 days minimum for 2-3 credits: Fall, Spring.

The Teaching of Foreign Languages: Theory and Practice  
FLGED-GE.2069  60 hours: 4 credits.  
Fall.

Culminating Seminar in Multilingual Multicultural Studies  
LANED-GE.2099  30 hours: 3 credits. Fall, Spring.

Bilingual Exceptional Child  
BILED-GE.2103  30 hours: 3 credits. Fall, Spring, Summer.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach  
BILED-GE.2110  30 hours: 3 credits. Summer only.

Advanced Chinese for Teachers of Chinese I  
FLGED-GE.2124  30 hours: 3 credits. Fall.

Advanced Chinese for Teachers of Chinese II  
FLGED-GE.2125  30 hours: 3 credits. Spring.

Advanced Spanish for Teachers of Spanish  
FLGED-GE.2128  30 hours: 3 credits. Spring.

Spanish Syntax for Teachers of Spanish  
FLGED-GE.2427  30 hours: 3 credits. Spring.

Advanced French for Teachers of French  
FLGED-GE.2129  30 hours: 3 credits. Spring.

Student Teaching in Bilingual Education (Grades K–6)  
BILED-GE.2991  20 days minimum: 3 credits. Fall, Spring.

Student Teaching in Bilingual Education (Grades 7–12)  
BILED-GE.2992  20 days minimum: 3 credits. Fall, Spring.

The Second Language Classroom: Elementary and Secondary Schools  
LANED-GE.2201  40 hours: 4 credits. Fall, Spring.

The Second Language Classroom: Colleges and Adults  
LANED-GE.2202  40 hours: 4 credits. Fall, Spring.

Linguistics, Literacy, and Bilingualism  
LANED-GE.2203  30 hours: 3 credits. Summer.

Teaching Second Languages Across Content Areas  
LANED-GE.2204  30 hours: 3 credits. Fall, Spring.

Structure of American English  
LANED-GE.2205  30 hours: 3 credits. Fall, Spring, Summer.

Second Language Acquisition: Theory and Research  
LANED-GE.2206  30 hours: 3 credits. Fall, Spring.

Student Teaching in TESOL (Grades K–6)  
TESOL-GE.2901  20 days minimum: 3 credits. Fall, Spring.

Student Teaching in TESOL (Grades 7–12)  
TESOL-GE.2902  20 days minimum: 3 credits. Fall, Spring.

Classroom Observation Seminar in Teaching Second Languages  
TESOL-GE.2250  30 hours: 3 credits. Fall, Spring.

Teaching EFL in International Settings  
TESOL-GE.2223  30 hours: 3 credits. Fall, Spring.

Independent Study  
LANED-GE.2300  45 hours per credit. Fall, Spring, Summer; hours to be arranged.

Applied Linguistics in Chinese  
FLGED-GE.2417  30 hours: 3 credits. Fall.

Applied Linguistics in Spanish  
FLGED-GE.2419  30 hours: 3 credits. Fall.

Applied Linguistics in Japanese  
FLGED-GE.2421  30 hours: 3 credits. Spring.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education  
LANED-GE.2800  30 hours: 3 credits. Spring.

Research and Practice in Academic English Writing for ELLs  
TESOL-GE.2810  30 hours: 3 credits. Fall, Spring.

Workshop in Foreign Language Education  
FLGED-GE.2914  10 hours per credit: 1-6 credits. Fall, Spring, Summer.

Field Experience and Seminar in Foreign Language Teaching  
FLGED-GE.2918  30 hours: 3 credits. Fall, Spring.

Doctoral Seminar: Bilingual Education and TESOL  
LANED-GE.3005, 3006, 3007, 3008  30 hours for each session: 3 credits. Fall, Spring.
SCIENCE EDUCATION/SCIED-GE

Science Experiences in the Elementary School I
SCIED-GE.2009 30 hours: 2 credits. Fall.

Science Experiences in the Elementary School II

Breakthroughs in Science
SCIED-GE.2018 30 hours: 2 credits. Fall.

Methods I: Teaching of Science in Middle Schools
SCIED-GE.2039 45 hours: 3 credits. Fall.

Methods II: Teaching of Science in High School
SCIED-GE.2040 45 hours: 3 credits. Spring.

Using New York City's Nonformal Science Resources to Teach Science
SCIED-GE.2050 30 hours: 3 credits. Spring.

Science Curriculum: Intermediate and Secondary Schools
SCIED-GE.2092 30 hours: 3 credits. Fall.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer
SCIED-GE.2100 10 hours: 1 credit.

Student Teaching in Science Education: Middle School
SCIED-GE.2911 A minimum of 20 days: 2 credits. Fall, Spring; hours to be arranged.

Student Teaching in Science Education: High School
SCIED-GE.2922 A minimum of 20 days: 2 credits. Fall, Spring; hours to be arranged.

Research Internship in Science/Mathematics for Educators
SCMTH-GE.2002 60 hours: 1-6 credits. Summer.

Independent Study
SCIED-GE.2300* 45 hours per credit: 1-6 credits. Fall, Spring; hours to be arranged.

Residency I: Initial
SCIED-GE.2400 30 hours: 1-3 credits. Summer, Fall.

Residency I: Other Contexts
SCIED-GE.2401 20 hours: 2 credits. Fall.

Data and Assessment for Educators
SCIED-GE.2405 30 hours: 3 credits. Fall.

Science Curriculum and Teaching Methods
SCIED-GE.2420 30 hours: 0-3 credits. Fall, Spring.

Concepts in Modern Science
SCIED-GE.2410 30 hours: 0-3 credits. Fall, Spring.

Residency II: Advanced
SCIED-GE.2402 30 hours: 0-3 credits. Spring, Summer.

Residency II: Specialized
SCIED-GE.2403 30 hours: 2 credits. Spring.

SOCIAL STUDIES EDUCATION/SOCED-GE

Teaching Social Studies in the Middle and Secondary School
SOCED-GE.2042 30 hours: 3 credits. Fall, Spring, Summer.

The Social Studies Curriculum: U.S. History
SOCED-GE.2047 30 hours: 3 credits. Fall.

The Social Studies Curriculum: World History
SOCED-GE.2048 30 hours: 3 credits. Spring.

Student Teaching in Social Studies Education: Middle School
SOCED-GE.2911 140 hours: 3 credits. Fall, Spring.

Student Teaching in Social Studies Education: High School
SOCED-GE.2922 140 hours: 3 credits. Fall, Spring.

Culminating Experience: Social Studies and History Workshop
SOCED-GE.2140 30 hours: 3 credits. Summer.

Humanities and Social Studies
SOCED-GE.2145 30 hours: 3 credits. Spring.

M.A. Seminar in Social Studies
SOCED-GE.2146 30 hours: 3 credits. Fall, Summer.

Developing Strategies That Support Children's Social Behavior
SPCED-GE.2025 30 hours: 3 credits. Fall, Spring.

Foundations of Curriculum for Diverse Learners
SPCED-GE.2051 30 hours: 3 credits. Summer, Fall. Corequisite: SPCED-GE.2124.

Education of Students with Severe and Multiple Disabilities
SPCED-GE.2052 30 hours: 3 credits. Fall, Spring.

Literacy for the Special Learner
SPCED-GE.2055 30 hours: 3 credits. Spring. Prerequisite: ECED-GE.2102 or at least 6 credits in literacy and permission of instructor.

Strategies for Teaching Students with Emotional and Behavioral Disabilities
SPCED-GE.2108 30 hours: 3 credits. Fall, Spring. Prerequisite: SPCED-GE.2124.

Individuals with Disabilities in Schools and Communities
SPCED-GE.2124 30 hours: 3 credits. Summer, Fall.

The Young Special Needs Child: Child, Family, and Community I
SPCED-GE.2126 30 hours: 3 credits. Summer, Fall.

The Young Special Needs Child: Child, Family, and Community II
SPCED-GE.2127 30 hours: 3 credits. Spring. Prerequisite: SPCED-GE.2126.

Principles and Practices in Early Childhood Special Education
SPCED-GE.2128 30 hours: 3 credits. Summer, Spring. Prerequisite: SPCED-GE.2160.

Psychological Foundations of Learning Disabilities
SPCED-GE.2131 30 hours: 3 credits.

Assessment and Instructional Design for Students with Mild to Moderate Disabilities
SPCED-GE.2133 30 hours: 3 credits. Prerequisite: SPCED-GE.2161.
Psychological and Educational Assessment in Special Education
SPCED-GE.2136  30 hours: 3 credits. Fall.

Educating Students with Special Needs in Early Childhood Settings
SPCED-GE.2160  30 hours: 3 credits. Fall, Spring.

Educating Students with Special Needs in Childhood Settings
SPCED-GE.2161  30 hours: 3 credits. Fall, Spring.
Prerequisite: SPCED-GE.2051.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings
SPCED-GE.2162  30 hours: 3 credits. Fall, Spring.

Transdisciplinary Special Educational Program Development and Implementation
SPCED-GE.2249  30 hours: 3 credits.

Observation in Special Education
SPCED-GE.2501  20 hours of field experience: 1 credit. Fall.

Observation in Early Childhood Special Education
SPCED-GE.2502  20 hours of field experience: 1 credit. Fall, Spring.

Integration Seminar in Special Education I
SPCED-GE.2507  20 hours: 2 credits. Fall, Spring.

Integration Seminar in Special Education II
SPCED-GE.2508  30 hours: 3 credits. Fall, Spring.
Prerequisite: all program coursework preceding student teaching.

Integrating Seminar in Early Childhood Special Education I
SPCED-GE.2511  30 hours: 1–3 credits. Fall, Spring.

Integrating Seminar in Early Childhood Special Education II
SPCED-GE.2512  30 hours: 2–3 credits. Spring, Summer.

Student Teaching in Special Education I: Early Childhood (Grades B–2)
SPCED-GE.2903  Minimum 20 days: 3 credits. Fall, Spring.

Student Teaching in Special Education II: Early Childhood (Grades B–2)
SPCED-GE.2904  Minimum 20 days: 3 credits. Fall, Spring, Summer.

Student Teaching in Special Education I: Early Childhood (Grades 1–6)
SPCED-GE.2901  Minimum 20 days: 2 credits. Fall, Spring.

Student Teaching in Special Education II: Early Childhood (Grades 1–6)
SPCED-GE.2902  Minimum 20 days: variable 2–3 credits. Fall, Spring.
The new and innovative PhD program in rehabilitation sciences unites traditional rehabilitation health professions in physical and occupational therapy with art, drama, and music therapies; applied psychology; communicative sciences and disorders; and nutrition. The program prepares scientist-practitioners from these and related disciplines to develop theory and practice that enhances human performance and quality of life for people with disabilities.

The PhD program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching. Collaborative mentorship is a core component of the program. Students are expected to commit to full-time involvement in ongoing research in collaboration with one or more faculty members.
The program in rehabilitation sciences uses a biopsychosocial paradigm to prepare students to become a scientist-practitioner who studies physical, cognitive, and psychological conditions across the developmental continuum in diverse contexts, both nationally and globally, and promotes those studies for better human development and functioning.

The curriculum is designed around a rigorous scientific training model that includes advanced courses in quantitative and qualitative research design. The core research methodology component offers cutting-edge applied statistical courses and workshops in methods and measurement with options for advanced modeling and statistical analysis relevant to your research interests and goals.

Collaborative mentorship is a core component of the program. Students are expected to commit to full-time involvement in ongoing research in collaboration with one or more faculty members, who will also help them plan coursework, identify sites and resources throughout the city for your research, and focus their specialization toward a dissertation topic.

The PhD program in Rehabilitation Sciences is designed to prepare students, with and without professional degrees, for outstanding and fulfilling academic careers in research and teaching.

The program consists of 48 credits beyond the master’s degree, two publishable papers, and a dissertation. With our full-tuition scholarship and stipend assistance, you can complete this degree program in five years or less of full-time study.

**Start Date:** Fall semester only

**Application Deadline:** December 1

---

**Degree Requirements**

The PhD program in Rehabilitation Sciences comprises a total of 48 credits.

**Core Research Methods Courses**

(18 credits), including:
- Research and Methodology in the Behavioral Sciences I APSY-GE.2073 (3 credits),
- Measurement: Classical Test Theory APSY-GE.2140 (3 credits),
- Statistics for the Behavioral and Social Sciences I & II RESCH-GE.2001/2002 (6 credits),
- Quantitative/Qualitative Research Methods (6 credits). Student selection by interest and advisement but may include:
  - Advanced Modeling I: Topics of Multivariate Analysis RESCH-GE.2004,
  - Factor Analysis RESCH-GE.2016,
  - Approaches to Qualitative Inquiry RESCH-GE.2140,
  - Research Using Mixed Methods ASPY-GE.2835

**Content Area** (6 credits), including:
- Trans-disciplinary Patient Based Management RESCH-GE.300x (3 credits),
- Independent Study in Bioethics OT-GE.2300 (3 credits)

**Electives** (18 credits)—Students must select 18 points from the following programs by interest and advisement:

**Research Colloquium** (3 credits), PT-GE.2010

**Dissertation Proposal Seminar** (3 credits), RESCH-GE.3001

---

**Additional Degree Requirements**

Students in this program must:

1. Complete all required points as determined by the program and mentor with a minimum grade point average of 3.0 prior to candidacy and in compliance with Steinhardt doctoral policies (http://steinhardt.nyu.edu/doctoral/policies).
2. Meet special program standards in English competency and scholarly writing.
3. Advance to Doctoral Candidacy through completion of two publishable papers, each mentored by a different faculty member at the Rusk Institute of Rehabilitation Medicine at NYU Langone Medical Center or the Steinhardt School of Culture, Education, and Human Development.
4. Identify a doctoral dissertation committee.
5. Fulfill all conditions for filing a proposal.
6. Register for Doctoral Advisement DCADV.GE.3400 and appoint a dissertation committee before submitting a formal proposal for review.

Steinhardt School policy requires all doctoral students to complete their degree requirements within eight years of the date of matriculation.
Admission to NYU Steinhardt is offered to applicants who hold a bachelor’s degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of a variety of criteria that include academic record, letters of recommendation, and academic or professional honors. When relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

1. Matriculated (degree) students—those who have been accepted for study toward a degree or certificate.

Matriculation begins with the student’s first registration. A student is not permitted to be matriculated for two degrees or programs at the same time.

Students who hold acceptable degrees from regionally accredited institutions may be considered for matriculation in the Steinhardt School of Culture, Education, and Human Development for the degrees of Master of Arts, Master of Fine Arts, Master of Music, Master of Science, Doctor of Philosophy, Doctor of Education, Doctor of Psychology, Doctor of Arts, Doctor of Physical Therapy, Doctor of Professional Studies, or for the Advanced Certificate. See also admission information under individual programs.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the Steinhardt School’s programs are registered by the New York State Education Department.

A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th floor.

2. Special (nondegree) students—those who have filed a special student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as matriculants. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission.

Special students are permitted to enroll for up to 18 units during their entire status as a special student.

APPLICATION INFORMATION AND DEADLINES

Information regarding the application process, financial aid, and housing for graduate students may be obtained from the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030; steinhardt.nyu.edu/graduate_admissions.

Components of a Degree Application

An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission
- Statement of purpose/personal statement
- Résumé/curriculum vitae
- Official transcripts in a sealed envelope from each postsecondary school attended
- A $75.00 nonrefundable application fee

Students are currently not being admitted to this doctoral program.

Art/Music Portfolio: Most art and music programs require a portfolio or a performance audiotape, videotape, CD, or DVD for evaluation. Visit the respective program website for specific requirements.

- Supplemental materials if required by the desired program. Prospective applicants must check the the online Graduate Admissions Application Guide for information on supplemental materials. The guide is located at www.steinhardt.nyu.edu/guide.
- GRE scores: Required for all doctoral applicants and applicants to the following master’s programs:
  - M.A. in Media, Culture, and Communication (MCC)
  - M.S. Program in Communicative Sciences and Disorders (CSDM)
  - M.A. in Education and Jewish Studies (EDJS)
  - M.A. in Education and Jewish Studies and Hebrew and Judaic Studies (Dual Degree: Steinhardt/GSAS) (EJHJ)
  - M.A. in Teaching French as a Foreign Language (Joint Degree: Steinhardt/GSAS) (FLTF)
  - M.A. in Teaching Spanish as a Foreign Language (Joint Degree: Steinhardt/GSAS) (FLTF)

Candidates enrolling for the first time in summer 2016 or fall 2016 to any program leading to initial teacher certification will be required to submit official scores from the GRE or Miller Analogies Test (MAT). All other master’s and advanced certificate programs do not require GRE scores. An unofficial copy of your test scores should accompany your graduate application materials, and official scores must be on file by the deadline before a decision will be rendered. NYU Steinhardt’s ETS institution code is 2556; a departmental code is not required. Visit www.gre.org for more information about the exam. Visit www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html for additional information on the MAT.
TOEFL scores: The TOEFL exam is required for all applicants whose native language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction. Applicants holding or completing only a graduate degree from an English-speaking institution are still required to submit a TOEFL score unless the graduate program was four or more years in duration. To clarify: if your graduate education was less than four years in duration at an institution where English was the official language of instruction, the TOEFL would still be required. All doctoral applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). An official score report must be sent to NYU Steinhardt before the appropriate deadline, using institution code 2556. No department code is necessary. Visit www.toefl.org for more information about the exam.

Recommendation letters: All doctoral applicants must submit three letters of recommendation. Most master's and advanced certificate applicants require two letters. Applicants should check the online Application Guide at www.steinhardt.nyu.edu/guide for more detailed information relevant to their program of interest.

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the director of enrollment management, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master’s degree should take note that 18 units of coursework toward any master’s degree must be completed after matriculation is established for that degree.

Applicants with foreign credentials and/or nonimmigrant visas should see below.

Application Deadlines

It is always advisable to apply early, since many programs have very firm deadlines. It is the responsibility of the applicant to ensure that all materials are in the Office of Graduate Admissions by the appropriate deadline. All deadlines are “in-office” deadlines, not postmark deadlines. Applications filed after the deadline will be processed as time and space in the program permit. The Office of Graduate Admissions reserves the right to return any application that arrives after the deadline. Should any deadline fall on an official holiday or weekend, the in-office deadline will be the next business day.

Doctoral Programs

Ph.D. and Ed.D. programs (fall only)— December 1
D.P.T. entry-level program PTPS (summer only)—December 1
D.P.S. program OTHS (fall or spring)— March 15 for fall or November 1 for spring

Master’s and Advanced Certificate Programs

Deadlines vary by program. Specific dates are posted in the online Application Guide located at www.steinhardt.nyu.edu/guide. Candidates may also contact Graduate Admissions at 212-998-5030 or steinhardt.gradadmissions@nyu.edu.

Spring Semester Programs

Several master’s and advanced certificate programs and the D.P.S.- OTHS review applications midyear in the spring semester. To determine if a program reviews applications in the spring, please visit the online Graduate Application Guide at www.steinhardt.nyu.edu/guide.

Summer Study Abroad

For up-to-date information on applying for study abroad, prospective candidates should visit steinhardt.nyu.edu/study_abroad/how_to_apply.

INTERNATIONAL STUDENTS AND APPLICANTS WITH INTERNATIONAL CREDENTIALS

NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master’s and doctoral candidates from all over the world. A few important points for international students:

1. Apply on time! Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.

2. Transcripts and Degree Information. You must have the equivalent of a U.S. bachelor’s degree to be considered for admission. Candidates holding an artist diploma may be considered for the music performance, music theory, or composition programs. For each post-secondary school attended, one transcript in the original language and one English translation are required to be submitted with your application. In determining what items to submit, please understand that the Admissions Committee must be able to review four elements related to your prior studies: (1) the courses taken as part of your studies; (2) the grades received for those courses; (3) the actual degree/title conferred; and (4) the date the degree was conferred/awarded.

Due to accrediting and internship requirements, applicants to the M.S. in clinical nutrition (HOND) who have non-U.S. credentials must present a course-by-course evaluation of their international credentials along with their completed application. A number of agencies can provide this service. NYU Steinhardt recommends World Education Services (www.wes.org). To locate other independent foreign degree evaluation agencies visit www.eatright.org/students/getstarted/international/agencies.aspx.

3. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English or who did not receive a bachelor’s degree at an English-speaking college or university. Applicants holding or completing only a graduate degree from an English speaking institution are still required to submit a TOEFL score unless the
Admission, continued

The American Language Institute of the School of Professional Studies of New York University offers intensive courses in English language skills. Individuals who wish to obtain additional information about the American Language Institute course offerings are invited to contact them directly: American Language Institute, School of Professional Studies, New York University, 7 East 12th Street, Room 821 New York, NY 10003; telephone: 212-998-7040; fax: 212-995-4135; www.scps.nyu.edu/ali; email: ali@nyu.edu.

5. Financial Aid. NYU Steinhardt encourages international applicants to investigate scholarship support offered by their home country. Master’s and advanced certificate applicants who are not U.S. citizens or permanent residents are not eligible for federal financial aid and typically do not receive consideration for school-based financial aid. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for fellowships and assistantships.

6. Visa Information. All international applicants wishing to obtain the F1 student visa will list “New York University” as the “expected visa sponsor” on the graduate admissions application. When completing your admissions application, please be sure to use your full legal name as it appears on your passport. The use of any other names, such as nicknames, will cause serious delays in applying for your U.S. visa. All international applicants must have an international address as their permanent address. The U.S. government mandates that international candidates have a permanent, international address to receive their visa. Please be prepared to pay additional fees for processing your I-20 from NYU and your student visa from the U.S. government. Heightened security measures may result in delays in processing your I-20 and your student visa request. Please apply for these credentials as soon as possible, using overnight and express mail whenever possible.

Once admitted, international candidates should visit steinhardt.nyu.edu/welcome/next_steps/ to learn more about the visa process and application for an I-20 (for F-1 students) or DS-2019 (for J-1 students), the document needed to apply for the F-1 or J-1 visa.

7. New International Student Seminar. New Student Seminar for International Graduate Students (SAHS-GE 2003) is an opportunity to connect with other students while obtaining valuable information about working on- and off-campus, conducting library research, navigating New York City and NYU Steinhardt, and more. Required of NYU Steinhardt international graduate students during their first semester of study. Consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd floor, 212-998-5065, for further information.

CAMPUS VISITS

All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit steinhardt.nyu.edu/graduate_admissions to learn of the dates.

For more information, go to NYU’s Visitor Information page at www.nyu.edu/about/visitor-information.html.
Registration and Advisement

Registration

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

DEGREE STUDENTS

Degree students are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning (1) the selection of courses or where alternate choices are possible, (2) the sequence in which courses may best be taken, and (3) the methods by which exemptions may be secured. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. By approval and signature, the adviser attests to the courses selected as meeting degree requirements. The responsibility for meeting the degree requirements, however, rests with the student.

SPECIAL (NONMATRICULATED) STUDENTS

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript indicating degree conferral and an application for admission as a special student. Special students are required to meet with the special student adviser prior to registration. Approval to register as a nondegree student does not imply or guarantee admission into a degree program.

All special students must meet the academic standards of the school. The approval as a special graduate student is for one semester unless otherwise noted. Extensions may be granted upon reapplication. The application form may be obtained by contacting the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030. The application may also be downloaded at steinhardt.nyu.edu/graduate_admissions.

VETERANS

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West 4th Street, before registering for course work.

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of units required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in the Office of the University Registrar, 25 West 4th Street, 1st Floor. Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

AUDITING

Graduate matriculated students may audit a maximum of two Steinhardt School of Culture, Education, and Human Development (-GE) courses per term with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 18 units in a given term; the total number of credit and audit courses for part-time students may not exceed 11 units in a given term, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded, no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office.
Registration, continued

of the University Registrar, 25 West 4th Street, prior to the beginning of the third week (fall/spring) or third day (summer) of the term in question.

DROP/ADD AND WITHDRAWAL POLICIES
Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student’s drop/add form.

Students are permitted to add to their program during the first two weeks of regular classes. A student may not add a course beyond the end of the second week of the term with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class through the ALBERT registration system, or a Change of Program Form and must have the approval of the academic adviser.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using the ALBERT registration system. Change of Program forms may be obtained from the program adviser. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

FULL-TIME EQUIVALENCY
The University defines full-time coursework to be a minimum of 12 units each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of coursework and the items that appear below.

Full-time equivalency status may affect financial aid. Financial aid is based on billable credit hours (the actual number of credits for which a student is enrolled) and not any additional approved equivalency credits that a student is eligible to receive.

Eligibility Categories for Full-Time Equivalency

1. Required Internship: Students may receive full-time equivalency for 40 hours per week of required internship. This category may be prorated: e.g., students may receive 3 units of equivalency for 10 hours per week of required internship.

Please note: Student teaching does not fall under the guidelines of an internship and is, therefore, not eligible for equivalency.

2. Master’s Final Experience/Thesis:
   a. A student working 40 hours per week on a master’s thesis may receive full-time equivalency for one semester. (This category may be prorated for a maximum of two semesters depending on program requirements.)
   b. A student working on a master’s final project and not registered for units of credit for this requirement may receive 3 units of equivalency for one semester only.
   c. A student working 40 hours per week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. (This category may be prorated for a maximum of three semesters depending on program requirements.)

3. Candidacy Examination: A matriculated student preparing for the doctoral candidacy examination may receive 3 units of equivalency for one term only.

4. Supervised Research on Topic for Proposal:
   a. A doctoral candidate working on the topic for the dissertation may receive 3 units of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research per week.
   b. A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional units of equivalency.

5. Supervised Research on Proposal:
   A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is doing 40 hours per week of work toward the proposal. If a candidate is doing 20 hours of work per week toward the proposal, that candidate would be eligible for half-time equivalency.

6. Supervised Research on Dissertation:
   A doctoral candidate who has completed all required coursework, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours per week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation. A student may receive half-time equivalency if his or her committee chairperson attests that he or she is working 20 hours a week on the dissertation.

Please note: There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Students are not eligible for equivalency if they are not registered for any unit-bearing coursework; therefore, students registered for leave of absence, maintenance of matriculation, or zero-unit courses will not be considered for equivalency. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed with the Steinhardt Office of Advisement and Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Advisement and Registration Services, Pless Hall, 2nd Floor.
LEAVE OF ABSENCE
Masters and Advanced Certificate students as well as doctoral students in Occupational Therapy (DPS) and Physical Therapy (DPT) who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, (212-998-5065) to complete an interview as part of the official “leave” process.

Doctoral students who are planning a leave of absence are referred by their adviser to the Office of Research and Doctoral Studies, Pless Hall, 5th Floor; further information can be obtained at http://steinhardt.nyu.edu/doctoral/policies/ and the required form at http://steinhardt.nyu.edu/doctoral/forms.

A leave of absence may not exceed two semesters or one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

MAINTENANCE OF MATRICULATION
To maintain matriculation in a master’s degree or advanced certificate program, a candidate is required to complete at least one 3-unit course each academic year at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development. In lieu of such completion, students must pay a maintenance fee per academic year. All course requirements must be completed within six years from the date of matriculation. Continuous matriculation is required. (See Tuition, Fees, and Expenses, page 165.)

Please note: Doctoral students, with the exception of Physical Therapy (DPT) and Occupational therapy (DPS) students, are not eligible for maintenance of matriculation (see page 179).

PERMITTED COURSE LOADS
A full-time graduate student may register for a minimum of 12 units per term. The maximum number permitted any student is 18 units (16 units in summer). Graduate students registering for fewer than 12 units who wish to establish full-time status should consult their advisers for specific regulations governing such procedures. (See Full-Time Equivalency, above.)

GRADUATION APPLICATION
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. Students must apply for graduation via ALBERT. A student must be enrolled for either coursework or maintenance of matriculation during the academic year of graduation. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that the student apply for graduation no later than the beginning of the semester in which he or she plans to complete all program requirements. If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

OFFICIAL TRANSCRIPTS
Official copies of a student’s University transcript can be requested when a stamped and sealed copy of the student’s University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by email.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing or faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing or faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

Writing a Request Letter: A request letter must include all of the following information:

- University ID Number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. The student should indicate in his or her request if he or she would like the University to forward the transcripts to the student’s home address, but NYU still requires the name and address of each institution.

Unofficial transcripts are available on ALBERT. If the student initiates his or her transcript request through the online request form, the student will receive email confirmation when the Office of the University Registrar has received the student’s signed request form. Contact the office at 212-998-4280.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Students must notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via ALBERT, NYU’s Web-based registration and information system. ALBERT can be accessed via NYUHome at home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION
Students can view and print their own enrollment certification directly from ALBERT using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the ALBERT homepage. Eligible students are also able to view and print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which the student has attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Requests should be submitted
to the Office of the University Registrar, Transfer and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or students can fax their signed request to 212-995-4154. Students must allow seven business days from the time the Office of the University Registrar is in receipt of a request. To confirm receipt of a request, students must contact our office at 212-998-4280. Currently we are not accepting requests for certification by email.

ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charge (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Office of the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Advisement

ATTENDANCE
Regulations governing required or voluntary class attendance in the school are determined by individual departments and instructors.

CHANGE OF PROGRAM AND/ OR DEGREE OBJECTIVE
Students who are changing their program and/or degree objective must complete the appropriate forms available from the Office of Graduate Admissions, Pless Hall, 3rd Floor. Students who are changing from one program or concentration to another within the same department or from one department to another department within the Steinhardt School of Culture, Education, and Human Development must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree. Students who are transferring from NYU Steinhardt to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

GRADATES
The scale of grades is based on a 4-unit scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: "GE" courses: A grade of "I" must be removed within the time limit set by the instructor; which limit may not exceed one semester after the close of the course. Students with 9 credits or more of I on their transcripts at any given semester will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal.

The lowest passing graduate grade is D.

A general average of 2.5 is required for the master's degree, and a general average of 3.0 is required for the sixth-year Certificate of Advanced Study and doctoral degrees.

Note: Students taking "GG," "GH," and "GC" courses in other graduate divisions of NYU are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

INDEPENDENT STUDY
It should be noted that independent study requires a minimum of 45 hours of work per unit. Independent study cannot be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's program adviser.

Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser; this form will provide a title to the independent study (it is not a registration form). When completed, this form must be submitted to the Office of the University Registrar, 25 West 4th Street.
PASS/FAIL OPTION
Matriculated students have the option to take courses on a pass/fail basis. The maximum of such courses is determined by the program but may not exceed 25 percent of the student's total program. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied only to “-GA,” “-GE” and “-GG” courses. Once this option is utilized, such a decision cannot be changed nor will the letter grade be recorded. The lowest passing graduate grade is D. An F grade is counted in the average. Pass/fail grades are not considered “weighted grades.” Pass/fail option forms may be obtained from the Office of Advisement and Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar prior to the end of the fifth week of the term (fall/spring) or the fifth day of the term (summer).

STUDY ABROAD
Students may fulfill a limited number of their course requirements through various study abroad programs.

Such programs are offered through the Office of Academic Initiatives and Global Programs (for further information, visit www.steinhardt.nyu.edu/studyabroad or call the office at 212-992-9380).

TRANSFER OF CREDIT
Permission to study or to accept work taken in an institution outside of New York University must be obtained for graduate students from their program advisor. Transfer credit may be accepted only from accredited colleges and universities. Coursework must have been completed within the last 10 years with a grade of B or better and may not have been counted toward another degree. Forms for approval of transfer credit are available in the Office of Advisement and Registration Services. All transfer credit must be approved by the program adviser.

For additional information, see graduate study/general requirements beginning on page 175.

PLAGIARISM
The Bylaws of the University define the educational conduct of students to be under faculty jurisdiction. Given this charge, the Steinhardt School of Culture, Education, and Human Development has established the following guidelines to avoid plagiarism, a form of academic misconduct.

Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in reading, writing, and discussion.

Students are expected—and often required—to build their own work upon that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one’s own is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.

A hallmark of the educated student is the ability to recognize and acknowledge when information is derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; and even ideas and organization derived from another’s work must be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:

—Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and/or reported by someone else, orally and/or in writing.

—Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

NYU Steinhardt imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See NYU Steinhardt’s Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development Student Handbook.)

DISCIPLINE
Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

GRADUATE COMMISSION
The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.
UNIVERSITY POLICY ON PATENTS
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s Statement of Policy on Patents, a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

NEW YORK UNIVERSITY WEAPONS POLICY
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings, whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the Vice President for Public Safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

CAMPUS SAFETY
The Department of Public Safety is located at 7 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Community Standards and Compliance Administration, 768 Broadway, Room 768, or by visiting the following website: www.nyu.edu/life/safety-health-wellness/be-safe/public-safety/crime-reports-statistics.html.
Tuition, Fees, and Expenses

When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs); and (2) financial aid that may be available from a variety of sources.

This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the years 2013–2015. The Board of Trustees reserves the right to alter this schedule without notice.

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and entitles the student to membership in such university activities as are supported by this allocation and to receive regularly those university and college publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fees.

The act of registering generates related tuition and fee charges for which you are financially responsible. The Office of the Bursar is located at 25 West 4th Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

GRADUATION

No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees, and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

TUITION

Tuition per unit, per term..........$1,538

Fall term 2015

Nonreturnable registration...........$470
and services fee, per unit
Nonreturnable registration.........66
and services fee, per unit, for registration after first unit

Spring term 2016

Nonreturnable registration...........$470
and services fee, first unit
Nonreturnable registration.........66
and services fee, per unit, for registration after first unit

Doctor of Physical Therapy (D.P.T.)

Tuition, see page 117.

GENERAL FEES AND EXPENSES

Basic Health Insurance Benefit Plan

(Full-time domestic students automatically enrolled; any student can select):

Annual........................................$1,360
Fall term........................................525
Spring term (coverage for the spring and summer terms)......................835
Summer term (only for students who did not register in the preceding term).........368

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled; all others can select):

Annual........................................2,132
Fall term........................................823
Spring term (coverage for the spring and summer terms)......................1,309
Summer term (only for students who did not register in the preceding term).........576

Stu-Dent Plan (dental service through NYU’s College of Dentistry):

Initial Enrollment..........................$225
Spouse/Partner..............................225
Dependent..................................80
Renewal.......................................185
Late tuition payment fee
(other than late registration)...........25
Penalty fee...................................10

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Application fee for admission:
Graduate degree (nonreturnable, see page 176) ......................... $75
Graduate special student status (nonreturnable), payable one time only (see page 176) ................... $75
Deposit upon graduate acceptance, depending on the program, (nonreturnable) ................. $200 to 750

Late registration
Additional fee payable by any student permitted to register
commencing with the second week of classes .......... $25
commencing with the fifth week of classes ................. $50

Maintenance of matriculation
(per semester )........................................ $300
(master’s DPS, DPT, and sixth-year students only; doctoral students should consult page 190.)

Duplicate rating sheet .................................. $2
Makeup examination ...................................... $20

SUBJECT-RELATED/COURSE-RELATED FEES
See table at right

DOCTORAL ADVISEMENT FEE
Doctoral students should consult page 190.

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more units
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date.
Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date.
A late payment fee will be assessed on any late payments.

SUBJECT-RELATED/COURSE-RELATED FEES
All course fees are to be paid when registering for:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
<th>Cost</th>
<th>Sections</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Art Professions</td>
<td>ART-GE 2514</td>
<td>$120</td>
<td>ALL</td>
<td>Urban Glass</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2582</td>
<td>$120</td>
<td>ALL</td>
<td>Urban Glass</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2771</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2772</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2773</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2774</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2775</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2776</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2777</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2778</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2780</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2782</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2783</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2784</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2785</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2786</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2787</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2788</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2791</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2793</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>ART-GE 2794</td>
<td>$350</td>
<td>ALL</td>
<td>Studio Art</td>
</tr>
</tbody>
</table>

Music & Performing Arts Professions

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
<th>Cost</th>
<th>Sections</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art-Ge 2334</td>
<td>MPABR-GE 2334</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2026</td>
<td>MPAJZ-GE 2026</td>
<td>$100</td>
<td>ALL</td>
<td>Recital</td>
</tr>
<tr>
<td>Art-Ge 2078</td>
<td>MPAJZ-GE 2078</td>
<td>$235</td>
<td>ALL</td>
<td>Tickets</td>
</tr>
<tr>
<td>Art-Ge 2370</td>
<td>MPAJZ-GE 2370</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2333</td>
<td>MPAJZ-GE 2333</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2111</td>
<td>MPAJZ-GE 2111</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2112</td>
<td>MPAJZ-GE 2112</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2121</td>
<td>MPAJZ-GE 2121</td>
<td>$100</td>
<td>ALL</td>
<td>Recital</td>
</tr>
<tr>
<td>Art-Ge 2026</td>
<td>MPAJZ-GE 2026</td>
<td>$100</td>
<td>ALL</td>
<td>Recital</td>
</tr>
<tr>
<td>Art-Ge 2321</td>
<td>MPAJZ-GE 2321</td>
<td>$100</td>
<td>ALL</td>
<td>Recital</td>
</tr>
<tr>
<td>Art-Ge 3026</td>
<td>MPAJZ-GE 3026</td>
<td>$100</td>
<td>ALL</td>
<td>Recital</td>
</tr>
<tr>
<td>Art-Ge 2111</td>
<td>MPAJZ-GE 2111</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2113</td>
<td>MPAJZ-GE 2113</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2121</td>
<td>MPAJZ-GE 2121</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2410</td>
<td>MPAJZ-GE 2410</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
<tr>
<td>Art-Ge 2334</td>
<td>MPAJZ-GE 2334</td>
<td>$100</td>
<td>ALL</td>
<td>Private Lesson</td>
</tr>
</tbody>
</table>

Occupational Therapy

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
<th>Cost</th>
<th>Sections</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art-Ge 2003</td>
<td>OT-GE 2003</td>
<td>$50</td>
<td>ALL</td>
<td>Lab</td>
</tr>
</tbody>
</table>

Physical Therapy

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
<th>Cost</th>
<th>Sections</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art-Ge 2120</td>
<td>PT-GE 2120</td>
<td>$65</td>
<td>ALL</td>
<td>Lab</td>
</tr>
<tr>
<td>Art-Ge 2026</td>
<td>GEPTPSDPT</td>
<td>Variable</td>
<td>DPT Flat Rate</td>
<td></td>
</tr>
</tbody>
</table>
TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester (August for the Fall semester and January for the Spring semester). TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50 is required when applying for the fall and spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar website at www.nyu.edu/bursar/payment.info/plans.html.

WITHDRAWAL AND REFUND OF TUITION

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser and file a completed Change of Program form with the Office of the Bursar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below as well as the separate schedule for Intensive Weekend Graduate Study).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonrefundable registration and services fee and a penalty of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

Refund Period Schedule (Fall and Spring Terms Only)

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal on or before the official opening date of the term and for the first two weeks of the semester ...... 100% (100% of tuition and fees)

Withdrawal of all courses on the second day after the official opening date of the term through the end of the first calendar week1.......................... 100% (100% of tuition only)

The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term (Note: not the first day of the class meeting).

Withdrawal within the second calendar week from the opening date of the term ................................................. 70% tuition only

Withdrawal within the third calendar week from the opening date of the term ................................................. 55% tuition only

Withdrawal within the fourth calendar week from the opening date of the term ................................................. 25% tuition only

Withdrawal after completion of the fourth calendar week of the term ................................................................................ NONE

Please note: A student may not withdraw from a class during the last three weeks of the fall or spring term or the last three days of each summer session.

Exceptions to the published refund schedules may be appealed in writing to the refund committee of the school and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “Refunds” page on the Office of the Bursar’s website: www.nyu.edu/bursar.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid.

1It should be noted that the registration and services fee is not returnable beginning with the second day after the official opening date of the term.
Financial Aid

**New York University believes** that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is available with the application and is also available on the Office of Financial Aid website, www.nyu.edu/financial.aid.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

A student who has received a financial aid award must inform the NYU Office of Financial Aid or the Office of Graduate Admissions if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from the Office of Financial Aid and the Office of Graduate Admissions for an extension, the award will be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of credits for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

**HOW TO APPLY**

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. (The TAP application is available online when using FAFSA on the Web. See www.nyu.edu/financialaid/tap.html)

The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (NYU's federal code number is 002785).

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application becomes available in February and can be obtained from the NYU Financial Aid website at www.nyu.edu/financial.aid.

**ELIGIBILITY**

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 units per semester) may be eligible for a federal Stafford Student Loan or a federal PLUS Loan, but they must also maintain satisfactory academic progress.

**Citizenship**

In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU's Financial Aid website at www.nyu.edu/financial.aid.

**Renewal Eligibility**

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

**Withdrawal**

Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that unit is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro rata basis.

**UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS**

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

**Scholarships and Grants**

Scholarships and grants awarded by the school generally range from $500 to full tuition.

**Part-Time Employment**

Wasserman Center for Career Development. Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment.
Financial Aid, continued

Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730. New York City. As one of the largest urban areas in the world, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they wish to enter after graduation and to help meet educational expenses. Many employers list positions with NYU’s Wasserman Center for Career Development.

NYU STEINHARDT SCHOOL-SPONSORED PROGRAMS
Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found on the Graduate Admissions website at steinhardt.nyu.edu/financial_aid.

SCHOLARSHIPS
There are a number of scholarships available to both master’s and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include the following:

Full-Time Study
21st Century Scholarships
Steinhardt Graduate Study Scholarships
NYU Opportunity Scholarships
Deans Opportunity Scholarships
Next Step Scholarships
Peace Corps Returnee Scholarships
Historically Black Colleges and Universities (HBCU) Scholarships
Health Professions Opportunity Scholarships

Part-Time Study
Centennial Scholarships
Jonathan Levin Urban Education Scholarships
Mayor’s Graduate Scholarship Program

Internship in Student Personnel Administration. The Program in Higher and Postsecondary Education offers paid internships in a variety of student personnel positions at NYU and at area colleges. Interns enroll in three courses per term and work 20 hours per week for compensation, which includes various contributions of stipend, tuition, and room and board. Internship candidates must be applicants to or current students in the M.A. Program in Higher and Postsecondary Education. For information, contact the Program in Higher and Postsecondary Education, Steinhardt School of Culture, Education, and Human Development, New York University, Pliss Hall 82 Washington Square East, 7th Floor, NY 10003-6674; 212-998-5656.

The Juventud Española de Brooklyn Scholarship. This scholarship was established to provide financial assistance to matriculated students who intend to earn a degree that will enable them to teach Hispanic culture and/or language. Individuals interested in applying for this scholarship should forward a letter of interest, an official transcript of previous college work, and two letters of recommendation to the Office of the Associate Dean for Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, Pliss Hall, 2nd Floor, 82 Washington Square East, New York, NY 10003-6680. The letter of interest should show evidence of the seriousness of purpose the applicant has to teach Hispanic culture and language.

UNIVERSITY FELLOWSHIPS AND ASSISTANTSHIPS

Resident Assistantships. Resident assistants are student paraprofessional staff members living on individual floors and assigned areas in each resident hall. Resident assistants are the first resource for residents concerning roommate relations, programming information, referrals to other offices or staff, or general information about the University, the city, or the neighborhood. Resident assistants are carefully selected and trained to provide support and assistance. The application and selection process for this highly selective leadership position begins late in the fall term. Students interested in becoming resident assistants should contact the Office of Residential Life and Housing Services, New York University, 726 Broadway, 7th Floor, New York, NY 10003 212-998-4600; www.nyu.edu/residential.education/staff/rali.

NYU’s America Reads/Counts. NYU’s program is the largest in the nation. This is an excellent opportunity for graduate students to earn money while working in a rewarding job. Under the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but they must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours during the school day (8:30 a.m.–3:00 p.m.). Tutors must have a Federal Work-Study Program allotment determined on the basis of the FAFSA. For more information, please visit steinhardt.nyu.edu/americareads.

STEINHARDT DOCTORAL FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

The Steinhardt School offers all full-time Ph.D. students a complete funding and mentoring program. The Steinhardt Fellows program is designed to help Ph.D. students undertake full-time study and research, to participate in superior academic and scholarly experiences, and to complete their studies in a timely manner. Depending on the student’s program of study and degree requirements, financial support includes two or three years of full tuition and fees and a generous living stipend of $25,000 through the completion of the student’s required coursework, and one to three years with a $15,000 scholarship to support the development and completion of their dissertation. In addition, each of the school’s academic departments has developed a set of benchmarks and milestones, such as conference presentations, exhibitions, authored manuscripts, grant submissions, and sample syllabi, that faculty mentors help their students achieve in order to prepare them academically and professionally for postdoctoral work.

Selected doctoral students may alternatively be appointed to a Research Assistantship. Research Assistants are funded by external grants and work with a principal investigator on a funded research project. Unlike Steinhardt Fellows, RAs agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. Steinhardt Fellows may become Research Assistants when Steinhardt faculty win funding for projects that require research assistance.

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.
OTHER SOURCES OF AID

State Grants and Fellowships

New York State and other states offer a variety of grants (see the Higher Education Services Corporation website: www.hesc.com). Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 units a term, or the equivalent, may be eligible for aid under this program. The award varies depending on income and tuition cost.

Students applying for TAP must do so via a FAFSA application. For more information about TAP, visit www.nyu.edu/bursar/loans.awards/tap.html.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Scholarships and Grants from Other Organizations

In addition to the sources of gift aid described above, students may also be eligible for a private scholarships or grants from an outside agencies or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs or by visiting www.va.gov. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Loans

If you have applied for financial aid, and are eligible, you will be able to access your award package via the Financial Aid section on your Albert Student Center, where you will have the option to accept or decline the award.

A financial aid package at NYU may suggest several types of loans for which a student is eligible, based on certain criteria (such as anticipated units/credits, housing status, financial need, etc.) and, for campus-administered loans, the availability of funds. Some Federal Loan Programs, such as the Perkins Loan, Health Professions Student loan, and Nursing Loan, allocate limited funds to New York University for campus-based disbursement and administration. NYU will require you to complete a promissory note to ensure appropriate loan disbursement and corresponding credit on your bursar bill. Promissory notes are posted to the Albert Student Center for eligible students in July/August, and must be printed, completed, and returned to the Office of Financial Aid. Applicants for the spring semester will receive notice on the Albert Student Center in January/February. If, once the semester begins and you were awarded one of these loans, and you did not receive credit on your tuition bill, you should contact or visit the Office of Financial Aid to review your file to determine if all the necessary documents are on file. In addition, please be sure to keep your mailing address current on your Albert Student Center, via NYUHome.)

Other federal loans are secured and disbursed to the student in cooperation with the U.S. Department of Education. Your award package may include information about Federal Direct Loans. This means that you may be eligible for the type and amount of loan(s) specified, based upon the information we have about you at the time the award is offered. It does not mean you will automatically receive the loan(s), but rather informs you of your current eligibility and how to apply. The suggested loan amounts on your Albert Student Center are the maximum you are eligible for and are the amount that NYU will certify for you. If you wish to utilize these loans, you must accept them on the Albert Student Center and follow the instructions given. If you wish to borrow an amount lower than suggested, you may indicate the specific amount when you are accepting the loan on your Albert Student Center.

A variety of additional, private (non-federal) alternative loans are also available from individual lending institutions. Please think carefully about your obligations as a borrower before pursuing any educational loan. Consider your educational investment at NYU as well as your long-term financial commitments when borrowing.

Federal Direct Subsidized/Unsubsidized Loan program.

Undergraduate students may qualify for both subsidized and unsubsidized Stafford loans (please note Graduate student will be eligible only for unsubsidized loans). The interest on the Federal Direct Subsidized Loan is paid by the U.S. Government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are the same as the subsidized loan, with the exception, that the federal government does not pay the interest while the student is in school; instead, the interest is accrued and added to the principal of the loan upon payment. For details about Federal Direct Subsidized/Unsubsidized Loans see www.nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html or www.nyu.edu/admissions/financial-aid-and-scholarships/federal-direct-loans.html.

Federal Direct PLUS Loan program.

The Federal Direct PLUS Loan is available to parents of dependent undergraduate students and to qualifying graduate and professional students. Direct PLUS loans help pay for education expenses up to the cost of attendance minus all other financial aid received. The U.S. Department of Education will evaluate the borrower’s credit history to determine if they are eligible to utilize this loan. Interest is accruing and charged annually for this loan. If the borrower’s has adverse credit history, they may be denied this loan. Borrowers may contact the Department of Education at 1-800-848-0979 for additional information.
Private (non-federal) alternative loan programs.
A private (nonfederal) loan may be a financing option for students and families who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. For more information on private alternative loan visit our website: www.nyu.edu/financial.aid/private-loans.php

Federal Work Study
Most financial aid award packages include Federal Work-Study. This means that students may earn up to the amount recommended in their financial aid award package. Work-Study is not deducted from your Bursar bill. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses. Students may look for employment through the Wasserman Center for Career Development. The Wasserman Center for Career development is located at 133 East 13th Street, 2nd floor, and the phone number is 212-998-4730.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available.

Employee Education Plans
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd floor, 212-998-5025, steinhardt.nyu.edu/studentaffairs) is integral to the school’s educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational process. Our goal is to enrich the educational experience and embody the school’s concern for all phases of student development and the diversity of student needs.

The Office of Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, Teacher Certification, and Special Student Advisement.

The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic progress, student discipline, student awards and honors, and the New Student Seminars.

Office of Counseling and Student Services

Jeanne Bannon, Director
Pless Hall, 2nd floor, 212-998-5065
E-mail: jeanne.bannon@nyu.edu

Counseling Services

To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff offers a range of individual and group counseling, as well as skills development workshops and seminars. This staff includes on-site counselors from the Student Health Center and the Wasserman Center for Career Development.

Student Services

Student services include recruitment activities for prospective students, orientation programs for new students, preadvisement, cocurricular workshops, school receptions, and student colloquia.

The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves in an advisory capacity to the Graduate Student Organization.

International Student Services

The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students (Pless Hall, 2nd Floor; 212-998-5065). The Office of Counseling and Student Services is responsible for overseeing the New Graduate Student Seminar for International Students (SAHS-GE.2003), a required noncredit course that meets for eight weeks during the student’s first semester at the school. The seminar assists in orienting new students to the services and requirements of the school, the University, and the New York City community.

For all matters pertaining specifically to student visas, international students are directed to the Office of Global Services, 561 La Guardia Place, ground floor.

Graduate Student Organization

The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department at NYU Steinhardt. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees.

Additional information may be obtained by contacting the GSO Office in Pless Hall, 3rd floor; 212-998-5351; steinhardt.gso@nyu.edu.
SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL
The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is given to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and a complete listing of awards and deadlines for awards can be found at steinhardt.nyu.edu/graduation/awards.

UNDERGRADUATE AND MASTER'S STUDENTS RESEARCH/CREATIVE PROJECTS AWARD
Outstanding undergraduate and graduate students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Dean's Grants for Student Research Competition. Graduate students may be awarded up to $1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development and/or validation or a pilot study. Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the Dean's Grant were used. Grant recipients are also expected to present their findings at the Dean's Grants to Support Student Research Colloquium. For details and to download an application, visit steinhardt.nyu.edu/research/student.

DOCTORAL DISSERTATION GRANT
Doctoral students with approved doctoral proposals are invited to apply for a Doctoral Dissertation Grant to support travel, data collection, and/or writing associated with their dissertation research. Grants are up to $1,000 and are faculty sponsored. For details and to download an application, visit steinhardt.nyu.edu/research/student.

DOCTORAL STUDENT TRAVEL GRANTS
The Doctoral Student Travel Fund assists students with expenses associated with presenting papers at scholarly and professional conferences. The fund will offer reimbursement for a maximum of $500. Reimbursement is limited to expenses for travel, food, lodging, and conference fees. Doctoral students are encouraged to apply by completing the Doctoral Student Travel Fund form, which is available in the Office of Research, 82 Washington Square East, 5th Floor. Requests will be considered, as funds are available. For details and to download an application, visit steinhardt.nyu.edu/research/student.

University Services and Student Activities

STUDENT SERVICES

STUDENT ACTIVITIES
Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
Email: student.resource.center@nyu.edu
Website: www.nyu.edu/src

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
Email: osa@nyu.edu
Website: www.osa.nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
Email: program.board@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
Email: osa.fsl@nyu.edu

Ticket Central Box Office
Telephone: 212-998-4949
Website: www.nyu.edu/ticketcentral

Skirtball Center
566 La Guardia Place

ALUMNI ACTIVITIES
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
Email: alumni.info@nyu.edu
Website: alumni.nyu.edu

ATHLETICS
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
Email: coles.sportscenter@nyu.edu
Website: www.nyu.edu/athletics

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Website: www.nyu.edu/palladiumathleticfacility

BOOKSTORES
Main Bookstore
726 Broadway
Telephone: 212-998-4667
Email: bookstore@nyu.edu
Website: www.bookstores.nyu.edu

Computer Store
726 Broadway
Telephone: 212-998-4672
Email: computer.store@nyu.edu
Website: www.bookstores.nyu.edu

CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Website: www.careerdev.nyu.edu
COMPUTER SERVICES AND INTERNET RESOURCES
Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line: 212-998-3333
Website: www.nyu.edu/its

COUNSELING SERVICES
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
Email: university.counseling@nyu.edu
Website: www.nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Website: www.nydining.com

DISABILITIES, SERVICES FOR STUDENTS WITH
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Website: www.nyu.edu/csd

HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Website: www.nyu.edu/health

Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
• For a life- or limb-threatening emergency, call 911.
• For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
• For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
Email: health.insurance@nyu.edu
Website: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Website: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING
Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
Email: housing@nyu.edu
Website: www.nyu.edu/Life/living-at-nyu

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Website: www.nyu.edu/Life/living-at-nyu/off-campus-living

Summer Housing
Telephone: 212-998-4621
Website: www.nyu.edu/summer

INTERNATIONAL STUDENTS AND SCHOLARS
Office for International Students and Scholars (OISS)
561 LaGuardia Place
Telephone: 212-998-4720
Email: intl.students.scholars@nyu.edu
Website: www.nyu.edu/oiss

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
Email: lgbt.office@nyu.edu
Website: www.nyu.edu/lgbt

MULTICULTURAL EDUCATION AND PROGRAMS
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Website: www.cmepl.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-9981065
Website: washingsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Website: www.nyu.edu/bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Website: www.protestantministrynyu.com

Hindu Students Council
Website: www.nyu.edu/clubs/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Website: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
Email: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

SAFETY ON CAMPUS
Department of Public Safety
7 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
Email: public.safety@nyu.edu
Website: www.nyu.edu/public.safety
The central mission of the NYU Steinhardt School of Culture, Education, and Human Development is to prepare professionals for careers of service in the fields of education, health, communications, and the arts. In its preprofessional and advanced degree programs, the school places hundreds of students each semester in community settings where they teach, perform psychology internships, and provide therapeutic services and nutritional counseling.

NYU Steinhardt recognizes the importance of non-career-related community service and offers a rich array of programs that allows NYU graduate and undergraduate students, staff, and faculty to participate in volunteer community service activity.

Undergraduates and graduate students who want to deepen their theoretical and practical understanding of community service may also enroll in a 2-unit learning course, Students in the Community: Service, Leadership, and Training, APSY-UE 1040.

Among the many community service activities conducted, sponsored, or administered by NYU Steinhardt are the following:

America Reads and America Counts:
The school’s Office of Field Projects places more than 800 tutors each year in 80 New York City public schools as part of NYU’s America Reads and America Counts program. This rewarding work is available to any NYU student who qualifies for Federal Work-Study. Interested students should email areads@nyu.edu or visit steinhardt.nyu.edu/americareads. This work qualifies as a field placement for students in teacher preparation courses, but is available to all students, whatever their program or major.

College Connection: In this program, the University welcomes more than 2,000 sixth through ninth grade public school students to the campus each year. NYU undergraduate student volunteers talk with the student visitors on the importance of postsecondary education and what is involved in preparing for college, and then lead a tour of the University campus.

The school maintains an Office of Field Projects, which monitors and oversees all of these projects and assists students from all areas of the University in participating in these programs. For further information, students are invited to contact Lee Frissell, Director of Field Projects, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, New York, NY 10003-6680; telephone: 212-998-5021; fax: 212-995-4277; or email: lfr@nyu.edu.
Graduate Study/
General Requirements

New International Student Seminar

Participation in the seminar (SAHS-GE.2003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor (212-998-5065).

Graduation

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation through ALBERT, which can be accessed via your NYUHome account. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar’s webpage at www.nyu.edu/registrar.) It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. If students do not successfully complete all academic requirements by the end of the semester, they must reapply for graduation for the following cycle.

A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

Master’s Degree

The student must complete satisfactorily a minimum of 30 units in graduate courses (see Note 1, below). At least 24 of these units must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master’s degree students are required to take a minimum of 18 units of graduate coursework after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Coursework in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as nonmatriculated special students (nondegree) but who plan on applying for a degree.

The student’s program of study is determined through consultation with the program adviser.

The residence requirement for a master’s degree consists of 24 units, all of which must be in courses on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a master's degree.

At least one year, fall and spring terms, must elapse between the conferment of the bachelor’s and master’s degrees. A student is not permitted to be matriculated for more than one degree at a time.
**GRADE AVERAGE**
A scholastic average of 2.5 for both the total record and for courses in the student’s specialization is required for graduation. Individual academic programs may have higher average grade requirements.

**MAINTENANCE OF MATRICULATION**
To maintain matriculation, a candidate must complete at least 3 units at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee per semester. A candidate for a master’s degree must complete all requirements within six years of the date of matriculation. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

**SUPERVISED STUDENT TEACHING**
Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre-student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary private and public schools (teaching centers) and in other appropriate educational institutions.

Students in pre-student teaching fieldwork are assigned to a variety of educational settings to complete a minimum 100 hours of observation and participation prior to student teaching. The Office of Clinical Studies in conjunction with the course instructors will arrange placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 units should be taken during the term in which the student registers for 6 units of student teaching. Registration in fewer than 6 units of student teaching allows consideration of an absolute maximum of 18 units. Students must receive a recommendation from their advisers in order to take more than 16 units in any student teaching semester.

**GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING**
1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.
2. All applicants must have an overall grade average of 2.5.
3. Graduate transfer students from other institutions must have completed a minimum of 8 units of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
5. All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each semester, an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

**TEACHER CERTIFICATION**
On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

**Notes**
1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse and discrimination, intimidation, taunting, harassment, and bullying, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of TCHL-GE.2999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention/DASA.

2. The Education Department also requires employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

3. All prospective teachers must pass the required New York State Teacher Certification Examinations. Scores are automatically reported to the New York State Education Department. Please consult your departmental certification liaison for details.

4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level:
   a. College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable)
   b. A concentration in one of the liberal arts or sciences

**Notice:** New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2011-2012: 251 students completed the Academic Literacy Skills Test (ALST). Of those, 220 passed, and this yielded a pass rate of 88 percent. A total of 255 students completed the Educating All Students (EAS) test. Of those, 225 passed, and this yielded a pass rate of 88 percent.
NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate—The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the required New York State Teacher Certification exams. The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate.

Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

Professional Certificate—The Professional Certificate is the final teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience, including one year of mentored teaching experience. Holders of the Professional Certificate are required to complete 175 hours of professional development every five years.

TERMINAL EXPERIENCE
An appropriate terminal academic experience is required for all students. Students should consult their departments for details. If a thesis is to be used as the terminal experience, the student should secure a thesis form from the Office of Research Doctoral Studies, Pless Hall, 5th Floor. On completion, the master’s thesis approval form signed by the thesis sponsor and reader is to be filed in the Office of Research and Doctoral Studies in accordance with the published deadlines for filing. (See steinhardt.nyu.edu/blogs/studentaffairs for deadlines.)

TRANSFER CREDIT
Students will be allowed to transfer up to (but not to exceed) 30 percent of the total number of credits required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate coursework, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such coursework. In all cases, the 24-unit residency requirement must be met.

Graduation Requirements: Master’s Programs

M.A. CHECKLIST

1. Apply for graduation.
   Apply for graduation four to six months prior to your anticipated graduation date. Exact deadline dates are available from the Office of Graduation Services (Registrar). Telephone: 212-998-4260.

2. Information needed.
   a. Master’s degree statement of requirements. Count the number of units required for your degree.
   b. List of the prerequisite and graduate courses required for your curriculum. Each program provides students with this information at the time of matriculation.
   c. Transcript. List the courses and credits you have completed.
   d. List any courses you transferred (via filing a transfer credit form).

3. Meeting schoolwide requirements.
   a. Course requirements: Check all courses taken at NYU or transferred to NYU against the list of prerequisite graduate courses required.
   b. Transfer credit allowances:
      i. Upon admission, students are allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-unit residency requirement must be met.
      ii. For those already matriculated, transfer credit may be accepted for a maximum of 30 percent of a student’s graduate program (including any advanced standing previously approved upon initial matriculation).
      iii. Transfer credit may be accepted only if a minimum grade of B has been earned for such coursework.
   c. The Steinhardt School of Culture, Education, and Human Development graduate credit requirements: A minimum of 24 credits must be taken.
   d. The Steinhardt School of Culture, Education, and Human Development residency requirements: A minimum of 24 credits must be completed in residence. Count the number of credits of graduate (2000-level nonprerequisite) courses taken at NYU.
   e. Total credit requirements: A minimum of 30 credits must be completed. (Program requirements vary and may exceed this number.) Count the number of credits taken in 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.
   f. Grade unit requirements: minimum of 2.5 scholastic average.
Sixth-Year Program

ADVANCED CERTIFICATE IN EDUCATION
The school offers a sixth-year program of studies leading to the award of a Certificate of Advanced Study in education with specialization in a particular area. Availability of the sixth-year program should be ascertained by consulting the department of specialization sought.

CERTIFICATE REQUIREMENTS
The sixth-year program requires a minimum of 30 units and is open only to students holding a master's degree from a recognized institution.

- Of these 30 units, a minimum of 15 units must be completed under the auspices of the Steinhardt School of Culture, Education, and Human Development after the term in which matriculation is approved.
- Of these 30 units, a minimum of 24 units must be completed in residence.

- Of these 30 units, a maximum of 6 units of advanced standing may be applied. Undergraduate (0-level or 1-level) courses may not be counted as credit toward the Certificate of Advanced Study.
- While professional work experience is not required prior to matriculation, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the sixth-year program.

GRADE AVERAGE
A scholastic average of 3.0 in required courses is necessary for graduation.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 units at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee per semester. A candidate has a six-year period following the date of matriculation for the completion of all requirements. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

TRANSFER CREDIT
On recommendation of the adviser, credit for graduate coursework completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old, may be granted to a maximum of 6 units if a grade of B or better was earned for any such coursework.

Doctoral Programs: General Requirements

The purposes of the doctoral programs in the school are to prepare people who will advance knowledge; to prepare people who will transmit knowledge; and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study (a minimum of 12 units per semester) after the baccalaureate degree, or their equivalent in part-time study.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

REQUIREMENTS FOR DOCTORAL MATRICULATION
All applicants for admission to doctoral study in the Steinhardt School of Culture, Education, and Human Development must submit a completed admission application; official transcripts documenting higher education; official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor’s degree at an English-speaking college or university.

Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541. Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (Institution Code 2556), Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680.

Applications for doctoral study are considered for the fall semester only. All admitted doctoral students are expected to enroll for the semester they are accepted or must reapply for admission for the next academic year (reapplication does not guarantee readmission).

Advisement and Registration.
Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than one term for a maximum of 18 units prior to the establishment of official matriculation. Similarly, applicants who wish to begin as part-time students may register during no more than two terms for a maximum of 18 units prior to the establishment of official matriculation.

In all matters relating to the program of specialization, the student works closely with the program adviser. This includes information on any additional prescreening procedures or other conditions unique to the division or program (such as residency requirement, additional prescreening procedures, selection and sequence of courses in specialization, etc.).

Establishment of Formal Matriculation in Doctoral Programs. Each program has a doctoral admissions committee that evaluates the applicant’s application based on the following:
1. The applicant’s grade unit average from previous degree programs
2. The applicant’s verbal and quantitative scores on the Graduate Record Examination (GRE) (All GRE scores must be official as determined by the Office of Graduate Admissions.)
3. All supplemental materials required by the program
4. Personal interview, when appropriate
5. The applicant’s work and academic background

Doctoral students are required to complete the degree within 8 years of the date of matriculation.

A student is not permitted to be matriculated for more than one degree at a time.

TRANSFER CREDIT
There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution, not applied to another graduate degree, completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain coursework, if appropriate, without reference to transfer of units.

ADMISSION TO CANDIDACY
Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

1. Matriculation. Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.
2. Good Academic Standing. All doctoral students are required to have a cumulative, doctoral grade unit average of 3.0 to qualify for the Departmental Candidacy Examination.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Research and Doctoral Studies, Piess Hall, 82 Washington Square East, 5th Floor.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

FINAL ORAL EXAMINATION
The final oral examination for doctoral degrees will be conducted by a commission of five faculty members. If a two-member dissertation committee is appointed, the final oral examination commission shall be composed of four members. A candidate is eligible for this examination only after the approved dissertation, abstract, and necessary forms (which may be obtained from the Office of Research and Doctoral Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. (Consult steinhardt.nyu.edu/policies_doctoral/forms for dates for filing dissertations.) Consult steinhardt.nyu.edu/policies_doctoral/forms for the final oral examination calendar. Final oral exams may not be scheduled outside of the final oral examination period posted on the website. The examination need not be restricted to a defense of the dissertation.

Note: If a candidate fails the oral examination, he or she may appeal to the associate dean for research and doctoral studies, who may grant the privilege of a second oral examination by the same examining commission, provided that the examination shall not be given before six months have elapsed and provided further that no more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Research and Doctoral Studies.

TERMINATION OF CANDIDACY
A member of the major faculty or dissertation committee may at any time recommend to the associate dean for student affairs the termination of a student’s candidacy for a doctoral degree, provided that such recommendation is accompanied by substantiating evidence.

DOCTORAL ADVISEMENT FEE SYSTEM (MAINTENANCE OF MATRICULATION)
Effective since fall 1991, the following Doctoral Advisement fee system is in effect for all Steinhardt School of Culture, Education, and Human Development doctoral students:

1. Any semester in which a student is not registered for at least one 3-unit course, the student must register for DACADV-GE.3400, Doctoral Advisement, or departmentally approved 1-unit substitution.

Registration for this course will entitle students to use the libraries and other research facilities, consult members of the faculty, participate in University activities, and use the student health service and the Coles Sports and Recreation Center. (Additional fees for Coles may apply.)

2. Doctoral Advisement will be a 1-unit fee course. These credits will not count toward the student’s total unit requirement.

3. Students who register for Doctoral Advisement may be given full-time equivalency if they are eligible according to the Steinhardt School of Culture, Education, and Human Development regulations.

4. Students must register for Doctoral Advisement each semester exclusive of summers. Students who are away from the area must consult with advisers by telephone or e-mail and may register via ALBERT for Doctoral Advisement during the official registration periods.

5. If a student who is still within his or her eight-year time period for degree completion (or 10-year period for those students matriculated prior to fall 2008) does not register each semester for either one 3-unit course or for Doctoral Advisement, his or her matriculation will lapse after one year. With the approval of the student’s adviser, matriculation may be reinstated, at which time the student will be required to pay all missed tuition and fees. Students who do not register for any given semester must also pay missed tuition and fees for Doctoral Advisement upon reregistration.
Doctor of Philosophy/Doctor of Education

APPOINTMENT OF DISSERTATION COMMITTEE
When a student has matriculated and candidacy has been approved, the associate dean will, on the written request of the candidate, appoint a dissertation committee of two or three faculty members, at least one of whom, the chairperson, shall be from the candidate’s area of specialization (as defined by the two-digit number that designates the academic program in which the candidate is matriculated). Three-member committees may be reduced subsequently to two-member committees at the discretion of the associate dean and under certain special circumstances.

Further, in order to ensure a diversity of perspectives being available to the student during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program/department different from the candidate’s program or area of specialization.

It is the candidate’s responsibility to nominate the chairperson of this committee, whose consent to serve must be indicated on the application form, obtainable in and returnable to the Office of Research and Doctoral Studies, Pless Hall, 5th Floor. The membership of the committee will be reviewed and approved by the associate dean.

Students may elect to request the appointment of a dissertation committee chairperson without requesting the appointment of the other one or two remaining committee members. Should the student elect to request the advance appointment of a chairperson in this manner, the student must request appointment of the remaining member(s) within one year of the date on which the committee chairperson was appointed.

DISSERTATION PROPOSAL
Following appointment of the dissertation committee, the candidate will prepare an original research proposal for approval by the committee and for review by the appropriate proposal review panel. All proposals must also be submitted to the Office of Research and Doctoral Studies. The proposal must be approved before data collection and the dissertation writing are begun. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research is to be carried out. Guidelines for submission of the proposal are available in the Office of Research and Doctoral Studies, Pless Hall, 5th Floor.

DISSERTATION
Candidates for the Ph.D. degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the Ed.D. must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the Ed.D. are provided, subject to approval of faculty. No dissertation or final document will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult steinhardt.nyu.edu/policies doctoral/deadlines for dates for filing the dissertation.)

MINIMUM RESIDENCE REQUIREMENT
Consult department of specialization for further information. Some departments require a one-year residency with full-time student status.

All candidates for the Doctor of Philosophy or Doctor of Education degree must complete a minimum of 36 units in residence beyond the master’s degree on the second (2) level or above. Those candidates matriculating for the doctorate directly from the baccalaureate are required to complete a minimum of 54 units in residence on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a doctoral degree.

GENERAL DEGREE REQUIREMENTS (PH.D. AND ED.D.)
1. All candidates are required to take 6 units of foundations work. The foundations courses must be taken during the first 24 units of doctoral study.

Graduate courses qualify for the foundations requirement when they are upper-division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students’ access to knowledge outside of the areas of specialization. To this end, courses are considered foundational when they (1) provide broad basic content, are not limited to a single profession, are outside the student’s specialization, and do not require prerequisites; (2) are based on current scholarship in the arts, humanities, sciences, and/ or social sciences; and (3) have wide applicability to common issues of the student’s specialization and profession.

2. All candidates are required to complete a 3-unit course in specialized methods of research.

3. Six units of cognate study (study related to but not in the field of specialization)

4. A 3-unit course in dissertation proposal seminar

5. A departmental or program seminar (3 units)

6. Fifteen units of research electives specifically addressed to preparing the student to design and conduct his or her research

7. Specialization courses as specified on the Statement of Requirements in addition to the requirements (1–6) above

8. A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.

9. Doctoral students are expected to be able to explain and defend all aspects of the data analysis and interpretations appropriate to the design of their dissertation research.
### Programs/Concentrations

<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS¹ Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART AND ART PROFESSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Therapy</td>
<td>M.A.²</td>
<td>1099</td>
</tr>
<tr>
<td>Studio Art</td>
<td>M.F.A.</td>
<td>1002</td>
</tr>
<tr>
<td>Studio Art</td>
<td>M.A.</td>
<td>1002</td>
</tr>
<tr>
<td>Visual Culture: Costume Studies</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Visual Culture: Costume Studies/Library &amp; Information Science (dual degree)</td>
<td>M.A./MSLiS</td>
<td>1099/1601</td>
</tr>
<tr>
<td>Visual Culture: Theory</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Visual Culture and Education</td>
<td>Ph.D.</td>
<td>0831</td>
</tr>
<tr>
<td>Visual Culture and Education: Art Education</td>
<td>Ph.D.</td>
<td>0831</td>
</tr>
<tr>
<td>Art Education &amp; Community Practice</td>
<td>M.A.</td>
<td>1002</td>
</tr>
<tr>
<td>Visual Culture and Education: Visual Culture</td>
<td>Ph.D.</td>
<td>0831</td>
</tr>
<tr>
<td><strong>ARTS ADMINISTRATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts Administration</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Visual Arts Administration</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Theater/Performing Arts Administration</td>
<td>B.F.A./M.A.</td>
<td>1007/1099</td>
</tr>
<tr>
<td><strong>BILINGUAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>Adv. Cert.</td>
<td>0838</td>
</tr>
<tr>
<td>Business and Workplace Education</td>
<td>Adv. Cert.</td>
<td>0838</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE SCIENCES AND DISORDERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>M.S., Adv. Cert. PhD</td>
<td>1220</td>
</tr>
<tr>
<td><strong>COMMUNITY PUBLIC HEALTH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Public Health: Community Health</td>
<td>M.P.H.</td>
<td>0837</td>
</tr>
<tr>
<td>Community Public Health: International Community Health</td>
<td>M.P.H.</td>
<td>0837</td>
</tr>
<tr>
<td>Community Public Health: Public Health Nutrition</td>
<td>M.P.H.</td>
<td>0837</td>
</tr>
<tr>
<td>LGBT Health, Education, and Social Services</td>
<td>Dual Degree w/MPH¹</td>
<td>2101</td>
</tr>
<tr>
<td>Human Development &amp; Social Intervention/LGBT Health, Education, and Social Services</td>
<td>M.A.²</td>
<td>0826.01/2101</td>
</tr>
<tr>
<td><strong>COUNSELOR EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>School Counseling K-12</td>
<td>M.A.²</td>
</tr>
<tr>
<td>Bilingual School Counseling K-12</td>
<td>M.A.²</td>
<td>0826.01</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>Adv. Cert., Ph.D.</td>
<td>0826.01</td>
</tr>
<tr>
<td>Counseling for Mental Health and Wellness</td>
<td>M.A.²</td>
<td>0826.01</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>Ph.D.²</td>
<td>2004</td>
</tr>
<tr>
<td><strong>DANCE AND DANCE EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Dance in the Professions</td>
<td>M.A.</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Dance in the Professions: ABT Pedagogy</td>
<td>M.A.</td>
<td>1008</td>
</tr>
<tr>
<td><strong>DIGITAL MEDIA DESIGN FOR LEARNING: GAMES FOR LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>0899</td>
<td></td>
</tr>
<tr>
<td><strong>DRAMA THERAPY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.²</td>
<td>1099</td>
<td></td>
</tr>
<tr>
<td><strong>EARLY CHILDHOOD AND ELEMENTARY EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION AND JEWISH STUDIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education and Jewish Studies</td>
<td>M.A.</td>
<td>0899</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1510</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION AND JEWISH STUDIES AND HEBREW AND JUDAIC STUDIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>1111</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION AND SOCIAL POLICY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>2199</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL ADMINISTRATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Leadership: School Building Leader</td>
<td>M.A.</td>
<td>0828</td>
</tr>
<tr>
<td>Educational Leadership: School District Leader</td>
<td>Adv. Cert.</td>
<td>0827</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>Ed.D., Ph.D.</td>
<td>0827</td>
</tr>
<tr>
<td><strong>EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0605</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL LEADERSHIP, POLITICS, AND ADVOCACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>0899</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL THEATRE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers of Educational Theatre in High Schools</td>
<td>Adv. Cert., Ed.D., Ph.D.</td>
<td>1007</td>
</tr>
<tr>
<td>Educational Theatre in Colleges and Communities</td>
<td>M.A., Ph.D.</td>
<td>1007</td>
</tr>
</tbody>
</table>

**NOTES**


²Leads to New York State certification.

³Professional license qualifying.

⁴Dual degree. Only M.A. leads to certification.
### Programs/Concentrations

<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers of English Language and Literature in College</td>
<td>M.A., Adv. Cert.</td>
<td>1501</td>
</tr>
<tr>
<td>English Education (Secondary and College) Literature, Reading, Media Education, Composition Education, Curriculum Development Applied Linguistics</td>
<td>Ph.D. Ph.D.</td>
<td>1501</td>
</tr>
<tr>
<td><strong>ENGLISH AS A SECOND LANGUAGE/TEACHING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language/Teaching in TESOL Post-baccalaureate Study in TESOL Teachers of English to Speakers of Other Languages/College Post-Master's Study in TESOL in College Teachers of English to Speakers of Other Languages</td>
<td>Adv. Cert. Ph.D. M.A.</td>
<td>1508</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL CONSERVATION EDUCATION</strong></td>
<td>M.A.</td>
<td>0899</td>
</tr>
<tr>
<td><strong>FOOD STUDIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Studies: Food Systems</td>
<td>M.A.</td>
<td>1306</td>
</tr>
<tr>
<td>Food Studies: Food Culture</td>
<td>M.A.</td>
<td>1306</td>
</tr>
<tr>
<td>Food Studies and Food Management</td>
<td>Ph.D.</td>
<td>1306</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE EDUCATION (NONCERTIFICATION)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Education</td>
<td>M.A.</td>
<td>1101</td>
</tr>
<tr>
<td>Teachers of Foreign Languages in Colleges</td>
<td>M.A., Adv. Cert.</td>
<td>1101</td>
</tr>
<tr>
<td>Post-Master’s Study for Teachers of Foreign Language in College</td>
<td>Adv. Cert.</td>
<td>1101</td>
</tr>
<tr>
<td><strong>HIGHER AND POSTSECONDARY EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher and Postsecondary Education</td>
<td>Ph.D.</td>
<td>0827</td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>Ed.D.</td>
<td>0827</td>
</tr>
<tr>
<td>Higher Education and Student Affairs</td>
<td>M.A.</td>
<td>0826</td>
</tr>
<tr>
<td><strong>HISTORY OF EDUCATION</strong></td>
<td>M.A., Ph.D.</td>
<td>0821</td>
</tr>
<tr>
<td><strong>INTERNATIONAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Education Cross-Cultural Exchange and Training</td>
<td>Ph.D.</td>
<td>0899</td>
</tr>
<tr>
<td>Global Education</td>
<td>Ph.D.</td>
<td>0899</td>
</tr>
<tr>
<td>International Development Education</td>
<td>Ph.D.</td>
<td>0899</td>
</tr>
<tr>
<td><strong>MEDIA, CULTURE, AND COMMUNICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media, Culture &amp; Communication/ Library &amp; Information Science (dual degree)</td>
<td>Ph.D. M.A. / MSLIS</td>
<td>1099/1601</td>
</tr>
<tr>
<td><strong>MUSIC AND MUSIC PROFESSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Business</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Music Business: Music Technology</td>
<td>M.A.</td>
<td>1099</td>
</tr>
<tr>
<td>Music Performance and Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>M.A., Ph.D.</td>
<td>1004</td>
</tr>
<tr>
<td>Performance</td>
<td>M.A., Ph.D.</td>
<td>1004</td>
</tr>
<tr>
<td>Music Theory and Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scoring for Film and Media</td>
<td>M.M.</td>
<td>1004</td>
</tr>
<tr>
<td>Song Writing</td>
<td>M.M.</td>
<td>1004</td>
</tr>
<tr>
<td>Music Education College and University Faculty</td>
<td>M.A., Ed.D., Ph.D.</td>
<td>0832</td>
</tr>
<tr>
<td><strong>NUTRITION AND DIETETICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Nutrition</td>
<td>M.S.</td>
<td>1306</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>M.S.</td>
<td>1306</td>
</tr>
<tr>
<td><strong>OCCUPATIONAL THERAPY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>M.S.I</td>
<td>1208</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>D.P.S.</td>
<td>1208</td>
</tr>
<tr>
<td>Advanced Occupational Therapy</td>
<td>M.A.</td>
<td>1208</td>
</tr>
<tr>
<td>Research in Occupational Therapy</td>
<td>Ph.D.</td>
<td>1208</td>
</tr>
<tr>
<td><strong>PHYSICAL THERAPY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>M.A.</td>
<td>1212</td>
</tr>
<tr>
<td>Pathokinesiology</td>
<td>M.A.</td>
<td>1212</td>
</tr>
<tr>
<td>Research in Physical Therapy</td>
<td>Ph.D.</td>
<td>1212</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>D.P.T.</td>
<td>1212</td>
</tr>
<tr>
<td>Physical Therapy for Practicing Physical Therapists</td>
<td>D.P.T.</td>
<td>1212</td>
</tr>
<tr>
<td>Orthopedic Physical Therapy</td>
<td>Adv. Cert.</td>
<td>1212</td>
</tr>
<tr>
<td><strong>PSYCHOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>M.A.</td>
<td>0822</td>
</tr>
<tr>
<td>General Educational Psychology</td>
<td>M.A.</td>
<td>0822</td>
</tr>
<tr>
<td>Psychological Measurement and Evaluation</td>
<td>M.A.</td>
<td>0822</td>
</tr>
<tr>
<td>Development Psychology</td>
<td>Ph.D.</td>
<td>0822</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>M.A.</td>
<td>826.01</td>
</tr>
<tr>
<td>Counseling for Mental Health and Wellness</td>
<td>M.A.</td>
<td>826.01</td>
</tr>
<tr>
<td>Psychology and Social Intervention</td>
<td>Ph.D.</td>
<td>1099</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>Ph.D.</td>
<td>2004</td>
</tr>
<tr>
<td>Human Development and Social Intervention</td>
<td>M.A.</td>
<td>2099</td>
</tr>
<tr>
<td>LGBT Health Education, Education and Social Services</td>
<td>Adv. Cert.</td>
<td>2101.00</td>
</tr>
</tbody>
</table>
### Degree and Certificate Programs as Registered by the New York State Education Department, continued

<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
<th>HEGIS(^1) Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REHABILITATION SCIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Sciences</td>
<td>Ph.D.</td>
<td>1299.00</td>
</tr>
<tr>
<td><strong>SOCIOLOGY OF EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Ph.D.</td>
<td>2208</td>
</tr>
<tr>
<td>Education Policy</td>
<td>M.A.</td>
<td>2208</td>
</tr>
<tr>
<td>Social and Cultural Studies</td>
<td>M.A.</td>
<td>2208</td>
</tr>
<tr>
<td><strong>STATISTICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Statistics for Social Science Research</td>
<td>M.S.</td>
<td>1702</td>
</tr>
<tr>
<td><strong>TEACHING AND LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed.D., Ph.D.</td>
<td></td>
<td>0829</td>
</tr>
</tbody>
</table>

### NOTES

# Programs Accredited by Professional Associations

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Therapy</td>
<td>Art Therapy Association</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>American Speech-Language/Hearing Association</td>
</tr>
<tr>
<td>Community Public Health</td>
<td>Council on Education and Public Health</td>
</tr>
<tr>
<td>Counseling Psychology, Ph.D.</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Dietetics (Dietetic Internship)</td>
<td>American Dietetic Association</td>
</tr>
<tr>
<td>Drama Therapy</td>
<td>National Association for Drama Therapy</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>American Occupational Therapy Association</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>American Physical Therapy Association</td>
</tr>
<tr>
<td>School Psychology</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Teaching Education Accreditation Council</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>NYU Welcome Day / Move-in Day for new students</td>
<td>Saturday, August 29, 2015</td>
</tr>
<tr>
<td>Fall 2015 classes begin</td>
<td>Wednesday, September 2, 2015</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 7, 2015</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>Monday, October 12, 2015</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday, October 13, 2015</td>
</tr>
<tr>
<td>Midterm Grades Deadline</td>
<td>Tuesday, November 3, 2015</td>
</tr>
<tr>
<td>Student Thanksgiving Recess</td>
<td>Wednesday, November 25–Sunday, November 29, 2015</td>
</tr>
<tr>
<td>Thanksgiving Recess for University Offices</td>
<td>Thursday, November 26–Sunday, November 29, 2015</td>
</tr>
<tr>
<td>Last day of Fall 2015 classes</td>
<td>Tuesday, December 15, 2015</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Wednesday, December 16, 2015</td>
</tr>
<tr>
<td>Fall Semester Exams</td>
<td>Thursday, December 17–Wednesday, December 23, 2015</td>
</tr>
<tr>
<td>Final Grades Deadline: Grades are due 72 hours after</td>
<td></td>
</tr>
<tr>
<td>the scheduled final exam date</td>
<td></td>
</tr>
<tr>
<td>Winter Recess for University Offices</td>
<td></td>
</tr>
<tr>
<td>The University, including the Office of the Registrar,</td>
<td></td>
</tr>
<tr>
<td>will be closed from Thursday, December 24, 2015</td>
<td></td>
</tr>
<tr>
<td>through Sunday, January 3, 2016. During this period</td>
<td></td>
</tr>
<tr>
<td>requests for paper transcripts and enrollment</td>
<td></td>
</tr>
<tr>
<td>certifications will not be processed.</td>
<td></td>
</tr>
</tbody>
</table>
## 2016

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 18, 2016</td>
</tr>
<tr>
<td>Last day of January Term 2016 classes</td>
<td>Friday, January 22, 2016</td>
</tr>
<tr>
<td>Spring 2016 classes begin</td>
<td>Monday, January 25, 2016</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday, February 15, 2016</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 14–Sunday, March 20, 2016</td>
</tr>
<tr>
<td>Midterm Grades Deadline</td>
<td>Monday, April 4, 2016</td>
</tr>
<tr>
<td>Last day of Spring 2016 classes</td>
<td>Monday, May 9, 2016</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, May 10, 2016</td>
</tr>
<tr>
<td>Spring Semester Exams</td>
<td>Wednesday, May 11–Tuesday, May 17, 2016</td>
</tr>
<tr>
<td>Commencement</td>
<td>Wednesday, May 18, 2016</td>
</tr>
<tr>
<td>Six Week Summer Session I / 1st Quarter - Three Week Session</td>
<td>Monday, May 23, 2016–Monday, June 13, 2016</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 30, 2016</td>
</tr>
<tr>
<td>2nd Quarter - Three Week Session</td>
<td>Tuesday, June 14–Tuesday, July 5, 2016</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Monday, July 4, 2016</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday, July 5, 2016</td>
</tr>
<tr>
<td>Six Week Summer Session II / 3rd Quarter - Three Week Session</td>
<td>Wednesday, July 6–Tuesday, July 26, 2016</td>
</tr>
<tr>
<td>4th Quarter - Three Week Session</td>
<td>Wednesday, July 27–Tuesday, August 16, 2016</td>
</tr>
</tbody>
</table>

Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYU Welcome Day / Move-in Day</td>
<td>Sunday, August 28, 2016</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 5, 2016</td>
</tr>
<tr>
<td>No classes scheduled / University Holiday</td>
<td></td>
</tr>
<tr>
<td>Fall 2016 classes begin</td>
<td>Tuesday, September 6, 2016</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>Monday, October 10, 2016</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Wednesday, November 23–Sunday, November 27, 2016</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Recess for University Offices</td>
<td>Thursday, November 24–Sunday, November 27, 2016</td>
</tr>
<tr>
<td>No classes scheduled / University Holiday</td>
<td></td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday, December 13, 2016</td>
</tr>
<tr>
<td>Classes will meet according to a Monday schedule</td>
<td></td>
</tr>
<tr>
<td>Last day of Fall 2016 classes</td>
<td>Friday, December 16, 2016</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Saturday, December 17–Sunday, December 18, 2016</td>
</tr>
<tr>
<td>Fall Semester Exams</td>
<td>Monday, December 19–Friday, December 23, 2016</td>
</tr>
<tr>
<td>Final Grades Deadline: Grades are due 72 hours after the scheduled final exam date</td>
<td></td>
</tr>
<tr>
<td>Student Winter Recess</td>
<td>Saturday, December 24–Monday, January 2, 2017</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td></td>
</tr>
<tr>
<td>Event / Period</td>
<td>Date(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>January Term 2017 classes begin</td>
<td>Tuesday, January 3, 2017</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 16, 2017</td>
</tr>
<tr>
<td>Last day of January Term 2017 classes</td>
<td>Friday, January 20, 2017</td>
</tr>
<tr>
<td>Spring 2017 classes begin</td>
<td>Monday, January 23, 2017</td>
</tr>
<tr>
<td>Presidents' Day</td>
<td>Monday, February 20, 2017</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 13–Sunday, March 19, 2017</td>
</tr>
<tr>
<td>Last day of Spring 2017 classes</td>
<td>Monday, May 8, 2017</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Tuesday, May 9, 2017</td>
</tr>
<tr>
<td>Spring Semester Exams</td>
<td>Wednesday, May 10–Tuesday, May 16, 2017</td>
</tr>
<tr>
<td>Commencement (tentative date)</td>
<td>Wednesday, May 17, 2017</td>
</tr>
<tr>
<td>Six Week Summer Session I / 1st Quarter Three Week Session</td>
<td>Monday, May 22–Monday, June 12, 2017</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 29, 2017</td>
</tr>
<tr>
<td>Six Week Summer Session I / 2nd Quarter Three Week Session</td>
<td>Tuesday, June 13–Monday, July 3, 2017</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Tuesday, July 4, 2017</td>
</tr>
<tr>
<td>Six Week Summer Session II / 3rd Quarter Three Week Session</td>
<td>Wednesday, July 5–Tuesday, July 25, 2017</td>
</tr>
<tr>
<td>Six Week Summer Session II / 4th Quarter Three Week Session</td>
<td>Wednesday, July 26–Tuesday, August 15, 2017</td>
</tr>
</tbody>
</table>

**Final Grades Deadline:** Grades are due 72 hours after the scheduled final exam date.
1. 105 East 17th Street (B-1)
2. Carlyle Court (B-1)
   25 Union Square West
3. Coral Towers (C-1)
   129 3rd Avenue
4. Thirteenth Street Residence (A-1)
   47 West 13th Street
5. Office of Global Programs, Student Services (B-1)
   110 East 14th Street
6. University Hall (B-1)
   110 East 14th Street
7. Palladium Athletic Facility (C-1)
   140 East 14th Street
8. Palladium Hall (C-1)
   140 East 14th Street
9. Wasserman Center for Career Development (C-1)
   140 East 14th Street
10. School of Professional Studies (B-1)
    7 East 12th Street
11. School of Professional Studies (C-1)
    7 East 12th Street
12. Third Avenue North Residence (C-1)
    75 3rd Avenue
13. Rubin Hall (B-2)
    35 5th Avenue
14. Bronfman Center (B-2)
    7 East 10th Street
15. Brittany Hall (B-2)
    55 East 10th Street
16. Lillian Vernon Center (A-2)
    58 West 10th Street

MAP AND LEGEND THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT BULLETIN 2015–2017
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, V): To West Fourth Street—Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street—Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
# Index

## A

<table>
<thead>
<tr>
<th>Academic programs</th>
<th>10-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td></td>
</tr>
<tr>
<td>38, 42, 75, 79, 85, 89, 112, 119, 149, 177</td>
<td></td>
</tr>
<tr>
<td>Administration, Leadership, and Technology, Department of</td>
<td>20-30</td>
</tr>
<tr>
<td>Admission</td>
<td>185-187</td>
</tr>
<tr>
<td>Application deadlines</td>
<td>17, 186</td>
</tr>
<tr>
<td>Applicants with international credentials</td>
<td>186-187</td>
</tr>
<tr>
<td>See also individual programs</td>
<td></td>
</tr>
<tr>
<td>Advisement</td>
<td>191-192</td>
</tr>
<tr>
<td>Alumni activities</td>
<td>183</td>
</tr>
<tr>
<td>American Language Institute</td>
<td>187</td>
</tr>
<tr>
<td>Applied Psychology, Department of</td>
<td>132-146</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>56</td>
</tr>
<tr>
<td>Arrears policy, diploma</td>
<td>173, 176</td>
</tr>
<tr>
<td>Art and Art Professions, Department of</td>
<td>31-46</td>
</tr>
<tr>
<td>Art Education</td>
<td>37-38</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>42-43</td>
</tr>
<tr>
<td>Arts Administration Performing</td>
<td>88-89</td>
</tr>
<tr>
<td>Visual</td>
<td>39-40</td>
</tr>
<tr>
<td>Arts Management Programs, Council on</td>
<td>40, 81, 88</td>
</tr>
<tr>
<td>Attendance</td>
<td>173</td>
</tr>
<tr>
<td>Auditing</td>
<td>188-89</td>
</tr>
<tr>
<td>Child and Family Policy Council</td>
<td></td>
</tr>
<tr>
<td>Childhood Education</td>
<td>142-144</td>
</tr>
<tr>
<td>Classification of Courses</td>
<td>18-19</td>
</tr>
<tr>
<td>Codes, program and concentration</td>
<td>10-15</td>
</tr>
<tr>
<td>Coles Sports and Recreation Center</td>
<td>183</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders, Department of</td>
<td>47-53</td>
</tr>
<tr>
<td>Community Service</td>
<td>204</td>
</tr>
<tr>
<td>Computer services and Internet resources</td>
<td>184</td>
</tr>
<tr>
<td>Computer Science, see Educational Communication and Technology, Music Technology, Studio Art</td>
<td></td>
</tr>
<tr>
<td>Computer store</td>
<td>183</td>
</tr>
<tr>
<td>Costume Studies</td>
<td>41-42</td>
</tr>
<tr>
<td>Counseling and Guidance and Counseling for Mental Health and Wellness</td>
<td>136-137</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>138</td>
</tr>
<tr>
<td>Counseling services School</td>
<td>184</td>
</tr>
<tr>
<td>University</td>
<td>184</td>
</tr>
<tr>
<td>See also Rehabilitation Counseling</td>
<td></td>
</tr>
<tr>
<td>Craft Media</td>
<td>36</td>
</tr>
<tr>
<td>Courses, classification of</td>
<td>18-19</td>
</tr>
<tr>
<td>Dance Education</td>
<td>78-80</td>
</tr>
<tr>
<td>Dean’s Grants for Student Research</td>
<td>183</td>
</tr>
<tr>
<td>Degree/certificate requirements Doctoral</td>
<td>189-90</td>
</tr>
<tr>
<td>Master’s</td>
<td>188</td>
</tr>
<tr>
<td>Six-Year Program</td>
<td>189</td>
</tr>
<tr>
<td>See also individual programs Degree and Certificate Programs registered by the New York State Education Department</td>
<td>211-212</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>142</td>
</tr>
<tr>
<td>Dietetics, Nutrition and Dietetic</td>
<td>100-102</td>
</tr>
<tr>
<td>Digital Art</td>
<td>35</td>
</tr>
<tr>
<td>Directory: Frequently Called Numbers</td>
<td>207</td>
</tr>
<tr>
<td>Disabilities, students with</td>
<td>203</td>
</tr>
<tr>
<td>Discipline</td>
<td>192</td>
</tr>
<tr>
<td>Dissertation</td>
<td>191</td>
</tr>
<tr>
<td>Doctoral Advisement Fee System (Maintenance of Matriculation)</td>
<td>177</td>
</tr>
</tbody>
</table>

## B

<table>
<thead>
<tr>
<th>Bilingual Education</th>
<th>147, 166-167</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstores, NYU</td>
<td>183</td>
</tr>
<tr>
<td>Business, Music</td>
<td>81</td>
</tr>
</tbody>
</table>

## C

<table>
<thead>
<tr>
<th>Calendar</th>
<th>214-217</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus safety</td>
<td>175</td>
</tr>
<tr>
<td>Candidacy, doctoral</td>
<td>171, 190</td>
</tr>
<tr>
<td>termination of</td>
<td>190</td>
</tr>
<tr>
<td>Career Development, Wasserman Center for</td>
<td>179, 181, 185</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>189</td>
</tr>
<tr>
<td>Certification, teacher</td>
<td>16-17, 187-188</td>
</tr>
<tr>
<td>Child and Family Policy Center</td>
<td>123</td>
</tr>
<tr>
<td>Child and Family Policy Council</td>
<td></td>
</tr>
</tbody>
</table>

## E

<table>
<thead>
<tr>
<th>Early Childhood and Childhood Education</th>
<th>154-156</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Jewish Studies</td>
<td>55-56</td>
</tr>
<tr>
<td>Education and Social Policy</td>
<td>59</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>24</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>22-23</td>
</tr>
<tr>
<td>Educational Theatre</td>
<td>82-85</td>
</tr>
<tr>
<td>Employment, student</td>
<td>179</td>
</tr>
<tr>
<td>English as a second language, see Teachers of English to Speakers of Other Languages English</td>
<td>57-159</td>
</tr>
<tr>
<td>Enrollment verification, how to request</td>
<td>172</td>
</tr>
<tr>
<td>Environmental Art Activism</td>
<td>36</td>
</tr>
<tr>
<td>Environmental Conservation Education</td>
<td>160</td>
</tr>
<tr>
<td>Examinations Doctoral candidacy</td>
<td>171, 190</td>
</tr>
<tr>
<td>GRE</td>
<td>167</td>
</tr>
<tr>
<td>Oral, final</td>
<td>190</td>
</tr>
<tr>
<td>TOEFL</td>
<td>167-68</td>
</tr>
</tbody>
</table>

## F

<table>
<thead>
<tr>
<th>Faculty Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>See individual departments</td>
</tr>
<tr>
<td>Fees and expenses</td>
</tr>
<tr>
<td>Fellowships, see Financial aid</td>
</tr>
<tr>
<td>Field Experiences</td>
</tr>
<tr>
<td>Financial aid</td>
</tr>
<tr>
<td>Firearms, simulated, NYU policy on</td>
</tr>
<tr>
<td>Food Studies</td>
</tr>
<tr>
<td>Foreign credentials</td>
</tr>
<tr>
<td>Foreign Language Education</td>
</tr>
<tr>
<td>Full-time equivalency</td>
</tr>
</tbody>
</table>
Gay, lesbian, bisexual, and transgender courses  135-36
Gay, Lesbian, Bisexual, and Transgender Student Services, Office of  184
Global Programs, Graduate See individual departments
Grade average  187
Grades  173
Graduate Commission  174
Graduate Record Examination  189-90
Graduate Student Organization  20'
Graduate study  186-91
Graduation  172, 207
Grants, see Financial aid  197-200
Guidance, see Counseling  201

Health, Identity, Behavior, and Prevention Studies (CHIBPS), Center for  123
Health Center, Student  293
Health insurance  203
Higher and Postsecondary Education  26-28
History of Education  60
Housing  203
Human Development and Social Intervention  139
Humanities and Social Sciences in the Professions, Department of  54-67

Independent study  173-74
Interdepartmental Research Studies  62
International Education  61
International students Admission  168-169
Office for, and Scholars Services  182
Introduction to New York University  4
Introduction to The Steinhardt School for Culture, Education, And Human Development Administration  9

Jewish Studies, Education and  57-58

Kinesiology, see Physical therapy
Kinesiology, see Physical therapy

Learning disabled students, support program for  184
Leave of absence  190
Lesbian, Gay, Bisexual, and Transgender Student Services, 140-141
Literacy Education  161-163
Libraries  5
Loans, see Financial aid

Map, Washington Square campus  201
Master of Fine Arts  36
Master of Music  86
Master of Public Health  104
Mathematics Education  163-164
Matriculation, maintenance of Doctorates  172, 177
Master's  187
Sixth-Year Program  189
See also Fees and expenses
Measurement and Evaluation, Psychological  128
Media, Culture, and Communication, Department of  68-74
Moses Center for Students with Disabilities, The Henry and Lucy  184
Multicultural Education and Programs, Center for  203
Multilingual Multicultural Studies  165-168
Museum, see Visual Arts Administration
Music and Performing Arts Professions, Department of  75-108
Music Business  86-87
Music Education  88-89
Music Performance and Music Composition  90-91
Music Technology  92-94
Music Theatre  85
Music Therapy  100

Occupational Therapy, Department of  117-123
Painting and Drawing  34
Palladium Athletic Facility  183
Pass/Fail option  175
Pathokinesiology  126
Payment plans, tuition  176-78
Performing Arts Administration  88-89
Performing Arts Therapies  98-100
Permitted course load  172
Philosophy of Education courses  62
Photography  36
Physical Therapy, Department of  124-131
Placement, see Career Development, Wasserman Center for
Plagiarism, policies concerning  192
Printmaking  37
Probation, see Grades
Program Board  183
Program Accredited by Professional organizations  213
Psychological Development  129-30
Psychology, Applied, Department of  121-36
Psychology and Social Intervention  143
Public Health  113

New York State Education Department degree and certificate program registration  192-193
New York University,
Administration  6-7
Introduction to  4
Board of Trustees  7-8
Deans and directors  9
Map  218
Travel directions  219
Notices  2
Nutrition, Food Studies, and Public Health, Department of  109-116
Nutrition and Dietetics  111-112

Index The Steinhardt School of Culture, Education, and Human Development Bulletin 2015-2017
R
Refund of tuition 176-78
Registration and advisement 170-75
Registration Deadlines 18
Rehabilitation Sciences 185-186
Religious and spiritual resources 203
Research on Culture, Development, and Education, Center for 123
Research and Evaluation of Advanced Technologies in Education, Consortium for 24
Research in Physical Therapy 106
Residence requirement Doctoral 191
Master’s 188

S
Scholarships, see Financial aid
Science Education 169
Sculpture 35
Sculpture: Craft Media 35
Services, School and University 171-73
Sixth-Year Certificate Program 178
Social Studies Education 155-57
Sociology of Education 63
Sororities 183
Special Education 174-176
See also Applied Psychology and Therapy
Special students 168, 170
Speech-Language-Hearing Clinic 51
Sports, see Coles Sports and Recreation Center
Steinhardt School of Culture, Education, and Human Development Introduction to 9
Student activities/school and University services 01-202
Student Resource Center 202
Student Services, Office of Counseling and 203
Student Teaching, Supervised 176
Studio Art 22, 38-37
Study abroad, see individual departments

T
Teacher Certification, New York State Programs 16-17, 206
Examination pass rate 187
Teaching and Learning, Department of 147-184
Doctoral Programs in 170
Teachers of English to Speakers of Other Languages (TESOL) 138-41
Terminal experience, master’s 188
Thesis, Master of Arts, see terminal experience
Ticket Central Box Office 183
TOEFL (Test of English as a Foreign Language), see Foreign credentials
Transcripts, official 190
Transfer credit 188-89, 192
Travel directions to the Washington Square campus 220
Tuition 194-196

V
Veterans benefits 188, 199
Video 36
Visual Arts Administration 39-40

W
Weapons, NYU policy on 193
Withdrawal from courses 196-197
Work-Study Program, Federal 197-198
# Frequently Called Numbers

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions (Graduate)</td>
<td>212-998-5030</td>
<td>Pless Hall, 82 Washington Square East, 2nd floor</td>
</tr>
<tr>
<td>Bobst Library</td>
<td>212-998-2500</td>
<td>70 Washington Square South</td>
</tr>
<tr>
<td>NYU Bookstore</td>
<td>212-998-4667</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Bursar</td>
<td>212-998-2806</td>
<td>25 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>Counseling and Student Services</td>
<td>212-998-5065</td>
<td>82 Washington Square East, room 32</td>
</tr>
<tr>
<td>Counseling Services, University</td>
<td>212-998-4780</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Students with Disabilities Adviser</td>
<td>212-998-4980 (voice and TTY)</td>
<td>719 Broadway, 2nd floor</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>212-998-4444</td>
<td>25 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>212-443-1000</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Higher Education Opportunity Program</td>
<td>212-998-5690</td>
<td>East Building, 239 Green Street, room 800</td>
</tr>
<tr>
<td>Housing (University)</td>
<td>212-998-4600</td>
<td>383 Lafayette Street, 1st floor</td>
</tr>
<tr>
<td>Housing (Off-Campus)</td>
<td>212-998-4620</td>
<td>4 Washington Square Village</td>
</tr>
<tr>
<td>Jeffrey S. Gould Welcome Center</td>
<td>212-998-4636</td>
<td>Shimkin Hall, 50 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>International Students and Scholars Office</td>
<td>212-998-4720</td>
<td>561 La Guardia Place</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>212-998-4850</td>
<td>14 Washington Place</td>
</tr>
<tr>
<td>Registration Services</td>
<td>212-998-5054</td>
<td>Pless Hall, 82 Washington Square East, 2nd floor</td>
</tr>
<tr>
<td>Safety, Campus</td>
<td>212-998-2222</td>
<td>7 Washington Place</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>212-998-4444</td>
<td>25 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>212-443-1000</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Higher Education Opportunity Program</td>
<td>212-998-5690</td>
<td>East Building, 239 Green Street, room 800</td>
</tr>
<tr>
<td>Housing (University)</td>
<td>212-998-4600</td>
<td>383 Lafayette Street, 1st floor</td>
</tr>
<tr>
<td>Housing (Off-Campus)</td>
<td>212-998-4620</td>
<td>4 Washington Square Village</td>
</tr>
<tr>
<td>Jeffrey S. Gould Welcome Center</td>
<td>212-998-4636</td>
<td>Shimkin Hall, 50 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>International Students and Scholars Office</td>
<td>212-998-4720</td>
<td>561 La Guardia Place</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>212-998-4850</td>
<td>14 Washington Place</td>
</tr>
<tr>
<td>Registration Services</td>
<td>212-998-5054</td>
<td>Pless Hall, 82 Washington Square East, 2nd floor</td>
</tr>
<tr>
<td>Safety, Campus</td>
<td>212-998-2222</td>
<td>7 Washington Place</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>212-998-4444</td>
<td>25 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>212-443-1000</td>
<td>726 Broadway</td>
</tr>
<tr>
<td>Higher Education Opportunity Program</td>
<td>212-998-5690</td>
<td>East Building, 239 Green Street, room 800</td>
</tr>
<tr>
<td>Housing (University)</td>
<td>212-998-4600</td>
<td>383 Lafayette Street, 1st floor</td>
</tr>
<tr>
<td>Housing (Off-Campus)</td>
<td>212-998-4620</td>
<td>4 Washington Square Village</td>
</tr>
<tr>
<td>Jeffrey S. Gould Welcome Center</td>
<td>212-998-4636</td>
<td>Shimkin Hall, 50 West 4th Street, 1st floor</td>
</tr>
<tr>
<td>International Students and Scholars Office</td>
<td>212-998-4720</td>
<td>561 La Guardia Place</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>212-998-4850</td>
<td>14 Washington Place</td>
</tr>
<tr>
<td>Registration Services</td>
<td>212-998-5054</td>
<td>Pless Hall, 82 Washington Square East, 2nd floor</td>
</tr>
<tr>
<td>Safety, Campus</td>
<td>212-998-2222</td>
<td>7 Washington Place</td>
</tr>
</tbody>
</table>

THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, Leadership, and Technology</td>
<td>212-998-5520</td>
<td>82 Washington Square East, 7th floor</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>212-998-5555</td>
<td>Kimball Hall, 246 Green Street, 8th floor</td>
</tr>
<tr>
<td>Art and Art Professions</td>
<td>212-998-5700</td>
<td>Barney Building, 34 Stuyves Street, 3rd floor</td>
</tr>
<tr>
<td>Communicative Sciences and Disorders</td>
<td>212-998-5230</td>
<td>665 Broadway, 9th floor</td>
</tr>
<tr>
<td>Humanities and Social Sciences in the Professions</td>
<td>212-992-9477</td>
<td>Kimball Hall, 246 Greene Street, 3rd floor</td>
</tr>
<tr>
<td>Media, Culture, and Communication</td>
<td>212-998-5191</td>
<td>East Building, 239 Greene Street, 8th floor</td>
</tr>
<tr>
<td>Music and Performing Arts Professions</td>
<td>212-998-5424</td>
<td>Education building, 35 West 4th Street, 10th floor</td>
</tr>
<tr>
<td>Nutrition, Food Studies, and Public Health</td>
<td>212-998-5580</td>
<td>411 Lafayette Street, 5th floor</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>212-998-5825</td>
<td>82 Washington Square East, 6th floor</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>212-998-9400</td>
<td>380 Second avenue, 4th floor</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>212-998-5470</td>
<td>East Building, 239 Greene Street, 6th floor</td>
</tr>
</tbody>
</table>