New York University Bulletin

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

Applied Psychology

Art

Education

Health

Media

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

For example:

**E 11.1 601**

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

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

### Department/Program Number

- **American Sign Language** E64
- **Applied Psychology** E63
- **Art, Studio** E90
- **Art Theory and Critical Studies** E94
- **Communicative Sciences and Disorders** E34
- **Childhood Education and Childhood Special Education: Dual Certificate Program Courses** E25/E75
- **Dance Education** E89
- **Early Childhood Education and Early Childhood Special Education: Dual Certificate Program Courses** E25/E26/E75
- **Educational Theatre** E17
- **English Education** E11
- **Foreign Language Education** E29
- **History of Education** E55
- **Interdepartmental Research Studies** E10
- **International Education** E53
- **Mathematics Education** E12
- **Media, Culture, and Communication** E59
- **Music Business** E80
- **Music and Performing Arts Professions** E85
- **Nutrition, Food Studies, and Public Health** E33
- **Science and Mathematics Education** E36
- **Science Education** E14
- **Social Studies Education** E23
- **Sociology of Education** E20
- **Special Education** E75
- **Teaching and Learning** E27
- **Commission on Gender, Race, and Social Justice** E66

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

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

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

E11: ENGLISH EDUCATION

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

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

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

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

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

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

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

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

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

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

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

E12: MATHEMATICS EDUCATION

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

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

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

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

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

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

Teaching Secondary School Mathematics
E12.1043 45 hours: 3 points. Fall. Prerequisite: Methods I.

Teaching of Algebra, Grades 7-12
E12.1045 45 hours: 3 points. Spring.

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

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

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

E14: SCIENCE EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applied Theatre I and II*  
E17.2101,2012  45 hours: 3 points each term. Fall, spring.

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

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

E20: SOCIOLOGY OF EDUCATION

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

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

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

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

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

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

E23: SOCIAL STUDIES EDUCATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Language Arts in Childhood Education  
E26.1170  45 hours:  3 points. Fall.

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

Curriculum in Social Studies in Childhood Education I, II  
E25.1031,1032  30 hours:  2 points each term. Fall. Prerequisite: a course in child development or the equivalent.

Writing for Children  
E26.1170  45 hours:  3 points. Fall.

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

Introduction to Early Childhood and Special Education  
E25.1103  30 hours:  2 points.

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

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

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

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

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

Student Teaching in Childhood I
E25.1901 2 points.

Student Teaching in Childhood II
E25.1902 3 points.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Field Experience and Seminar in Foreign Language Teaching
E29.1915 30 hours plus 30 hours of field experiences: 4 points. Fall, spring.

Teaching Foreign Languages: Theory and Practice
E29.1999 30 hours plus 15 hours of field experiences and hours arranged: 4 points. Fall.

E33: NUTRITION, FOOD STUDIES, AND PUBLIC HEALTH
Computers in Nutrition and Food Service
E33.0021 30 hours: 2 points. Fall, spring.

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

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

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

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

Nutrition and Health
E33.0119 45 hours: 3 points. Fall, spring, summer.
Theories and Techniques of Nutrition Education and Counseling  
E33.0120  30 hours: 2 points. Fall, spring.

Independent Study  
E33.1000  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Food Microbiology and Sanitation  
E33.1023  45 hours: 3 points. Fall, spring, summer.

Food and Society  
E33.1051  30 hours: 2 points. Fall, spring.

Food Production and Management  
E33.1052  75 hours: 25 hours lecture, 50 hours laboratory: 3 points. Fall, spring.

Food Facility Design and Equipment  
E33.1054  45 hours: 3 points. Fall, in even calendar years. Prerequisites: E33.1052, E33.0091.

Internship in Food Studies and Food Management  
E33.1056  45 hours per point plus hours arranged: 1-6 points. Spring. Must be a junior.

Nutritional Biochemistry  
E33.1064  45 hours: 3 points. Fall, spring. Prerequisites: E33.0119, E33.1068, V25.0240, V25.0868 (undergraduates only); E33.1269 (may be taken concurrently).

Introduction to Human Physiology  
E33.1068  45 hours: 3 points. Fall, spring.

Food Service Accounting Management  
E33.1101  45 hours: 3 points. Spring, in even calendar years. Prerequisite: C10.0001 or equivalent.

Food Laws and Regulations  
E33.1109  45 hours: 3 points. Spring, in odd calendar years. Prerequisites: E33.0085, E33.0091.

Current Research in Nutrition  
E33.1117  30 hours: 2 points. Spring. Prerequisite: senior status.

Communications Workshop in Foods and Nutrition  
E33.1130  30 hours: 2 points. Fall, in even calendar years.

Essentials of Cuisine: International  
E33.1135  15 hours per point: 1-3 points. Fall, in odd calendar years. Prerequisite: E33.0085.

Food Demonstrations  
E33.1137  15 hours per point: 1-3 points. Summer. Prerequisite: E33.0085.

Food and Nutrition in a Global Society  
E33.1180  60 hours: 4 points. Fall, spring. Seniors only.

Techniques of Regional Cuisine  
E33.1183  15 hours per point: 1-2 points. Spring.

Food Science and Technology  
E33.1184  45 hours: 3 points. Fall, spring, summer. Prerequisites: E33.0085, V25.0002.

Clinical Nutrition Assessment and Intervention  
E33.1185  45 hours: 3 points. Fall, spring. Prerequisites: E33.1260; V25.0240.

International Nutrition  
E33.1187  15 hours per point: 1-3 points. Fall, in even calendar years.

Food Finance  
E33.1188  45 hours: 3 points. Fall, in even calendar years. Prerequisite: a basic accounting course.

Food Marketing  
E33.1189  45 hours: 3 points. Spring, in odd calendar years.

Fieldwork  
E33.1190  120 hours: 4 points. Fall, spring. Prerequisites: E33.1260, E33.1185, E33.1269, and senior status. Application must be filed during the previous term.

Food in the Arts  
E33.1204  30 hours: 2 points. Fall, spring.

Community Nutrition  
E33.1209  45 hours: 3 points. Fall, spring. Prerequisite: E33.1260 (may be taken concurrently).

Advanced Foods  
E33.1217  15 hours per point: 1-3 points. Fall. Prerequisite: E33.0085.

Diet Assessment and Planning  
E33.1260  45 hours: 3 points. Fall, spring. Prerequisite: E33.0119.

Nutrition and the Life Cycle  
E33.1269  45 hours: 3 points. Fall, spring. Prerequisites: E33.0119, E14.1035; E33.1260 (may be taken concurrently).

Food Photography  
E33.1271  15 hours: 1 point. Summer.
Introduction to Food History
E33.1210 30 hours: 2 points. Spring, in even calendar years.

Introduction to Epidemiology
E33.1306 4 points: 60 hours. Fall.

Introduction to Global Public Health
E33.1310 4 points: 60 hours. Spring.

Introduction to Public Health Nutrition
E33.1315 4 points: 60 hours. Spring.

Environmental Health, Social Movements, and Public Policy
E33.1323 60 hours: 4 points. Spring. Prerequisite: E33.0070.

Understanding Risk Behavior and Social Context
E33.1325 60 hours: 4 points. Spring.

Public Health Profession and Practice: Public Health in the City
E33.1327 60 hours: 4 points. Fall. Prerequisites: E33.0070, E33.1306, E33.1325, E33.1315.

Introduction to Public Health Research
E33.1335 60 hours: 4 points. Fall. Prerequisites: E33.0070, E33.1306, E33.1325, E33.1315.

Public Health Internship
E33.1330 60 hours: 4 points. Spring. Prerequisite: E33.1327.

E34: COMMUNICATIVE SCIENCES AND DISORDERS

Anatomy and Physiology of Speech and Hearing Mechanism
E34.0008 45 hours: 3 points. Spring.

Neuropathology and Neurophysiology of Communication
E34.0009 45 hours: 3 points. Fall.

Introduction to Communicative Sciences and Disorders I, II
E34.0017 45 hours: 2 points each term. Fall, spring.

Phonetics and Phonemics of American English
E34.0061 45 hours: 3 points. Fall.

Speech for International Students and Nonnative Speakers of English
E34.1005 30 hours: 2 points. Fall, spring. For undergraduate students.

Introduction to Neurogenic Communication Disorders
E34.1012 45 hours: 3 points. Fall.

Communication Disorders and Aging
E34.1015 45 hours: 3 points. Spring.

An Introduction to Methods and Materials for Diagnosis and Therapy in Communication Disorders
E34.1065 45 hours plus 25 hours field observation: 3 points. Spring. Prerequisites: E34.0017, E34.0018, and E34.1601, or permission of instructor.

Introduction to Articulation Disorders
E34.1101 45 hours: 3 points. Spring. Prerequisites: E34.0017 and E34.0061 or permission of instructor.

Audiology: Intervention Strategies with Children
E34.1205 45 hours: 3 points. Spring. Prerequisite: E34.1230 or equivalent, or permission of instructor.

Introduction to Language Disorders in Children
E34.1207 45 hours: 3 points. Spring. Prerequisite: E34.1601.

Reading and Writing in Children with Speech and Language Disorders
E34.1210 45 hours: 3 points. Spring.

Introduction to Audiology
E34.1230 45 hours: 3 points. Fall.

Acoustic Phonetics
E34.0402 45 hours: 3 points. Spring. Prerequisites: E34.0008 (may be taken concurrently) and E34.0061 or permission of instructor.

Language Development in the Preschool Years
E34.1601 45 hours: 3 points. Fall.

E36: SCIENCE AND MATHEMATICS EDUCATION

Application of Microcomputers to Mathematics and Science Instruction
E36.1002 45 hours: 3 points. Fall, spring.

E53: INTERNATIONAL EDUCATION

Terrorism, Extremism, and Education
E53.1532 42 hours: 4 points.

Approaches to Study Abroad
E53.1009 19 hours: 1 point.

Interdisciplinary Perspectives on the New Immigration
E53.1545 45 hours: 4 points.

E55: HISTORY OF EDUCATION

Education and the American Dream: Historical Perspectives
E55.0610 60 hours: 4 points.

A History of the Professions in the United States
E55.1010 60 hours: 4 points.

Critical Study of Education
E55.1031 30 hours plus 15 hours arranged in field participation experiences: 3 points.
The Historical Quest for Human Nature  
E55.1032  45 hours: 3 points. Fall, spring.

The “Culture Wars” in America: Past, Present, and Future  
E55.1033  60 hours: 4 points.

E59: MEDIA, CULTURE, AND COMMUNICATION

Introduction to Media Studies  
E59.0001  60 hours: 4 points.

History of Media and Communication  
E59.0003  60 hours: 4 points.

Introduction to Human Communication and Culture  
E59.0005  60 hours: 4 points.

Introduction to Media Criticism  
E59.0014  60 hours: 4 points.

Independent Study  
E59.1000  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Space and Place in Human Communication  
E59.1002  60 hours: 4 points.

Introduction to Digital Media  
E59.1003  60 hours: 4 points.

The Culture Industries  
E59.1005  60 hours: 4 points.

Television: History and Form  
E59.1006  60 hours: 4 points.

Film: History and Form  
E59.1007  60 hours: 4 points.

Video Games: Culture and Industry  
E59.1008  60 hours: 4 points.

Psychoanalysis: Desire and Culture  
E59.1009  60 hours: 4 points.

Censorship in American Culture  
E59.1010  60 hours: 4 points.

Media and Migration  
E59.1011  60 hours: 4 points.

Crime, Violence, and Media  
E59.1012  60 hours: 4 points.

Political Communication  
E59.1013  60 hours: 4 points.

Mass Persuasion and Propaganda  
E59.1014  60 hours: 4 points.

Advertising and Society  
E59.1015  60 hours: 4 points.

Media Audiences  
E59.1016  60 hours: 4 points.

Youth Media: Communication, Community, and Social Change  
E59.1017  60 hours: 4 points.

Kids in Media Culture  
E59.1018  60 hours: 4 points.

The Business of Media  
E59.1020  60 hours: 4 points.

Dead Media Research Studio  
E59.1021  60 hours: 4 points.

Latino Media  
E59.1022  60 hours: 4 points.

East Asian Media  
E59.1023  60 hours: 4 points.

Amateur Media  
E59.1024  60 hours: 4 points.

Race and Media  
E59.1025  60 hours: 4 points.

Ethics and Media  
E59.1028  60 hours: 4 points.

New Media Research Studio  
E59.1029  60 hours: 4 points.

Architecture as Media: Communication Through the Built Environment  
E59.1030  60 hours: 4 points.

Media, Technology, and Society  
E59.1034  60 hours: 4 points.

Internship  
E59.1100  45 hours per point: 1 to 4 points.

Media Fieldwork  
E59.1150  60 hours: 4 points.

Media History of New York  
E59.1151  60 hours: 4 points.

Senior Media Seminar  
E59.1200  60 hours: 4 points. Open only to seniors in the Department of Media, Culture, and Communication or by permission of the instructor.

Senior Honors in Media, Culture, and Communication  
E59.1210  30 hours: 2 points. Prerequisites: senior standing and department approval to pursue honors in the major.

Media and Global Communication  
E59.1300  60 hours: 4 points.

Privacy and Media Technology  
E59.1303  60 hours: 4 points.

Global Media and International Law  
E59.1304  60 hours: 4 points.
Communication and International Development
E59.1305 60 hours: 4 points.

Transnational Media Flows
E59.1306 60 hours: 4 points.

Religion and Media
E59.1340 60 hours: 4 points.

Islam, Media, and the West
E59.1341 60 hours: 4 points.

Sounds In and Out of Africa
E59.1342 60 hours: 4 points.

Fashion and Power
E59.1345 60 hours: 4 points.

Culture of the Screen: From the Cinematic to the Handheld
E59.1347 60 hours: 4 points.

War As Media
E59.1351 60 hours: 4 points.

Empire, Revolution, and Media
E59.1352 60 hours: 4 points.

Communication and Cultural Contexts
E59.1400 60 hours: 4 points. Offered as study abroad.

Global Cultures and Identities
E59.1401 60 hours: 4 points.

Marxism and Culture
E59.1402 60 hours: 4 points.

Postcolonial Visual Culture
E59.1403 60 hours: 4 points.

Copyright, Commerce, and Culture
E59.1405 60 hours: 4 points.

Hacker Culture and Politics
E59.1406 60 hours: 4 points.

Gender, Sex, and the Global
E59.1407 60 hours: 4 points.

Global Visual Culture
E59.1410 60 hours: 4 points.

Visual Culture of Science and Technology
E59.1411 60 hours: 4 points.

Global Media Seminar
E59.1450 4 points.

E59.1451 Global Media Seminar: Media in China
E59.1452 Global Media Seminar: TV and Democracy in Italy
E59.1453 Global Media Seminar: Post-Communist Media Systems
E59.1454 Global Media Seminar: France and Europe
E59.1455 Global Media Seminar: Latin America

Print: History and Form
E59.1508 60 hours: 4 points.

Photography and the Visual Archive
E59.1517 60 hours: 4 points.

Gender and Communication
E59.1700 60 hours: 4 points.

Listening: Noise, Sound, and Music
E59.1717 60 hours: 4 points.

Interviewing Strategies
E59.1740 60 hours: 4 points.

Organizational Communication
E59.1745 60 hours: 4 points.

Public Relations: Theory and Process
E59.1750 60 hours: 4 points.

Public Relations: Principles and Practices
E59.1755 60 hours: 4 points.

Innovations in Marketing
E59.1760 60 hours: 4 points.

Advertising and Marketing
E59.1775 60 hours: 4 points.

Advertising Campaigns
E59.1780 60 hours: 4 points.

Political Rhetoric
E59.1800 30 hours: 2 points.

Media Policy and Regulation
E59.1801 60 hours: 4 points.

Public Speaking
E59.1805 60 hours: 4 points.

Persuasion
E59.1808 60 hours: 4 points.

Conflict Management Communication
E59.1815 60 hours: 4 points.

Interpersonal Communication
E59.1830 60 hours: 4 points.

Argumentation and Debate
E59.1835 60 hours: 4 points.

E63: APPLIED PSYCHOLOGY

Introduction to Psychology and Its Applications
E63.0002 60 hours: 4 points. Spring, summer.

Introduction to Community Psychology
E63.0005 60 hours: 4 points. Spring.

Survey of Developmental Psychology: Introduction
E63.0010 60 hours: 4 points. Fall.
Social Psychology
E63.0013 60 hours: 4 points. Spring.

Theories of Personality
E63.0019 60 hours: 4 points. Fall.

Human Development I
E63.0020 30 hours plus 10 hours of field experience: 2 points. Course meets first half of spring semester. Nonmajors only.

Human Development II: Application for Early Childhood Educators
E63.0021 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: E63.0020. Nonmajors only.

Human Development II: Application for Childhood Educators
E63.0022 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: E63.0020. Nonmajors only.

Human Development II: Applications for Educators of Early Adolescents and Adolescents
E63.0023 30 hours plus 15 hours of field experience: 2 points. Course meets first half of spring semester. Prerequisite: E63.0020. Nonmajors only.

Research Methods in Applied Psychology I
E63.0025 60 hours: 4 points. Fall, spring. Program/departmental majors only.

The Counseling Interview
E63.1012 60 hours: 4 points. Fall, spring. Program/departmental majors only.

Educational Psychology
E63.1014 60 hours: 4 points. Fall, even years. Prerequisite: a course in general psychology.

Mental Health: Historical, Social, and Political Perspectives
E63.1031 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

Abnormal Psychology
E63.1038 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

Women and Mental Health: A Life Cycle Perspective
E63.1041 60 hours: 4 points. Fall, odd years. Prerequisite: a course in general psychology.

The Cultures of Psychology
E63.1050 60 hours: 4 points. Spring. Prerequisite: a course in general psychology. Not open to freshmen or sophomores.

Psychosexual Aspects of Human Behavior
E63.1081 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology.

Sexual Identities Across the Life Span
E63.1110 60 hours: 4 points. Spring, even years. Prerequisite: a course in general psychology.

Fieldwork in Applied Psychology I
E63.1123 60 hours: 4 points. Fall, spring. Program/departmental majors only.

Fieldwork in Applied Psychology II
E63.1124 120 hours: 4 points. Fall, spring. Program/departmental majors only.

Fieldwork in Applied Psychology III
E63.1125 120 hours: 4 points. Fall, spring. Program/departmental majors only.

Research Methods in Applied Psychology II
E63.1137 60 hours: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: E63.0025.

Psychology of Human Learning
E63.1214 60 hours: 4 points. Fall. Prerequisite: a course in general psychology.

Social Intervention in Schools and Communities
E63.1270 60 hours: 4 points. Fall, even years. Prerequisite: an introductory course in developmental psychology.

Developmental Psychology Across the Life Span
E63.1271 45 hours: 3 points. Fall, spring. Nonmajors only. Prerequisite: a course in general psychology.

Adolescent Development
E63.1272 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

Families, Schools, and Child Development
E63.1278 60 hours: 4 points. Fall, odd years. Prerequisite: an introductory course in developmental psychology.

Child Development and Social Policy in a Global Society
E63.1279 60 hours: 4 points. Spring, odd years. Prerequisite: an introductory course in developmental psychology.

Parenting and Culture
E63.1280 60 hours: 4 points. Spring, even years. Prerequisite: an introductory course in developmental psychology.

Introduction to Group Dynamics
E63.1620 60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology.

Honors Seminar in Applied Psychology
E63.1995-1996 60 hours: 4 points each semester. Fall and spring. Select departmental/program seniors only.
### E64: AMERICAN SIGN LANGUAGE

**American Sign Language: Level I**  
E64.0091  60 hours: 4 points. Fall, spring.

**American Sign Language: Level II**  
E64.0092  60 hours: 4 points. Fall, spring.  
Prerequisite: E64.0091 or equivalent.

**American Sign Language: Level III**  
E64.0093  60 hours: 4 points. Fall.  
Prerequisite: E64.0092 or equivalent.

**American Sign Language: Level IV**  
E64.0094  60 hours: 4 points. Spring.  
Prerequisite: E64.0093 or equivalent.

### E66: COMMISSION ON GENDER, RACE, AND SOCIAL JUSTICE

**Intergroup Dialogue**  
E66.1010  10 hours: 1 point. Fall, spring.

**Diversity and Professional Life**  
E66.1011  60 hours: 4 points.

### E75: SPECIAL EDUCATION

**Foundations of Special Education**  
E75.0083  45 hours plus 10 hours of fieldwork: 3 points.

**Independent Study**  
E75.1000  45 hours per point: 1-6 points. Fall, spring; hours to be arranged.

**Teaching Students with Disabilities in General Education Classrooms**  
E75.1005  60 hours: 4 points. Spring. Open to nonmajors.

**Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I**  
E75.1007  30 hours: 2 points.

**Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II**  
E75.1008  60 hours: 3 points.

**Principles and Practices for Teaching Students with Severe and Multiple Disabilities**  
E75.1010  45 hours: 3 points.

**Integration Seminar in Early Childhood and Special Education**  
E75.1012  15 hours: 1 point.

**Classroom Assessment**  
E75.1035  15 hours per point: 2-3 points.

**Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I, II**  
E75.1047,1048  30 hours: 2 points each semester.

**Strategies for Teaching Children with Challenging Behavior**  
E75.1161  30 hours: 3 points.

**Observation in Special Education**  
E75.1501  45 hours: 1 point. Fall, spring.

**Observation and Participation in Early Childhood Special Education**  
E75.1503  30 hours plus 40 hours of fieldwork: 2 points.

**The Role of the Professional in Early Childhood/Special Education**  
E75.1901  3 points.

**Student Teaching in Special Education: Childhood**  
E75.1903  3-4 points.  
Number of points set by program requirements.

**Student Teaching in Special Education: Early Childhood**  
E75.1904  30 hours: 2 points.

### E78: INTEGRATING THE ARTS INTO EARLY CHILDHOOD CURRICULUM

**Integrating the Arts into Early Childhood Curriculum I**  
E78.1053  15 hours: 1 point. Fall, spring.

**Integrating the Arts into Early Childhood Curriculum II**  
E78.1054  15 hours: 1 point. Fall, spring.

**Integrating Arts in Childhood Education**  
E78.1055  30 hours: 2 points.

**Observation and Participation in Special Education**  
E78.1054  120 hours: 2 points.

**The Role of the Professional in Early Childhood/Special Education**  
E78.1055  30 hours: 2 points.

**The Business Structure of the Music Industry**  
E80.0100  30 hours: 2 points. Spring. Required of all students in the Music Business Program. Open to nonmajors.

### E80: MUSIC AND PERFORMING ARTS PROFESSIONS: MUSIC BUSINESS

**Concert Management**  
E80.0200  30 hours: 2 points. Spring. Required of all students in the Music Business Program.

**Music Publishing**  
E80.0205  30 hours: 2 points. Fall. Required of all students in the Music Business Program.  
Corequisite: E80.0105.

**Music in the Media Business**  
E80.0210  30 hours: 2 points. Fall.

**International Music Business Marketplace**  
E80.0300  30 hours: 2 points. Fall.

**Independent Study**  
E80.1000  45 hours per point: 1-6 points. Fall, spring, summer.

**Landmark Cases in Music Copyright Law**  
E80.1305  30 hours: 2 points. Fall, spring.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
<th>Points</th>
<th>Terms</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>E80.1310</td>
<td>Village Records: Practicum in the Recorded Music Industry</td>
<td>30</td>
<td>2</td>
<td>Fall, Spring</td>
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<tr>
<td>E80.1311</td>
<td>Village Records: Leadership Practicum in the Recorded Music Industry</td>
<td>15</td>
<td>1</td>
<td>Fall</td>
<td>Enrollment is by special permission only. Prerequisites: E80.0105, E80.0210.</td>
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<tr>
<td>E80.1320*</td>
<td>Internship in Music Business</td>
<td>50</td>
<td>1-6</td>
<td>Fall, Spring, Summer</td>
<td>Junior or senior standing only.</td>
</tr>
<tr>
<td>E85.0006</td>
<td>Aural Comprehension in Music I</td>
<td>45</td>
<td>1</td>
<td>Fall</td>
<td>Prerequisite: E85.0006; corequisite: E85.0035.</td>
</tr>
<tr>
<td>E85.0007</td>
<td>Aural Comprehension in Music II</td>
<td>45</td>
<td>1</td>
<td>Fall</td>
<td>Prerequisite: E85.0007; corequisite: E85.0036.</td>
</tr>
<tr>
<td>E85.0008</td>
<td>Aural Comprehension in Music III</td>
<td>45</td>
<td>1</td>
<td>Fall</td>
<td>Prerequisite: E85.0007; corequisite: E85.0037.</td>
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<tr>
<td>E85.0009</td>
<td>Aural Comprehension in Music IV</td>
<td>45</td>
<td>1</td>
<td>Spring</td>
<td>Prerequisite: E85.0008; corequisite: E85.0038.</td>
</tr>
<tr>
<td>E85.0016</td>
<td>String Practicum for Composers</td>
<td>30</td>
<td>2</td>
<td>Fall</td>
<td>There is a fee for renting instruments.</td>
</tr>
<tr>
<td>E85.0017</td>
<td>Woodwind/Brass Practicum for Composers</td>
<td>30</td>
<td>2</td>
<td>Spring</td>
<td>There is a fee for renting instruments.</td>
</tr>
<tr>
<td>E85.0035</td>
<td>Music Theory I</td>
<td>45</td>
<td>2</td>
<td>Fall</td>
<td>Prerequisite: E85.0035; corequisite: E85.0006.</td>
</tr>
<tr>
<td>E85.0036</td>
<td>Music Theory II</td>
<td>45</td>
<td>2</td>
<td>Fall</td>
<td>Prerequisite: E85.0035; corequisite: E85.0007.</td>
</tr>
<tr>
<td>E85.0037</td>
<td>Music Theory III</td>
<td>45</td>
<td>2</td>
<td>Fall</td>
<td>Prerequisite: E85.0036; corequisite: E85.0008.</td>
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<tr>
<td>E85.0038</td>
<td>Music Theory IV</td>
<td>45</td>
<td>2</td>
<td>Spring</td>
<td>Prerequisite: E85.0037; corequisite: E85.0009.</td>
</tr>
<tr>
<td>E85.0072</td>
<td>Keyboard Harmony and Improvisation I, II</td>
<td>15</td>
<td>1</td>
<td>Fall, Spring</td>
<td>For department majors only. Section determined by examination.</td>
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<tr>
<td>E85.0074</td>
<td>Keyboard Harmony and Improvisation III, IV</td>
<td>15</td>
<td>1</td>
<td>Fall, Spring</td>
<td>For department majors only. Section determined by examination.</td>
</tr>
<tr>
<td>E85.0092‡</td>
<td>Collegium and Program Seminar</td>
<td>30</td>
<td>0</td>
<td>Fall, Spring</td>
<td>Required each term of all undergraduates.</td>
</tr>
<tr>
<td>E85.0099‡</td>
<td>Professions in Vocal Performance</td>
<td>30</td>
<td>0</td>
<td>Fall, Spring</td>
<td>Required each term of all undergraduates.</td>
</tr>
<tr>
<td>E85.0100</td>
<td>Recording Technology I</td>
<td>60</td>
<td>4</td>
<td>Fall, Summer</td>
<td>Prerequisites: E85.1817, E85.1818.</td>
</tr>
<tr>
<td>E85.0102</td>
<td>Recording Technology I Laboratory</td>
<td>30</td>
<td>2</td>
<td>Fall, Summer</td>
<td>Corequisite: E85.1001.</td>
</tr>
<tr>
<td>E85.0103</td>
<td>Recording Technology II</td>
<td>60</td>
<td>4</td>
<td>Fall, Summer</td>
<td>Prerequisites: E85.1001, E85.1002.</td>
</tr>
<tr>
<td>E85.0104</td>
<td>Recording Technology II Laboratory</td>
<td>30</td>
<td>2</td>
<td>Fall, Summer</td>
<td>Corequisite: E85.1003.</td>
</tr>
<tr>
<td>E85.0105</td>
<td>Recording Practicum III</td>
<td>60</td>
<td>4</td>
<td>Fall, Summer</td>
<td>Prerequisites: E85.1003, E85.1004.</td>
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<tr>
<td>E85.0106</td>
<td>Recording Practicum IV</td>
<td>60</td>
<td>4</td>
<td>Fall, Summer</td>
<td>Prerequisites: E85.1003, E85.1004, and E85.1005.</td>
</tr>
</tbody>
</table>
MIDI Technology I
E85.1007  45 hours:
3 points. Fall, spring, summer.

Fundamentals of Audio Technology I: Studio Maintenance
E85.1008  45 hours:
3 points. Fall, summer.

Fundamentals of Audio Technology II: Studio Maintenance
E85.1009  45 hours:
3 points. Spring, summer.

Audio for Video I
E85.1010  45 hours:
3 points. Fall, summer.

Concert Recording I
E85.1011  15 hours per point:
2 points in fall, 3 points in summer.

Concert Recording II
E85.1012  15 hours per point:
2 points in spring, 3 points in summer.

Vocal Production for Singers
E85.1013  30 hours:
2 points. Fall. Juniors, seniors, and graduate students.

MIDI Technology II
E85.1014  45 hours:
3 points. Fall, spring, summer.
Prerequisite: E85.1007.

Form and Analysis
E85.1015  30 hours:
2 points. Fall.

Electronic Music Performance
E85.1019  45 hours:
2 points. Spring, summer.

Composition (Private Lessons)
E85.1021  7.5-15 hours:
2-4 points. May be repeated. Fall, spring.
Open to students in theory and composition.

Recording Technology for Nonmajors
E85.1022  60 hours:
4 points. Fall, spring. Open to students without previous experience in recording technology.

Composition for the Music Theatre
E85.1023  30-45 hours:
2-3 points. Fall, spring.

Voice (Group)
E85.1024  15 hours:
2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Teaching of Music in the Junior and Senior High School
E85.1027  45 hours:
2 points. Spring.

Wind or Percussion Instruments (Group)
E85.1032  15 hours:
2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Introduction to Music Therapy
E85.1046  45 hours:
3 points. Fall.

Computer Music Synthesis: Fundamental Techniques
E85.1047  60 hours:
3 points. Fall, spring, summer.

Electronic Piano (Group)
E85.1059  15 hours:
2 points. Fall, spring; hours to be arranged. Section determined by adviser in music department.

Introduction to Music Therapy
E85.1046  45 hours:
3 points. Fall.

Computer Music Synthesis: Fundamental Techniques
E85.1047  60 hours:
3 points. Fall, spring, summer.
Music Theatre Workshop Techniques and Materials
E85.1065 15 hours per point and hours arranged: 2 points. May be repeated for a total of 14 points. Fall, spring. Registration by permission of department. Students are encouraged to bring materials that may be used for audition as well as special material that they may wish to try out in the music revue.

Music History I: Medieval and Renaissance
E85.1067 30 hours: 2 points. Fall.

Music History II: Baroque and Classical
E85.1068 30 hours: 2 points. Fall.

Electronic and Computer Music Literature
E85.1070 45 hours: 3 points. Spring.

Jazz Improvisation Techniques I
E85.1075 30 hours: 2 points. Fall. Prerequisite: E85.0039.

Jazz Improvisation Techniques II
E85.1076 30 hours: 2 points. Spring.

Music History III: 19th Century
E85.1077 30 hours: 2 points. Fall.

Music History IV: 20th Century
E85.1078 30 hours: 2 points. Spring.

New York University Chamber Ensembles
E85.1080 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of music majors and those registered for other ensembles.

New York University Brass Choir
E85.1080.19 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of music majors and those registered for other ensembles.

Music History III: 19th Century
E85.1112 45 hours: 3 points. Fall, spring.

Participation in New York University Choral Arts Society
E85.1085† 100 hours: no points, no tuition fee. Fall, spring. Open to the University community.

New York University Orchestra
E85.1087 60 hours: 1 point. Fall, spring. Open to the University community by audition. Required each term of junior and senior instrumental students.

Jazz Ensemble
E85.1089 60 hours: 1 point. Fall, spring. Open to the University community. Registration by audition only.

Percussion Ensemble
E85.1090 60 hours: 1 point. Fall, spring. Open to the University community. Registration by audition only.

Recital
E85.1092 30-60 hours: 1 point. Fall, spring. Registration by permission of department.

Intermediate Conducting
E85.1093 30 hours: 2 points. Spring.

Piano Literature II
E85.1096 45 hours: 3 points. Fall.

Piano Literature III
E85.1097 45 hours: 3 points. Fall.

Live Sound Reinforcement
E85.1119 30 hours: 2 points each term. Fall, spring.

Jazz Arranging Techniques I, II
E85.1119,1120 30 hours and 15 hours arranged: 3 points each term. Fall, spring. Prerequisites: E85.0036 and E85.0039 or by permission of instructor. E85.1119 is prerequisite to E85.1120.

Reference and Research in Jazz
E85.1121 30 hours and 15 hours arranged: 3 points. Open to the University community.

Supervised Student Teaching of Music in the Secondary School
E85.1145++ A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.

Vocal Coaching
E85.1163 30 hours: 2 points. Fall, spring.

Song Repertoire: English
E85.1164 30 hours: 2 points each term. Fall, spring.

Song Repertoire: Italian/Spanish
E85.1166 30 hours: 2 points each term. Fall, spring.

Song Repertoire: French
E85.1167 30 hours: 2 points each term. Fall, spring.

Music for Children

Music for Exceptional Children
E85.1204 30 hours: 2 points. Fall. Prerequisites: course work or experience in working with exceptional children and permission of instructor.

Music Practicum: Handicapped Children
E85.1205 30 hours: 1 point. Spring. Prerequisite: E85.1204.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E85.1225</td>
<td>Audio for Video II</td>
<td>45 hours</td>
<td>Spring, summer</td>
</tr>
<tr>
<td>E85.1227</td>
<td>Aesthetics of Recording</td>
<td>30 hours</td>
<td>Fall</td>
</tr>
<tr>
<td>E85.1264</td>
<td>Music Theatre History I</td>
<td>30 hours</td>
<td>Fall, spring</td>
</tr>
<tr>
<td>E85.1405</td>
<td>Music Technology Practicum</td>
<td>15 hours</td>
<td>Fall</td>
</tr>
<tr>
<td>E85.1425</td>
<td>Woodwind/Brass Practicum for Music Education</td>
<td>15 hours</td>
<td>Fall, spring. There is a fee for renting instruments.</td>
</tr>
<tr>
<td>E85.1426</td>
<td>String Practicum for Music Education</td>
<td>15 hours</td>
<td>Spring. There is a fee for renting instruments.</td>
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<tr>
<td>E85.1427</td>
<td>Percussion Practicum</td>
<td>15 hours</td>
<td>Fall</td>
</tr>
<tr>
<td>E85.1428</td>
<td>Vocal/Choral Conducting Practicum for Music Education</td>
<td>15 hours</td>
<td>Fall</td>
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<tr>
<td>E85.1433</td>
<td>Vocal and Choral Conducting Practicum</td>
<td>15 hours</td>
<td>Fall</td>
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<tr>
<td>E85.1465</td>
<td>Fundamentals of Conducting</td>
<td>15 hours</td>
<td>Fall</td>
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<tr>
<td>E85.1500</td>
<td>Film Music: Historical Aesthetics and Perspectives</td>
<td>45 hours</td>
<td>Fall, spring</td>
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<tr>
<td>E85.1502</td>
<td>Acting II for Singers</td>
<td>30 hours</td>
<td>Fall, spring</td>
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<tr>
<td>E85.1505</td>
<td>Performing Arts in Western Civilization</td>
<td>60 hours</td>
<td>Fall</td>
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<tr>
<td>E85.1510</td>
<td>Electronic Technology I</td>
<td>45 hours</td>
<td>Fall, summer.</td>
</tr>
<tr>
<td>E85.1810</td>
<td>MIDI for Nonmajors</td>
<td>45 hours</td>
<td>Fall, spring.</td>
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<tr>
<td>E85.1817</td>
<td>Electronic Technology II</td>
<td>45 hours</td>
<td>Fall, summer.</td>
</tr>
<tr>
<td>E85.1818</td>
<td>Electronic Technology II</td>
<td>45 hours</td>
<td>Fall, summer.</td>
</tr>
<tr>
<td>E85.1500</td>
<td>Internship in Music Technology</td>
<td>50-300 hours: 0-6 points 50 hours per point 150 hours minimum. Fall, spring, summer.</td>
<td></td>
</tr>
<tr>
<td>E89.0012</td>
<td>Introduction to Modern Dance</td>
<td>60 hours</td>
<td>Fall, spring. Required for art majors.</td>
</tr>
<tr>
<td>E89.0014</td>
<td>Beginning Ballet</td>
<td>45-60 hours: 1 point. May be repeated for a total of 6 points. Fall, spring. For music theatre, voice, and nondance majors.</td>
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<tr>
<td>E89.0016</td>
<td>Beginning Modern Dance Techniques</td>
<td>45-60 hours: 1 point. Fall, spring. For music theatre, voice, and nondance majors.</td>
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<tr>
<td>E89.0029</td>
<td>Beginning Jazz Dance Technique</td>
<td>45-60 hours: 1 point. May be repeated for a total of 4 points. Fall, spring. For music theatre, voice, and nondance majors.</td>
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<tr>
<td>E89.1013</td>
<td>Tap Dance</td>
<td>45 hours</td>
<td>Fall, spring.</td>
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<tr>
<td>E89.1029</td>
<td>Jazz Dance Technique</td>
<td>30 hours</td>
<td>Fall, spring.</td>
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<tr>
<td>E89.1542</td>
<td>African Dance</td>
<td>45 hours</td>
<td>Fall</td>
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<tr>
<td>E90.0501</td>
<td>Fundamentals of Ceramics</td>
<td>60 hours</td>
<td>Fall</td>
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<tr>
<td>E90.0502</td>
<td>Advanced Dance Practicum: Hip Hop</td>
<td>45 hours</td>
<td>Fall, spring. Required for art majors.</td>
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<tr>
<td>E90.0503</td>
<td>Introduction to Ceramics</td>
<td>60 hours</td>
<td>Fall, spring. Required for art majors.</td>
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<tr>
<td>E90.0504</td>
<td>Introduction to Drawing</td>
<td>60 hours</td>
<td>Fall, spring. Studio course designed for nonart majors.</td>
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<tr>
<td>E90.0900</td>
<td>Visual Arts Praxis</td>
<td>60 hours</td>
<td>Fall, spring. Studio course designed for nonart majors.</td>
</tr>
<tr>
<td>E90.0901</td>
<td>Introduction to Painting</td>
<td>60 hours</td>
<td>Fall, spring. Studio course designed for nonart majors.</td>
</tr>
<tr>
<td>E90.1076</td>
<td>Advanced Dance Practicum: Hip Hop</td>
<td>45 hours per point: 1-3 points.</td>
<td></td>
</tr>
<tr>
<td>E90.0103</td>
<td>Introduction to Painting</td>
<td>60 hours</td>
<td>Fall, spring. Studio course designed for nonart majors.</td>
</tr>
<tr>
<td>E90.0109</td>
<td>Fundamentals of Painting</td>
<td>60 hours</td>
<td>Fall, spring. Open only to art majors.</td>
</tr>
<tr>
<td>E90.0201</td>
<td>Introduction to Sculpture</td>
<td>60 hours</td>
<td>Fall, spring. Studio course designed for nonart majors.</td>
</tr>
<tr>
<td>E90.0210</td>
<td>Fundamentals of Sculpture I-II</td>
<td>60 hours</td>
<td>Fall, spring. Studio course required for all studio art majors.</td>
</tr>
</tbody>
</table>
Introduction to Video Art
E90.0305 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Digital Art
E90.0303 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Video Art
E90.0312 60 hours: 4 points. Fall, spring. Open only to art majors.

Fundamentals of Digital Art
E90.0310 60 hours: 4 points. Fall, spring. Open only to art majors.

Introduction to Photography
E90.0301 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Digital Photography
E90.0300 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Photography
E90.0308 60 hours: 4 points. Fall, spring. Open only to art majors.

Fundamentals of Digital Photography
E90.0307 60 hours: 4 points. Fall, spring. Open only to art majors.

Introduction to Printmaking
E90.0105 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Printmaking
E90.0111 60 hours: 4 points. Fall. Open only to art majors or by permission of undergraduate adviser.

Independent Study
E90.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged. Open only to art majors.

Undergraduate Projects in Studio Art
E90.1910 60 hours: 3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Topics vary. Prerequisite: sophomore standing or above.

Interdisciplinary Undergraduate Projects in Studio Art
E90.1980 60 hours: 3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Topics vary. Prerequisite: sophomore standing or above.

Craft Arts I: Glass
E90.1514 60 hours: 3 points. Fall, spring. Open only to Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-level students. Held at UrbanGlass in Brooklyn.

Craft Arts II: Metalsmithing
E90.1515 60 hours: 3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser.

Undergraduate Internship
E90.1010 45 hours per point: 1-6 points. Fall, spring. Open only to art majors by faculty approval. Prerequisite: sophomore standing or above, by advisement.

Topics in Sculpture
E90.1230 60 hours: 3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisites: one sculpture course. Topics vary.

Topics in Drawing: The Figure
E90.1121 60 hours: 3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisites: one drawing course.

Drawing II
E90.1115 60 hours: 4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one drawing course.

Painting II
E90.1117 60 hours: 4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisites: two drawing courses.
Projects in Painting
E90.1181 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two painting courses.

Ceramics II
E90.1518 60 hours:
3 points. Fall, spring. Open to all students.
Prerequisite: one ceramics course.

Projects in Glass
E90.1582 60 hours:
3 points. Fall, spring. Held at UrbanGlass in Brooklyn. Open only to all Steinhardt School of Culture, Education, and Human Development and Gallatin School of Individualized Study upper-
level students.

Projects in Ceramics
E90.1584 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two ceramics courses.

Projects in Sculpture
E90.1280 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two sculpture courses.

Projects in Video Art
E90.1382 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two video courses.

Projects in Digital Art I
E90.1381 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two digital art courses.

Projects in Photography
E90.1380 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergradu-
ate adviser.
Prerequisites: two photography courses.

Projects in Printmaking
E90.1160 60 hours:
3 points. Fall, spring. Open to all students.
Prerequisite: one printmaking course.

Advanced Projects in Drawing
E90.1190 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three drawing courses. Junior or senior standing.

Advanced Projects in Painting
E90.1191 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three painting courses. Junior or senior standing.

Advanced Projects in Sculpture
E90.1290 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three sculpture courses. Junior or senior standing.

Advanced Projects in Video Art
E90.1392 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three video art courses. Junior or senior standing.

Advanced Projects in Digital Art I
E90.1391 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three digital art courses. Junior or senior standing.

Advanced Projects in Photography
E90.1390 60 hours:
3 points. Fall, spring. Open only to art majors.
Prerequisites: three semesters of photography. Junior or senior standing.

Introduction to Galleries and Museums of New York
E91.1002 45 hours:
3 points. Fall. Required for art majors.
Prerequisite: one course in art history.

Contemporary Art
E94.0052 45 hours:
3 points. Spring. Required for art majors.
Prerequisite: E94.0051 or equivalent.

Art, Culture, and Society
E94.1095 60 hours:
4 points. Fall, spring.
Required for senior art majors. Open only to art majors with senior standing.

E94: ART AND ART PROFESSIONS: ART THEORY AND CRITICAL STUDIES

Art, Practice, and Ideas
E94.0010 60 hours:
4 points.

Art and Contemporary Culture I
E94.0037 45 hours:
2 points. Fall. Required for art majors.

Art and Contemporary Culture II
E94.0038 45 hours:
2 points. Spring. Required for art majors.

Modern Art and Contemporary Culture
E94.0050 30 hours:
3 points. Open to all students.

History of Art Since 1945
E94.0051 45 hours:
3 points. Fall. Required for art majors. Open only to art majors.
Prerequisite: one course in art history.

Modern Art and Contemporary Culture
E94.0050 30 hours:
3 points. Open to all students.
The Office of the Associate Dean for Student Affairs is responsible for the administration of various student development and administrative services, which includes Advisement and Registration Services, Counseling and Student Services, International Student Services, Special Student Advisement, Teacher Certification, and the Office of Graduate Studies.

The office works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school action, such as student academic progress, the Steinhardt Honors Program, student discipline, student awards and honors, and the New Student Seminars.

The Office of the Associate Dean for Student Affairs maintains close liaison with the various student services administered by the University, including the health center, financial aid, career services, undergraduate admissions, housing, and student life. For further information, contact Student Affairs, Joseph and Violet Pless Hall, 2nd Floor; steinhardt.student.matters@nyu.edu; steinhardt.nyu.edu/studentaffairs; 212-998-5065.

Counseling and Student Services

To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic program, a professional staff, which includes on-site counselors from the University’s Counseling and Behavioral Health Services and the Wasserman Center for Career Development, offers a range of individual and group counseling, as well as skills development workshops and seminars.

Advisement and counseling, as well as the Early Intervention Program—which assists students in monitoring academic success—are components of the staff’s role in fulfilling...
basic, yet essential, support.

New Student Orientation Programs, the New Student Seminars, student receptions, and graduation celebrations are carefully planned to ensure the quality of campus life. The Senior Legacy Project is an initiative that connects graduating seniors with their roles as active alumni.

The Dean’s Research Travel Colloquium, the Dean’s Grant for Student Research, and the Scholars’ Programs underscore the Steinhardt School’s commitment to outstanding achievement, community service, and leadership.

Student leadership initiatives are a vital facet of student development and engagement. Staff assist and advise numerous Steinhardt student organizations.

All Steinhardt undergraduate students are members of the Undergraduate Student Government (USG), which includes in its objectives developing programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. USG is governed by an executive board of officers and representatives from each program curriculum in the school and plays an active role in the governance of the school and University.

USG Office, Joseph and Violet Pless Hall, 3rd Floor; 212-998-5350, steinhardt.usg@nyu.edu. Web site: steinhardt.nyu.edu/usg

### Student Activities

**Student Resource Center**
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

**Center for Student Activities, Leadership, and Service**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: www.osa.nyu.edu

**Program Board**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: program.board@nyu.edu
Web site: www.osa.nyu.edu/ph.html

**Fraternity and Sorority Life**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fsl@nyu.edu

**Ticket Central Box Office**
Skirball Center for the Performing Arts
566 La Guardia Place (side entrance of Kimmel Center)
Telephone: 212-998-4941
E-mail: ticket.central@nyu.edu
Web site: www.nyu.edu/ticketcentral

### Alumni Activities

**Office for University Development and Alumni Relations**
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

### Athletics

**Department of Athletics, Intramurals, and Recreation**
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

**Palladium Athletic Facility**
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticfacility

### Bookstores

**Main Bookstore**
726 Broadway
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

**Computer Store**
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

### Computer Services and Internet Resources

**Information Technology Services (ITS)**
10 Astor Place, 4th Floor
(Client Services Center)
Telephone Help Line: 212-998-3333
Web site: www.nyu.edu/its

### Counseling Services

**Counseling and Behavioral Health Services (CBH)**
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

### Dining

**NYU Campus Dining Services**
Telephone: 212-995-3030
Web site: www.nydining.com

### Disabilities, Services for Students with

**Henry and Lucy Moses Center for Students with Disabilities**
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Web site: www.nyu.edu/csd

### Health

**Wellness Exchange**
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

**Student Health Center (SHC)**
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/shc

### Career Services

**Wasserman Center for Career Development**
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment
Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.

For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/shcmedservices/pharmacy.html

Housing
Department of Residence Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

International Students and Scholars
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students@nyu.edu
Web site: www.nyu.edu/oiss

American Language Institute
48 Cooper Square, Room 200
Telephone: 212-998-7040
E-mail: ali@nyu.edu
Web site: www.scps.nyu.edu

Religious and Spiritual Resources
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-741-1274
Web site: washingtonsquarecatholic.org

American Language Institute
48 Cooper Square, Room 200
Telephone: 212-998-7040
E-mail: ali@nyu.edu
Web site: www.scps.nyu.edu

Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-4712
Web site: www.icnyu.org

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

Safety on Campus
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety

Lesbian, Gay, Bisexual, and Transgender Students
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

Multicultural Education and Programs
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
E-mail: cmep@nyu.edu
Web site: www.cmep.nyu.edu

Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-4712
Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

Safety on Campus
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety

Lesbian, Gay, Bisexual, and Transgender Students
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

Hindu Students Council
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
371 Sixth Avenue/Avenue of the Americas
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Web site: www.icnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.
Every year, thousands of NYU students devote their time and energy to community service, both in volunteer settings and in paid work-study positions. In addition to the satisfaction they receive from helping their neighbors, they also gain valuable work experience.

A number of such opportunities are especially relevant for Steinhardt students. The premier NYU work-study opportunity, America Reads and America Counts—the largest such program in the nation—provides community service jobs for 1,000 students each year in 100 New York City public schools. America Reads and Counts tutors, working under the direction and supervision of classroom teachers, help elementary-grade students improve their literacy and math skills. America Reads and Counts positions are well paid and are open to work-study-eligible students in any academic program, not only to students in teacher training programs.

Another popular volunteer program for Steinhardt students is College Connection, where small groups of NYU students host middle school students on the NYU campus for a morning to give them their first taste of college life. The NYU guides, who know what needs to be done to get ready for college, work in small groups with the visiting students to urge them to put college in their future plans. The work is easy and enjoyable, but teachers tell us it has a profound impact in the classroom. You can sign up by indicating which days of the week you are available, and the program then invites you to participate on those days when you are able to do so.

More information is available at steinhardt.nyu.edu/collegeconnection.

In addition, more than 400 NYU undergraduates are members of the President's C-Team, donating their time to 17 preschool and after-school programs, senior centers, and hospitals throughout Lower Manhattan. Information about the President's C-Team and other volunteer opportunities can be explored at the University's Center for Student Activities, Leadership, and Service.
Admission

General Standards
Web: admissions.nyu.edu

Admission to the Steinhardt School of Culture, Education, and Human Development is selective. Candidates are accepted on the basis of predicted success in the specific programs in which they are interested. If the applicant meets formal course requirements, his or her capacity for successful undergraduate work is measured through careful consideration of secondary school records; the personal essay; recommendations from guidance counselors, teachers, and others; and scores on standardized tests. An audition, interview, or creative portfolio is required for certain programs.

New York University actively seeks students who are varied in interests, talents, and goals, as well as in social and economic backgrounds. Particular attention is paid to the degree to which candidates have made effective use of the opportunities available to them, however great or limited those opportunities may have been.

Evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its urban environment. Participation in meaningful school and community activities is an important factor.

Applicants for admission who are uncertain which specific school or college of the University offers the program they desire may obtain information and guidance through the Web at admissions.nyu.edu or by telephone, 212-998-4500.

Applicants who are neither U.S. citizens nor permanent residents of the U.S. should see pages 137-38.

Recommended High School Preparation

The quality of an applicant's secondary school record is more important than a prescribed pattern of courses. The minimum requirements for consideration include four years of English, with heavy emphasis on writing; three to four years of academic mathematics; three to four years of laboratory science; three to four years of social studies; and two to three years of foreign language. Students most competitive for admission will exceed these minimums. The Admissions Committee pays particular attention to the number of honors, AP, and IB courses the applicant has completed in high school. It is strongly recommended that all applicants take mathematics and language courses in the senior year of high school.

The Admissions Process

All candidates for undergraduate admission to the University should send the following to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339:

a. Undergraduate Application for Admission (online application only) or the Common Application (online or paper version) at admissions.nyu.edu.

b. Supplement is required for applicants using the Common Application. The online Common Application will not be processed without the supplement.

c. Nonreturnable $65.00 application fee (nonreturnable $75.00 application fee for international applicants and U.S. citizens living abroad).

d. Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores if applicable).

e. All required testing should be completed and official results forwarded electronically by one testing agency to the Undergraduate Admissions Processing Center.

f. Recommendations.

g. Personal statement/essay.

No admission decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the Admissions Committee.

Applications submitted after the filing deadline will be considered in the order received as long as space is available.

Freshman candidates for September admission are notified beginning in early to mid-April. Transfer candidates for September admission are notified beginning in early to mid-May. Transfer candidates for January admission are notified on a rolling basis, usually within a month after their applications are received, but not before November 15. Transfer candidates for summer admission are notified beginning in late April. Early decision candidates are notified beginning in the middle of December.
Required Testing

All freshman applicants must submit standardized test scores. Beginning with students entering in September 2010, applicants for admission to NYU will be able to submit:

- The SAT Reasoning Test and two SAT Subject Tests or
- The ACT (with Writing Test) or
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores or
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student's choice) or
- Three AP exam scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student's choice)

Students who can demonstrate evidence of an extraordinary accomplishment outside of normal classroom or scholastic activity, such as a major publication in a national or international journal, a published book, a film or other outstanding visual or performing artistic accomplishment, a scientific or other remarkable discovery, winning a national competition, or the equivalent, will be required to provide only an SAT score, or two SAT Subject Test scores, or two AP exam scores.

**Note:** Freshman candidates entering in the fall of 2011 should submit official score reports for standardized tests. Visit admissions.nyu.edu for the latest required testing information.

**Note:** The AP exams must be taken prior to the senior year to be applicable during the admissions cycle. International students who are in an area where the ACT Writing Test is not offered must choose one of the other test score options.

If you have taken the SAT or ACT more than once, or if you have SAT Subject Test or Advanced Placement (AP) Test scores that you wish to submit in support of your application, we recommend that you send us all of your scores. Using our requirement options above, we will use the combination of scores that best presents your candidacy.

(Our policy has always been to consider an applicant's best scores, using the higher of the SAT or the ACT if we had both, and using the higher score from different test dates, so we are used to doing this!

If you are applying as a regular decision freshman, we recommend that you complete your testing by the November test date, and you must finish by the December test date. We strongly recommend that early decision applicants complete all testing by the October test date, although November scores usually arrive in time to be considered.

If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Please see the Applicants with International Credentials section, page 137, for additional information.)

Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT Subject Tests, SAT II Examinations, and TOEFL) is 2562; the ACT code for NYU is 2838.

Detailed information on the SATs and Advanced Placement examination may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com.

Detailed information on the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

### Admission Application Filing Deadlines

For entrance in September, applications for admission, including all required supporting credentials, should be received by **January 1** for freshman candidates, by **April 1** for transfer applicants, and by **November 1** for early decision applicants (freshmen only).

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by **November 1**.

For entrance in the summer sessions (transfer applicants only), applications should be received by **April 1**.

Applications for admission received after these dates will be considered only if space remains in the program desired.

Please contact the Office of Undergraduate Admissions at admissions.nyu.edu or call 212-998-4500 for information regarding program availability.

### Financial Aid Application

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for most student aid programs. We recommend that students apply electronically; see our NYU Web site at www.nyu.edu/financial.aid. There is no fee charged to file the FAFSA. Students must include the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.nyu.edu/financial.aid/tap.html. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.
Early Decision Plan for High School Seniors

Entering freshmen with clearly acceptable high school records and SAT Reasoning Test or ACT (with Writing Test) scores may be considered under the Early Decision Plan. Every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. Under the Early Decision Plan, students should submit their application, all supporting credentials, and all standardized test scores no later than November 1.

Applicants for certain programs will be required to submit creative materials or to audition for the performance areas.

In addition, each applicant must complete on the application a signed statement agreeing that he or she will withdraw any applications submitted to other colleges if accepted by New York University. Another form must be signed by the student, parent, and counselor agreeing to the early decision commitment to enroll if admitted to NYU. Action on these applications will be taken by the Office of Undergraduate Admissions beginning in mid-December.

Early decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 1, so that the University will be able to provide a financial aid estimate for need- and merit-based assistance by the early decision notification date. Early decision applicants must also file the Free Application for Federal Student Aid (FAFSA) by February 15.

Transfer Applicants

Students are generally admitted in September, January, or May. (See The Admissions Process, page 134.) Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two- or four-year or regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the admissions Web site at admissions.nyu.edu. All transfer applicants are encouraged to submit scores from two SAT Subject Tests or previously taken while in high school. An audition, interview, or creative portfolio is required for certain majors.

Transfer Credit

If a transfer applicant is admitted to New York University, his or her records are examined carefully to determine how much transfer credit can be granted. Credits over 10 years old are reviewed by the dean’s office prior to matriculation. In granting transfer credit, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades attained by the applicant; and the suitability of courses taken elsewhere for the program of study chosen here.

Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU.

A tentative statement of transfer credit is provided to each student upon notification of admission to the school. The applicant will be notified on the tentative transfer statement if additional transcripts are required. A final statement of transfer credit is provided during the student’s first semester of matriculation. Requests for reevaluation of transfer credit must be made within the semester during which the final statement of transfer credit is received by application to the assistant director of undergraduate advisement and registration services in the Office of Student Affairs. Thereafter, a student’s transfer credits may be changed only with the written permission of the associate dean for student affairs.

Transfer Residence Requirement

The total number of points required for our school’s baccalaureate degrees varies by program, but the minimum number is 128 points. The incoming transfer student may transfer up to 72 points from previous accredited institutions. Each academic program of study reserves the right to determine the level and number of courses that are acceptable. Of the remaining courses required for their degree programs, students must complete a minimum of 32 taken in residence under the auspices of the Steinhardt School of Culture, Education, and Human Development. Grades of C or better (no credit is awarded for grades of C-) must have been earned in transfer courses within the last 10 years in order to be applied toward degree requirements. For students transferring from institutions where a grade of C is the lowest passing grade, then one full grade above the lowest passing mark, a grade of B, may be considered transferable. The lowest passing grade from other institutions will not be considered for transfer credit.

All students must complete a minimum of 32 points with an average of 2.0 or higher in courses held under the auspices of the Steinhardt School of Culture, Education, and Human Development.
Community College, Bronx Community College, Borough of Manhattan Community College, Hostos Community College, Housatonic Community College, Kingsborough Community College, LaGuardia Community College, Middlesex County Community College, Nassau Community College, Queensborough Community College, Rockland Community College, Suffolk County Community College, and Westchester Community College.

Students applying to transfer to Steinhardt from any of these institutions have access to preadmission advisement, including financial aid and transfer credit guidance, and may be eligible for special need- and merit-based scholarship assistance.

For more information, visit the Community College Transfer Opportunity Program Web site at www.steinhardt.nyu.edu/ctop or contact the director at 212-998-5139.

Transfer Applicants Within the University

Students who wish to transfer from one school to another within the University must file an Internal Transfer Application available online at admissions.nyu.edu prior to the application deadline (November 1 for the spring term and April 1 for the summer or fall terms).

Special Students (Visiting)

All special students must meet the academic standards of the school. Undergraduate students may enroll in 2000-level courses with senior status and only with special permission. Special students are not eligible for financial aid or University housing.

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at the University. Special students may be permitted to take a maximum of 32 credits in the Steinhardt School of Culture, Education, and Human Development. The Special Student Application Form for undergraduate students may be obtained online at admissions.nyu.edu. A $55 application fee is required. Deadlines for applications are August 1 for the fall term and December 1 for the spring term.

Applicants with International Credentials

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online at admissions.nyu.edu. Please indicate on the application for admission your country of citizenship and, if currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 1. Transfer applicants (those currently or previously attending a university or tertiary school) must submit applications and all required credentials on or before April 1. Transfer candidates seeking admission for the spring (January) semester must submit their applications and credentials on or before November 1.

Applications will not be processed until all supporting credentials are received by the Undergraduate Admissions Processing Center.

All freshman applicants are required to submit official test results. Please visit the admissions Web site at admissions.nyu.edu to learn about the admissions requirements.

If the applicant’s secondary education culminated in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either originals or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school official or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the TOEFL (Test of English as a Foreign Language). Information concerning this examination may be obtained by writing directly to TOEFL-ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Undergraduate Admissions Processing Center, code 2562. In lieu of the TOEFL, acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit their Web site at www.ielts.org.

Applicants residing in the New York area may elect to take the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars in order for the appropriate visa document to be issued. If the applicant’s studies are being financed by means of his or
her own savings, parental support, outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support. New students may wish to view the multimedia tutorial for new international students at www.nyu.edu/oiss/documents/tutorialHome/index.htm.

Student Visas and Orientation

Matters pertaining to student visas and new student orientation are administered by the Office for International Students and Scholars (OISS), 561 La Guardia Place, 1st Floor; telephone 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and New York City. Specific information on programs and events can be found at www.nyu.edu/oiss.

The staff in the Office of Counseling and Student Services in the Steinhardt School of Culture, Education, and Human Development is available for assistance in areas of special concern to international students. Students who have been admitted are expected to make an appointment to see a Student Services counselor. The office is located in Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor; telephone 212-998-5065.

The American Language Institute

The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the Advanced Workshop Program in English for students with substantial English proficiency, but insufficient proficiency for undertaking a full-time academic program. Qualified students in this program can often combine English study with a part-time program in their major. This combination may constitute a full-time program of study. The institute also offers specialized courses in accent reduction, grammar, idioms/vocabulary, and American business English.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site, www.scps.nyu.edu/ali; write to The American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

Readmission of Former Students

An undergraduate student who has not completed at least one 3-point course each year under the auspices of the Steinhardt School of Culture, Education, and Human Development and/or in lieu of such completion, has not paid a maintenance of matriculation fee of $300, plus registration and services fee, must, if he or she wishes to return to the school, contact the Office of the Associate Dean for Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680. The readmission procedures for former students who are in good academic standing are as follows:

1. Former students in the Steinhardt School of Culture, Education, and Human Development who have taken courses at another college or university and who wish to be considered for readmission to the school must complete the regular application for transfer admission and submit an official transcript. Applications should be submitted well in advance of the following deadlines: August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term.

2. If students have not attended another college or university and have been out of school for a consecutive two-year period, they must file the special readmission application online at admissions.nyu.edu.

Although readmission decisions are based primarily on the applicant’s previous academic record, other factors will be considered. Students may contact the Office of the Associate Dean for Student Affairs for more information.

Credit by Examination

The Advanced Placement Program (AP) (College Entrance Examination Board), International Baccalaureate Program (IB), and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the school’s degree requirements, subject to the approval of the school.

The maximum number of transferable credits by examination shall not exceed a total of 32 for all applicants.

International Baccalaureate (IB)

The school recognizes for advanced standing credit, higher level examinations passed with grades of 6 or
7. No credit is granted for standard level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center for review.

**Maturity Certificate Examinations**

The school will consider the results of certain foreign maturity certificate examinations for advanced standing credit, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

**Advanced Placement Program (AP)**

The Steinhardt School of Culture, Education, and Human Development participates in the Advanced Placement Program of the College Entrance Examination Board. According to University policy, students may receive college credit toward their degree for test results of 5 or 4 depending on the subject examination. Students receiving credit toward their degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement credit. Please refer to the chart on page 140.

For additional information, students should contact the Office of Undergraduate Admissions at admissions.nyu.edu or by telephone at 212-998-4500.

**Placement Examination**

Foreign language placement examination results are used in the school. A student who wishes to continue in a language previously studied in high school or in college must take a language placement test or submit scores from the College Entrance Examination Board or receive a recommendation for placement from the appropriate language department in the College of Arts and Science.

**The Enrollment Process**

To be enrolled, an admitted undergraduate candidate must do the following:
1. Accept the University's offer of admission and pay the required nonreturnable tuition deposit.
2. If applicable, pay the required nonrefundable housing deposit.
3. Have his or her high school and/or college forward final transcripts to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Make an appointment with the Steinhardt School of Culture, Education, and Human Development for academic advisement and/or attend orientation.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.

Students are advised that enrollment in other than state-registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All Steinhardt School of Culture, Education, and Human Development programs are registered by the New York State Education Department. A copy of the State Inventory of Registered Programs is available for student review in the Office of the Associate Dean for Academic Affairs, 82 Washington Square East, 5th Floor.

Information on full-time undergraduate retention and graduation rates may be reviewed in the Office of the Associate Dean for Student Affairs, 82 Washington Square East, 2nd Floor.

**Campus Visits**

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions Web site at admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended.

It is suggested that arrangements be made well in advance of your visit.

**NYU Guest Accommodations**

Prospective students and their families visiting New York University are invited to stay in Club Quarters, a private hotel convenient to the Washington Square area. Located in a turn-of-the-century building in New York’s historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006.

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1 New York State Education Department Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone: 518-474-5851.
<table>
<thead>
<tr>
<th>Advanced Placement Equivalencies</th>
<th>Grade</th>
<th>Points</th>
<th>MAP Area Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Chinese Language and Culture*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
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</tr>
<tr>
<td>English Language</td>
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<td></td>
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</tr>
<tr>
<td>English Literature</td>
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<td>Expressive Culture</td>
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<tr>
<td>Environmental Science</td>
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<td>Natural Science I</td>
</tr>
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<td>European History</td>
<td>4, 5</td>
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<td>Texts and Ideas</td>
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<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>French Literature†</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Human Geography</td>
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<tr>
<td>Japanese Language and Culture*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
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<td>Expressive Culture</td>
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<td>Latin: Vergil</td>
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<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Microeconomics</td>
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<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Music Theory</td>
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<td>NA</td>
<td>No Credit</td>
</tr>
<tr>
<td>Physics nonmajors:</td>
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<td></td>
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<tr>
<td>Physics B</td>
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<td>10</td>
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</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5 or 3</td>
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</tr>
<tr>
<td>Physics C—E &amp; M</td>
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<td>5 or 3</td>
<td>Natural Science I</td>
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<tr>
<td>Physics majors:</td>
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<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5</td>
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</tr>
<tr>
<td>Physics C—E &amp; M</td>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>Politics (U.S. Government and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Politics (Comparative Government and Politics)</td>
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<td>4</td>
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</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
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<td>4</td>
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<tr>
<td>Spanish Literature†</td>
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<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>Texts and Ideas</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>Texts and Ideas</td>
</tr>
</tbody>
</table>

*In order to receive credit for a score of 4 or 5 on Chinese Language and Culture and/or Japanese Language and Culture, students must successfully place above Intermediate II on language placement exams administered by the Department of East Asian Studies. This satisfies the MAP foreign language proficiency requirement. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian Studies major or minor.

†Students may choose one course only and corresponding MAP satisfaction.
All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses. The responsibility for meeting the degree requirements rests with the candidate. A student is not permitted to be matriculated for more than one degree at a time.

Degree Students
The adviser assigned to each student is familiar with the requirements and opportunities within the student’s program of study. The adviser will consult with the individual student concerning (1) the selection of courses where alternate choices are possible, (2) the sequence in which courses may best be taken, (3) the methods by which exemptions may be secured, and (4) the method by which desirable and necessary substitutions may be authorized.

Special (Nonmatriculated) Students
Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on presentation of evidence of appropriate high school averages and SAT scores or transcripts from prior colleges attended. The approval as a special undergraduate student is for one semester but may be extended on reapplication. The Special Student Application Form for undergraduate students may be obtained online at admissions.nyu.edu.

All special students must meet the academic standards of the school.

Veterans Benefits
Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the veteran will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

All Veterans. Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for credits that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.

For further information, visit www.nyu.edu/registrar/forms-procedures/veterans-benefits.html.

Yellow Ribbon GI Education Enhancement Program
NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post 9/11 GI Bill tuition benefit, which
will only pay up to the highest public in-state undergraduate tuition.

Beginning in the 2009-2010 academic year, NYU began to provide funds toward the tuition of each qualifying veteran who had been admitted as a full-time undergraduate, with the VA matching NYU’s tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/She served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/She was honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001.
- He/She is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran’s service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs Web site.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, you must apply to the VA. The VA will then determine your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility.

**Note:** You can apply using the VA Form 22-1990 (PDF), and the form includes the instructions needed to begin the process.

After you are issued your Certificate of Eligibility from the Department of Veterans Affairs indicating that you qualify for the Yellow Ribbon Program, please contact Clara Fonteboa, at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student in order for the funds to be paid under the Yellow Ribbon Program.

For further information, visit [www.nyu.edu/registrar/forms-procedures/veterans-benefits.html](http://www.nyu.edu/registrar/forms-procedures/veterans-benefits.html).

### Permitted Course Loads

The normal full-time undergraduate program is 12-18 points. Students may, by advisement, register for 20 points. Students are required to have successfully completed 32 points per academic year as one of the conditions for eligibility for financial aid. Under no circumstances may students register for more than 16 points during the term in which they are taking 6 points of student teaching. It is the adviser’s prerogative to set such limits on registration as are deemed appropriate. The regulations and procedures are more detailed than are indicated in this bulletin. They are, furthermore, subject to modification from time to time.

### Withdrawal from Courses and Drop/Add

By approval and signature, the adviser holds the responsibility for the student’s program requirements and courses selected. Courses added without adviser approval may be considered as not meeting degree requirements. Students and faculty are urged to monitor this procedure carefully. Only an official adviser is authorized to sign a student's drop/add form.

Students are permitted to add to their program via Albert, NYU’s Web-based registration system, during the first two weeks of regular classes. A student wishing to add an additional course to the program during the third week of the term must have the approval of the instructor in addition to that of the adviser. Beyond the end of the third week of the term, a student may not add a course with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class through a Change of Program Form and must have approval of the academic adviser and the Steinhardt Office of Registration Services.

Students may drop courses via Albert (no forms required) through the second week of classes. After the second week, student may only withdraw with the permission of the academic adviser and approval of the Steinhardt Office of Registration Services.

No change in schedule is valid unless it is reported to the Office of the University Registrar and the Office of the Bursar on the forms provided. Change of Program Forms may be obtained from the program adviser. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course. See page 151 for refund schedule.

### Leave of Absence

Students who are planning a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete an interview as part of the official “leave” procedure.

A leave of absence may not exceed two semesters or
one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

Termination of Matriculation

Students who are planning to withdraw from the school are referred to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete the exit interview as part of the termination process. Terminating matriculation requires withdrawal from all course work registered for unless the termination will occur at the end of the semester.

Change of Curriculum

Students who are changing their curriculum must complete an official change of curriculum form, available in the Office of Counseling and Student Services or in the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor. This form is to be completed by students who are changing their curriculum from one program to another within the same department in the Steinhardt School of Culture, Education, and Human Development or from one department to another in the Steinhardt School. Students who are transferring from one school to another school of New York University must apply to make the change through the Office of Undergraduate Admissions, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339 (admissions.nyu.edu). These students are reminded, however, to also fill out a Steinhardt School withdrawal form in the Office of Counseling and Student Services.

Minors

Students may complete their undergraduate degree with an academic major and a second field, an academic minor. Like the major, a completed minor will be listed on the student’s transcript. A minor consists of a minimum of 16 points, with the actual number of points to be determined by the faculty in the program in which the minor is elected.

Students who wish to undertake a minor should see their faculty adviser for permission and for information concerning courses required to complete minors in other areas of specialization. The declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student, the faculty adviser, the program director of the minor department, and the associate dean for student affairs. The necessary form may be obtained from the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 2nd Floor. A minor can be declared at any time prior to the completion of 96 points.
General Information

Classification of Students
Undergraduate students are classified as follows:
1. Matriculated students—those who have been approved for study toward a baccalaureate.
2. Special students—those who have filed a formal application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same requirements for admission as matriculants.
3. Freshmen—students who have successfully completed 1-32 points.
Sophomores—students who have successfully completed 33-64 points.
Juniors—students who have successfully completed 65-96 points.
Seniors—students who have successfully completed over 96 points.

Grades
The scale of grades is based on a 4-point scale as follows:
A = 4.0 points
A- = 3.7 points
B+ = 3.3 points
B = 3.0 points
B- = 2.7 points
C+ = 2.3 points
C = 2.0 points
C- = 1.7 points
D+ = 1.3 points
D = 1.0 point
F = 0 points. If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the grade point average.

Note: There are no A+, D-, or F+ grades.

W = Official withdrawal. If withdrawal occurs after the midpoint of the term and the student is failing at that time, the grade will be reported as F.
R = Registered paid auditor, not graded.
P = Pass, not counted in average.
N = Not counted (see Note below).
IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see Note below). If not made up, grade lapses to N.
IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

Note: “E” courses: Under exceptional circumstances and at the discretion of the course instructor, an Incomplete Pass (IP) or an Incomplete Fail (IF) may be granted, based on the student’s performance throughout the course of the semester. The length of the contract period is fixed by the instructor, but will be no longer than six months after the close of the semester. If outstanding work has not been completed by the end of the agreed time, an “IP” becomes an “N” (No Credit) and an “IF” becomes an “F.” If the contract has been completed in a timely manner, it will be considered along with the remainder of the course performance, to determine the student’s earned grade.
No extension will be granted beyond the end of the contract date.

Students with 9 points or more of IP, IF, or N on their transcripts at any one time will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such points on their transcripts at any one time. (Any “N” grade course that has been repeated with a passing grade will not be counted in these totals, nor will courses in which “I” grades are normally given.)

“V” courses: A grade of “I” must be removed by the end of the next regular semester. For students on a leave of absence, a grade of “I” must be removed within one year from the date of last attendance in the course concerned.

The lowest passing grade is “D” (unless otherwise notified by the department). If at the end of any term a student’s cumulative average is below 2.0, the student will be placed on probation and his or her status reported to his or her curriculum adviser (check with your department if the minimum is 2.0). No student will be entitled to more
than two probationary terms and not more than two of these consecutively. A general average of 2.0 is required for graduation with the bachelor’s degree.

Note: We urge students taking “V,” “K,” “H,” and “C” courses to check with schools for details of their grading policies because they differ from those of the Steinhardt School of Culture, Education, and Human Development.

Dean’s List
At the end of the fall and spring terms, a Dean’s List is compiled. This is an honor roll for students who have maintained a term average of 3.7 or better in a program of study of at least 8 points. Grades of “I” or “N” disqualify the student.

Graduation with Latin Honors
Students meeting the requirement of having completed at least 64 points toward the degree (in weighted grades) in residence will be eligible to be considered for Latin Honors. Latin Honors will be determined by GPA distribution, so that

summa cum laude is limited to the top 5 percent of the graduating class

magna cum laude is limited to the next 5 percent of the graduating class

cum laude is limited to the next 5 percent of the graduating class

Special Awards for Excellence and Service to the School
The associate dean for student affairs administers special awards for scholarship and service to the school, which include the John W. Withers Memorial Award and the E. George Payne Memorial Award, given to graduating seniors who have shown evidence of exemplary scholarship and service to the school; the Ida Bodman Award and the Samuel Eshborn Service Award, presented on the basis of the quality of service that a student has given to the school; and the Arch Award, given to graduating seniors based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school.

Study Abroad
Students may fulfill a limited number of their course requirements through various study abroad programs. Such programs are offered through the Office of Academic Initiatives and Global Programs (for further information, visit steinhardt.nyu.edu/study_abroad and individual program descriptions).

International Student Exchanges
Students have the opportunity to study abroad or to participate in an exchange with another outstanding urban university for a semester or a year as part of their NYU education. Among the European universities currently involved in the exchange are the Universities of Amsterdam, Bonn, Copenhagen, Florence, Ireland, Stockholm, and Vienna and Humboldt University in Berlin. Students may also study with institutions in Africa, Eastern Europe, Korea, Japan, and Latin America. NYU students who participate in the exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid just as if they were attending classes at Washington Square; they apply for the exchange after consulting with their adviser and, once abroad, retain access to the school through an 800 number or e-mail.

For further information on international student exchanges, contact the Center for Study Abroad and Special Sessions, New York University, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433; facsimile: 212-995-4103 (e-mail address: international.exchange@nyu.edu).

Auditing
Undergraduate matriculated students may audit a maximum of two (2) courses in the Steinhardt School of Culture, Education, and Human Development per term with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 19 points in a given term; the total number of credit and audit courses for part-time students may not exceed 11 points in a given term. Audit courses do not count toward full-time status. No credit will be given or letter grades recorded, and no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the beginning of the term in question.

Pass/Fail Option
Matriculated students have the option to take courses on a pass/fail basis, the maximum of such courses not to exceed 25 percent of the student’s total program and not to exceed 25 percent in specialization. The student is responsible for adherence to these regulations.

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied to any course. Once this option is utilized, such decision cannot be changed nor will the letter grade be recorded. Pass/fail grades are not considered “weighted grades.” (To qualify for honors, a student must have completed at least 64 points toward the degree in weighted grades in residence.) Pass/fail option

1Not available to special students.
forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the end of the fifth (5th) week of the term for fall and spring term courses. The fifth (5th) meeting of the class is the final date for filling pass/fail option forms for courses taken during the summer sessions.

Independent Study
It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be used to satisfy the required 60 points in liberal arts courses, nor can it be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study as part of specialization. This information may be obtained from a student’s departmental adviser. Each student is permitted to enroll for an additional 1-6 points of independent study outside the area of specialization.

Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser. When completed, this form must be submitted to the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Official Transcripts
Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcriptform.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

WRITING A REQUEST LETTER
A request letter must include all of the following information:
- University ID Number
- Current name and any other name under which you attended NYU
- Current address
- Date of birth
- School of the University you attended/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. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Unofficial transcripts are available on Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome at http://home.nyu.edu.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact our office at 212-998-4280, and a representative will assist you.

Students are able to access their grades at the end of each semester via Albert.

Information on How to Request Enrollment Verification
You can view/print your own enrollment certification directly from Albert using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the Albert home-page. Eligible students are also able to view/print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of your status as a good student (based on your cumulative GPA). This feature is available for students in all schools except the School of Law.

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent.

Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please contact our office at 212-998-4280 and a representative will assist you. Currently, we are not accepting requests for certification by e-mail.

Not available to special students.
Graduation Application

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. Students must apply for graduation on Albert. A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar's Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Discipline

Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the Steinhardt School of Culture, Education, and Human Development. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

University Policy on Patents

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

New York University Weapons Policy

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—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 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.
Policies Concerning Academic Integrity

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you
• cheat on an exam,
• submit the same work for two different courses without prior permission from your professors,
• receive help on a take-home examination that calls for independent work, or
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• copy verbatim from a book, an article, or other media;
• download documents from the Internet;
• purchase documents;
• report from others' oral work;
• or restate someone else's facts, analysis, and/or conclusions; or
• copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See University Policies and Procedures in NYU Student's Guide.)
When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. Information on these distinct but related topics follows.

### Tuition and Fees

[www.nyu.edu/bursar](http://www.nyu.edu/bursar)

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2010-2011. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed on the Web site of the Office of the Bursar: [www.nyu.edu/bursar](http://www.nyu.edu/bursar).

Note that the registration and services fee covers memberships, dues, etc., to the student’s class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and school publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fee.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

The unpaid balance of a student’s account is subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the University Registrar has confirmed eligibility.

#### Arrears Policy

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

#### Diploma Arrears Policy

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

The following is an explanatory schedule of fees for 2010-2011.

### Tuition

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<th>Points</th>
<th>Fee per Term</th>
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<td>12 to 18</td>
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#### Nonreturnable registration and services fee

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#### Registration and services fee after first point

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General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled, unless students automatically enrolled, all others can select):
- Annual: $1,360.00
- Fall term: $525.00
- Spring term (coverage for the spring and summer terms): $835.00
- Summer term (for students who did not register in the preceding term): $368.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled, all others can select):
- Annual: $2,152.00
- Fall term: $823.00
- Spring term (coverage for spring and summer terms): $1,309.00
- Summer term (for students who did not register in the preceding term): $576.00

Stu-Dent Plan (dental services through NYU’s College of Dentistry):
- Primary Member—academic year: $225.00
- Partner: $225.00
- Dependent (under age 16): $80.00
- Renewal Membership: $185.00
- Late tuition payment fee: $25.00
- Penalty fee: $20.00
- Application fee for admission (nonrefundable): $65.00

Deposit upon acceptance (nonrefundable): $500.00
Housing deposit (if applicable) upon acceptance (nonrefundable): $300.00
Maintenance of matriculation, per academic year: $300.00
Late registration fee commencing with the second week of classes: $50.00
Late registration fee commencing with the fifth week of classes: $100.00
Duplicate rating sheet: $2.00
Reevaluation and curriculum charges: $15.00
Special validation examination: $10.00
Makeup examination: $20.00

Course-Related Fees

Art and Art Professions Studio Art Major Fee: To be paid when registering for:
- E90.0101: $250.00
- E90.0102: $250.00
- E90.0103: $250.00
- E90.0104: $250.00
- E90.0105: $250.00
- E90.0106: $250.00
- E90.0201: $250.00
- E90.0202: $250.00
- E90.0303: $250.00
- E90.0304: $250.00
- E90.0305: $250.00
- E90.0306: $250.00
- E90.0401: $250.00
- E90.0402: $250.00
- E90.0500: $250.00
- E90.0501: $250.00
- E90.0502: $250.00
- E90.0503: $250.00
- E90.0504: $250.00
- E90.1339: $250.00
- E90.1340: $250.00
- E90.1360: $250.00

Art and Art Professions Digital Printing Fee: To be paid when registering for:
- E90.0801: $100.00

Music and Performing Arts Professions Private Instruction Fee: To be paid when registering for:
- E85.00021: $105.00
- E85.00034: $105.00
- E85.00045: $105.00
- E85.00056: $105.00
- E85.00063: $105.00
- E85.00070: $105.00
- E85.1021: $105.00
- E85.1034: $105.00
- E85.1045: $105.00
- E85.1056: $105.00
- E85.1063: $105.00
- E85.1070: $105.00

Music and Performing Arts Professions Recital Fee: To be paid when registering for:
- E85.1092: $100.00

Occupational Therapy Anatomy Lab Fee: To be paid when registering for:
- E40.1402: $50.00

Estimate of Expenses for Entering Full-Time Students

See the Office of Financial Aid Web site: www.nyu.edu/financial.aid.

Deferred Payment Plan

The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:
- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record
- Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

1 Waiver option available.
2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or can waive the plan entirely (and show proof of other acceptable health insurance).
3 Does not apply at study abroad studio sites with the exception of Ghana.
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.

A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

**TuitionPay Plan**

TuitionPay (formerly called AMS) is a payment plan administered by SallieMae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay Plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

**Withdrawal and Refund of Tuition**

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either via Albert (through the first three weeks of the term only) or in writing on a completed Change of Program form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule, below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification of the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonrefundable registration and services fee and a penalty of $20.00 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. No application will be considered that is filed after the fourth week. The processing of refunds takes approximately two weeks.

**UNDERGRADUATE REFUND SCHEDULE (FALL AND SPRING TERMS ONLY)**

Courses dropped during the first two weeks of the term 100% (100% of tuition and fees)  
Courses dropped after the first two weeks of the term NONE

**UNDERGRADUATE REFUND PERIOD SCHEDULE FOR COMPLETE WITHDRAWALS (FALL AND SPRING TERMS ONLY)**

Withdrawal on or before the official opening date of the term 100% (100% of tuition and fees)*

Withdrawal on the second day after the official opening date of the term through the end of the first calendar week1 100% (100% of tuition only)

Withdrawal within the second calendar week of the term 70% (tuition only)

Withdrawal within the third calendar week of the term 55% (tuition only)

Withdrawal within the fourth calendar week of the term 25% (tuition only)

Withdrawal after completion of the fourth calendar week of the term NONE

*Note: After the official opening date of the term, the registration and services fee is not returnable.

Newly enrolled students are subject to a different refund percentage policy. Please call the Office of the Bursar at 212-998-2818 for further information.

1The first calendar week consists of the first seven (7) days beginning with the official opening date of the term (note: not the first day of the class meeting).
The above refund schedule is not applicable to undergraduate students whose registration remains within the flat-fee range.

Please note: A student may not withdraw from a class after the ninth week of the fall or spring term or the last three days of each summer session.

Exceptions to the published refund schedules may be appealed in writing to the refund committee of the school of registration and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “Refunds” page on the Office of the Bursar’s Web site (www.nyu.edu/bursar).

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for the Steinhardt School of Culture, Education, and Human Development so you do not jeopardize future semesters of aid.

Tuition Insurance

NYU encourages all students to purchase tuition insurance in case a withdrawal after the refund period becomes necessary. Please contact A.W.G. Dewar, Inc., Four Batterymarch Park, Quincy, MA 02169; 617-774-1555; www.tuitionrefundplan.com, for more information.

Financial Aid

www.nyu.edu/financial.aid

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Office of Financial Aid Web site at www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available at www.nyu.edu/student.affairs/studentsguide.

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Office of Financial Aid and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform his or her department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so may prevent use of the award by another student. If a student has not claimed his or her award (has not enrolled) by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

How to Apply

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application. (The TAP application is available on the Internet when using FAFSA on the Web.) The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application is available in February and can be obtained from the Financial Aid Web site or the Office of Financial Aid.

Free Application for Federal Students must submit the FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (the NYU federal code number is 002785).

Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application is available in February and can be obtained from the Financial Aid Web site or the Office of Financial Aid.
Eligibility

ENROLLMENT
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY
Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

CITIZENSHIP
In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid if one of the following conditions applies:
1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”).
2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) Refugee, (b) Indefinite Parole, (c) Humanitarian Parole, (d) Asylum Granted, or (e) Cuban-Haitian Entrant.

Withdrawal
Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

University-Sponsored and -Administered Programs
Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students.

Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. There is no separate application for NYU scholarships. All students are automatically considered for academic merit-based and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the Admissions Application contain all the information needed for scholarship determination.

New York University Merit Scholarships. The University sponsors scholarships for finalists in the annual National Merit Scholarship Programs. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

Steinhardt Scholars. A select number of new freshmen are designated as Steinhardt Scholars based on their high school records of achievement and leadership. In addition to the special academic privileges accorded to the scholars, they receive a merit scholarship and additional financial aid, based on need, up to the amount of tuition.

The Reynolds Program in Social Entrepreneurship. This program offers 20 graduate fellowships and 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The graduate fellowship provides up to $50,000 over two years and dedicated curricular and cocurricular activities. The undergraduate scholarship provides up to $40,000 over two years and dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, please visit www.nyu.edu/reynolds.

Loan Program
Federal Perkins Loan Program. The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. New York University generally awards Perkins Loans to the neediest full-time students only.

Perkins Loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

The annual interest rate is currently 5 percent, and
interest does not accrue while the student remains enrolled at least half time.

Part-Time Employment
Wasserman Center for Career Development.

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to be awarded work-study earnings in order to use the services of the Wasserman Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

Resident Assistantships.

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend. Applications and further information may be obtained from the Office of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582. Telephone: 212-998-4311.

All Other Sources of Aid
STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state 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 assembling the student’s financial aid package.

New York State Tuition Assistance Program (TAP). Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost.

Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

Federal Grants and Benefits
Pell Grant Program. The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor's degree. (You are not eligible if you have already completed a bachelor's degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

States Other Than New York. Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Military Service Recognition Scholarship (MSRS)

AmeriCorps Educational Award

Peace Officers, and Firefighters, Police Officers, and Emergency Medical Service Workers

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(ACG) provides federal assistance to students who are also eligible for a Federal Pell Grant and have financial need. Students must also be U.S. citizens, be enrolled full-time, and be in a two- or four-year undergraduate degree program. They must not have previously enrolled in an undergraduate program and must have been in a rigorous high school program or met the standard of rigor via other means as defined by the Department of Education. The amount of the award varies, depending on whether the student is in his or her first or second year. For students receiving the ACG in their first year, they must have graduated from high school after January 1, 2006. For students receiving ACG in their second year, they must have graduated from high school after January 1, 2005. Returning students must have a cumulative GPA of 3.0 or above. Students will automatically be reviewed for ACG eligibility each semester.

Federal Supplemental Educational Opportunity Grants (SEOG). These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Scholarships and Grants from Other Organizations

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. (The NYU Office of Undergraduate Admissions Web site includes some examples of such outside scholarships available to undergraduates that can be used at NYU. Visit admissions.nyu.edu/financial.aid/scholarships.html.)

Federal Loans

Federal Direct Stafford Loan Program. The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011 and 3.40 percent in 2011-2012. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee of 0.50 percent will be deducted from the loan funds.

Students may qualify for both subsidized and unsubsidized Stafford loans. The interest on the Federal Direct Subsidized Stafford Loan is paid by the U.S. government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Stafford Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan.

Subsidized Stafford loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 for graduate students (with no more than $8,500 as the subsidized amount).

For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Stafford loans combined, see our Web site at www.nyu.edu/admissions/financial-aid-and-scholarships/types-of-financial-aid.html.

Federal Direct PLUS Loan Program. The PLUS loan enables parents of dependent undergraduate students and qualifying graduate students to borrow up to the full amount of an NYU education minus other aid. There is no aggregate loan limit, and individual lenders will evaluate credit history. The interest rate is fixed at 7.90 percent. An origination fee of 2.50 percent will be deducted from the loan funds. PLUS loan disbursements are made copayable to NYU and the parent, and funds are applied first to the current year’s outstanding balance on the student’s account.

Private Loans

A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional fund-
ing beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-loans.php.

**Employee Education Plans**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

**Steinhardt School of Culture, Education, and Human Development-Sponsored Programs**

Information on the school’s Honors Program, including the Scholars Program (see page 19), is available from the Office of Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.
The final 32 points must be taken under the auspices of the New York University Steinhardt School of Culture, Education, and Human Development within a period of five consecutive years.

All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required. Students should check with the Office of the University Registrar regarding the policy governing excess credits earned toward the baccalaureate degree. A student is not permitted to be matriculated for more than one degree at a time.

Transfer Students: Degree Requirements

To be eligible for a degree, a transfer student must complete a minimum of 32 points with an average of 2.0 or higher in courses held in the Steinhardt School of Culture, Education, and Human Development during two or more terms. For full details, see General Requirements, above.

Students should consult their curriculum advisors well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 4 points of student teaching. Registration in less than 4 points of student teaching allows consideration of an absolute maximum of 18 points. Students must receive a recommendation from their advisors in order to take more than 16 points in any student-teaching semester.

All students must complete at least two semesters of supervised student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education must complete four semesters of supervised student teaching. Half of all student teaching placements must be in a school serving a population of students of whom at least 50 percent are eligible for free and reduced lunch. All student teaching placements will be

Supervised Student Teaching

Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre–student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary public schools and in other appropriate educational institutions.

Students must complete a minimum of 100 hours of observation and participation prior to student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education complete a minimum of 150 hours of observation and participation prior to student teaching. These hours are attached to a variety of different courses. The Office of Clinical Studies in conjunction with the course instructors will arrange placements in pre–student teaching fieldwork in a variety of educational settings.
arranged in schools already affiliated with New York University and previously certified by the Office of Clinical Studies.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING

1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.

2. All applicants must have an average of 2.5 in their area of specialization. An overall average of 2.5 is required in the Program in Early Childhood Education and Early Childhood Special Education.

3. Transfer students from other institutions must have completed a minimum of 8 points of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.

4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.

5. Applicants may be interviewed by the appropriate department faculty and recommended for student teaching.

6. Students need approval of their advisers to register for field experience courses. For each semester, an online request for placement form must be completed following attendance at a Student Teaching Convocation event.

Teacher Certification
On satisfactory completion of teaching programs (including student teaching) and degree conferral, students will have completed academic requirements for teacher certification in New York State.

Notes

1. The New York State Education Department (NYSED) requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of E27.1999, Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers.

2. The NYSED also requires all applicants for teacher certification and new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The New York City Department of Education also requires fingerprint clearance for students assigned student teaching placements in New York City public schools. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

3. Currently, all prospective teachers are required to pass the New York State Teacher Certification Examinations. Scores must be submitted to the State Education Department before it will issue a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.

Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2008-2009: 445 students completed the Assessment of Teaching Skills Written (ATS-W). Of those, 441 passed, and this yielded a pass rate of 99 percent. A total of 500 students completed the Liberal Arts and Sciences Test (LAST). Of those, 482 passed and this yielded a pass rate of 96 percent.

New York State Teacher Certification

Initial Certificate—The first teaching certificate (valid for five years) obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills–Written (ATS-W), and the Content Specialty Test (CST). Candidates receiving an Initial Certificate will need to qualify for the Professional Certificate.

Professional Certificate—The Professional Certificate is the highest level of teaching certificate awarded that qualifies a candidate who has met the requirements of the current regulations to teach in the public schools of New York State. Requirements include an appropriate master’s degree and three years of teaching experience including one year of mentored teaching experience. Holders of the Professional Certificate will be required to complete 175 hours of professional development every five years.

Maintenance of Matriculation

To maintain matriculation in a bachelor’s degree program, a candidate is required to complete at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, at least one 3-point course each academic year or, in lieu of such completion, to pay a maintenance fee of $300.00 per academic year plus a nonreturnable registration and services fee. All course requirements must be completed within 10 years from the date of matriculation. Continuous maintenance of matriculation is required.

Writing Proficiency Examination

FRESHMAN STUDENTS

Freshman students at the Steinhardt School of Culture, Education, and Human Development who complete V40.0100,
Writing the Essay, or V40.0004, International Writing Workshop I, with a grade of “C” or better are certified as proficient and are not required to sit for the exam. Freshman students must also complete the course, E52.0110, The Advanced College Essay.

Students admitted through the NYU Higher Education Opportunities Programs (HEOP) complete the General Studies writing sequence, Writing I and II, T01.1001 and T01.2002.

TRANSFER STUDENTS
All transfer students entering the Steinhardt School of Culture, Education, and Human Development are required to pass the Proficiency Examination, administered by the Expository Writing Program. This exam determines whether additional course work in expository writing will be required for proficiency certification. This examination is given during orientation.

Transfer students who pass the examination and transfer in two courses in writing composition or the equivalent will not be required to complete additional course work in expository writing.

Those who transfer in only one course will be required to complete V40.0100, Writing the Essay, or the alternate course for international students, International Writing Workshop I, V40.0004. Writing the Essay is significantly different from most writing courses students take in two- and four-year colleges and provides the foundation for writing in the University. Passing either course with a “C” or better fulfills the Proficiency Exam requirement.

If a student fails the Proficiency Examination and has received transfer credit for two courses in expository writing or the equivalent, he or she will be required to complete one expository writing course, V40.0013, Writing Tutorial, or an alternate course as determined by the Expository Writing Program. Placement may vary depending on the writing issues present in the examination. Students who achieve a letter grade of “C” or above in Writing Tutorial are certified as proficient. Students who do not achieve a “C” or above must sit again for the Proficiency Exam.

INTERNATIONAL STUDENTS
Students for whom English is a second language may complete V40.0004/V40.0009 (International Writing Workshop I/International Writing Workshop II) in lieu of V40.0100/E52.0110. Passing either course with a “C” or better fulfills the Proficiency Exam requirement.

New Student Seminar
Participation in New Student Seminar, E03.0001, is required of all new full-time undergraduate students during their first term in residence. The seminar acquaints students with the rationale and methods of inquiry that inform their fields of study, explores professional issues, and provides additional orientation and guidance to the school and University. Consult the Office of Student Affairs, 82 Washington Square East, 2nd Floor, for further information.
Faculty

Department of Administration, Leadership, and Technology

Full-Time Faculty 2010-2011

Research focuses on qualitative and action research methodologies, school micropolitics, educational leadership, critical theory, and education in Latin America. Recent publications focus on the impact of neoliberal policies on leadership in schools.

Research includes the study of alternative organizational theories and their meaning for schools, including restructuring, renewal, and leadership. Recent publications are about school restructuring, educational reform, and emerging perspectives on organizing.

Research interests include developmental and remedial education, particularly at the two-year college level; college access and two- to four-year college transfer realities for underrepresented students; qualitative methodologies and attendant frameworks that explore educational experiences and aspirations.

Mary Erina Driscoll, Chair and Associate Professor. B.A. 1978, Connecticut College; M.A. 1980, Sarah Lawrence College; Ph.D. 1989, Chicago.
Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers’ work. Recent publications have dealt with factors affecting teachers’ work and the consequences of policy decisions for school community.

Ricki Goldman, Associate Professor. B.A. 1969, British Columbia; M.A. 1984, Hebrew; Ph.D. 1990, Massachusetts Institute of Technology.
Research focuses on how digital video ethnography and the design of digital media tools for analysis are used to study the nature of learning in the context of emerging technologies. Current research focuses on how a tool for video analysis advances community memory of social events.

Christopher Hoadley, Associate Professor. B.S. 1991, Massachusetts Institute of Technology; M.A. 1998, California (Berkeley). Ph.D. 1999, California (Berkeley).
Current research focuses on collaborative technologies and computer support for cooperative learning (CSCL) and, specifically, on ways computers enhance collaboration and learning. Other interests include research on and through design and systems for supporting social capital and distributed intelligence.

Research focuses on how collegiate conditions, educational practices, and student experience influence student development and learning. He is currently investigating how gender identities inform students’ likelihood of engaging in high-risk drinking behaviors and how students understand campus violence, with funding by the United States Department of Education.

Research interests in higher education include leadership studies, organizational culture, and a wide range of policy questions focused on issues of access and quality.

Research interests include how collegiate conditions, educational practices, and student experience influence student development and learning. He is currently investigating how gender identities inform students’ likelihood of engaging in high-risk drinking behaviors and how students understand campus violence, with funding by the United States Department of Education.
Teboho Moja, Clinical Professor. B.A. 1977, B.Ed. 1979, North (South Africa); M.Ed. 1982, Witwatersrand (South Africa); Ph.D. 1985, Wisconsin (Madison). Specialist in education policy, institutional development, and change. Research and experience in policy research in the area of transformation strategies and new policy initiatives. Experience as special adviser to the minister of education, South Africa; general manager for educational broadcasting at the SABC; and executive director and commissioner of the National Commission on Higher Education, South Africa.

Bridget N. O’Connor, Professor. B.A. 1973, Evansville; M.S. 1978, Ph.D. 1983, Indiana. Research focuses on elements related to the design of learning initiatives for both the classroom and the workplace, as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate education. Recently published work focuses on individual and organizational learning.

Jan L. Plass, Associate Professor. M.A. 1990, Ph.D. 1994, Erfurt (Germany). Director, CREATE (Consortium for Research and Evaluation of Advanced Technologies in Education), and codirector, NYU Games for Learning Institute. Research at the intersection of cognitive science, learning sciences, and design to understand learning from visual environments. Current focus on cognitive and emotional aspects of information design and interaction design of simulations and educational games for science education and second language acquisition.

Richard C. Richardson, Jr., Professor. B.S. 1954, Castleton State College; M.A. 1958, Michigan State; Ph.D. 1963, Texas (Austin). Research in higher education with focuses on policy, governance, and issues of access and equity. Current focus is on international policy issues in postsecondary education. Areas of expertise include university and community college administration, policy analysis, and research.

Francine Shuchat Shaw, Associate Professor. A.A. 1967, Stephens College; B.S.Ed. 1969, M.A. 1971, Ph.D. 1976, Ohio State. Research and practice interests in educational technology broadly are on the relationship between learning and how media-based environments are designed and, more specifically, on how analyses of learning goals, content, and learner profiles may inform the selection and manipulation of media attributes in the form of programs or environments with potential to promote learning. Specialist in uses of theory to inform the design of video-based narratives and stories, linear and interactive, that encourage critical thinking, consideration of multiple perspectives, and self-reflection. Other interests include histories of progressive and constructivist education, especially how to extend the progressive uses and values of traditional open-ended manipulatives to expressive and communicative uses of digital media.


Frances King Stage, Professor. B.S. 1972, Miami; M.S. 1973, Drexel; Ph.D. 1986, Arizona State. Research interests include college student learning and development, learning in math and science, and policies leading to multicultural campus environments. Recent publications focus on case studies for working with access and equity in postsecondary education and emerging issues in research.

Robert T. Teranishi, Associate Professor. B.A. 1996, California (Santa Cruz); M.A. 1998, Ph.D. 2001, California (Los Angeles). Research interests include access, equity, and diversity in higher education. He is currently investigating the access and success of Asian American students with funding from the College Board.

Adjunct Faculty

Lynne P. Brown, B.A., M.A., Ph.D.
Patricia M. Carey, B.A., M.A., Ph.D.
Barbara Ebenstein, B.A., M.A., J.D.
Alicia Hurley, B.A., M.A., Ph.D.
Leonard Majzlin, B.S.
Frank Migliorelli, B.A., M.P.S.
Terrance J. Nolan, B.A., J.D., LL.M.
Robert Riccobono, B.S., M.B.A.
Ruth Shoemaker Wood, B.A., M.Ed., Ph.D.

Affiliated Faculty

Floyd M. Hammack, Associate Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.
Harold Wechsler, Professor, Humanities and Social Sciences in the Professions. B.A., M.A., Ph.D.
Department of Applied Psychology

Full-Time Faculty 2010-2011

J. Lawrence Aber, Professor. B.A. 1973, Harvard; Ph.D. 1982, Yale. The influence of poverty and violence, at the family and community levels, on the development of children and youth; rigorous evaluations of innovative programs and policies for children, youth, and families; child development and social policy; parent development.

Ikuko Acosta, Clinical Assistant Professor (Art and Art Education and Applied Psychology). B.A. 1966, Rutgers; M.A. 1981, Ph.D. 2002, New York; ATR-BC. Director of the Graduate Art Therapy Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations, including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and in-services throughout the United States and other countries, including Italy, Korea, Iceland, and Turkey. Published articles in American Journal of Art Therapy and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.


Judith L. Alpert, Professor. B.A. 1966, Tufts; M.A. 1969, Ph.D. 1973, Columbia. Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.

Joshua Aronson, Associate Professor. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton. Social psychology; educational psychology; experimental methods; the psychology of prejudice. Research on “stereotype threat,” vulnerability and resilience to stigma in racial and cultural minorities, effects of prejudice on development and educational outcomes (motivation, learning, standardized test performance, and self-concept), particularly among minority children and adolescents.

Clancy Blair, Professor. B.A. 1984, McGill; M.A. 1993, M.P.H. 1996, Ph.D. 1996, Alabama (Birmingham). Cognitive development and emotional development and their intersection with a focus on early childhood; the development of school readiness and the design and implementation of programs to promote school success; psychophysiology of stress and the relation of stress physiology to early rearing experience; research design and longitudinal data analysis.

Mary M. Brabeck, Professor; Dean, Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota. Intellectual and ethical development; gender and culture; values and conceptions of the moral self; human rights education; service learning; interprofessional collaboration; professional ethics; feminine ethics.


Iris E. Fodor, Professor. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston. Social emotional learning; studying children’s and adolescents’ response to stress and loss; integrating Gestalt and cognitive therapies; photography and visual narratives; women’s issues in mental health.

Carol Gilligan, Professor (Applied Psychology and the Humanities); University Professor. B.A. 1958, Swarthmore College; M.A. 1961, Radcliffe College; Ph.D. 1964, Harvard. Developmental and clinical psychology; qualitative research methods; gender studies.
Arnold H. Grossman, Professor; Vice Chair. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW.

Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population and of adolescents and older adults; gender identity, gender expression, and mental health issues among transgender adolescents; stress and adaptation among families of gay, lesbian, bisexual, and transgender adolescents; HIV/AIDS prevention education; and psychosocial experiences of those who are vulnerable, stigmatized, victimized, and socially alienated.

Perry N. Halkitis, Professor; Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).

Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.

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

Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.


Interests focus on methodological issues that plague policy research, primarily causal inference in the absence of randomized experiments and missing data or hierarchically structured data.


Understanding the nature of racial socialization within African American families and families of other ethnic groups; explores the ways in which parents from a range of ethnic backgrounds communicate to children about race and ethnicity in the course of their daily routines and practices using quantitative, qualitative, and ethnographic methods.


Biases in decision making, particularly ageism, racism, and sexism; impact of physicians’ biases on patient health care decisions; effects of medical illness on life span adjustments and role performance; extensive use of mathematical modeling/computer modeling to address the above topics.

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

Psychopathology and differential diagnosis; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations.


Theory and practice of drama therapy; therapeutic theatre; musical theatre; the spiritual lives of children; trauma; emotion; group dynamics.

Jacqueline Mattis, Associate Professor; Chair. B.A. 1989, New York; Ph.D. 1995, Michigan.

African American religiosity and spirituality; African American prosocial and positive psychological development; intersection between gender, culture, and religious and spiritual life; qualitative research methods.


Children’s temperament, prevention/intervention in inner-city schools, parenting, and classroom management.

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

Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.

Gigliana Melzi, Associate Professor; Director of Undergraduate Studies. B.A. 1989, Clark; M.A. 1992, Ph.D. 1998, Boston.

Language and literacy development with special focus on the acquisition of discourse and narrative skills in preschool children. Emphasis on the influence of social and cultural factors in children’s language development, especially in the context of parent-child interactions.


Sexual knowledge, attitudes, and beliefs and their impact on human behavior in all cultures. Research interests include sexual learning in young children and social sexual behaviors of seniors.


The intersection of social policy and developmental psychology; effects of parents’ employment and income on child development.
Randolph L. Mowry, Clinical Associate Professor. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville). International Classification of Function, Disability and Health (ICF); applications with people who are deaf or hard of hearing; language issues in counseling with deaf people who use American Sign Language; employment issues with people who are deaf or hard of hearing.

Sumie Okazaki, Associate Professor. B.S. 1988, Michigan; M.A. 1990, Ph.D. 1994, California (Los Angeles). Asian American psychology; cultural diversity issues in counseling; race and ethnicity in mental health; immigrant families—with a particular interest in how parents and children respond to the challenges and stresses associated with immigration.


Mary Sue Richardson, Professor. B.A. 1967, Marquette; Ph.D. 1972, Columbia. Vocational psychology with special focus on work and relationships as developmental contexts; gender issues and counseling women; counselor supervision and training; psychoanalytic and psychodynamic theory and therapy; feminist, qualitative, and action research methods.

Edward Seidman, Professor. B.S. 1963, Pennsylvania State; M.A. 1965, Temple; Ph.D. 1969, Kentucky. Understanding the relationship between the pattern of transactions among people and their social contexts (social regularities); the identification of strategies, tactics, and loci of intervention to alter the social regularities of a setting and promote positive psychological development; culture of schools and classrooms and how these “cultures” impact on the well-known “achievement gap.”

Selçuk R. Şirin, Assistant Professor. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College. Interplay between individual development, well-being, and social contexts; links between ethnicity, socioeconomic status, gender, neighborhood factors, and an array of outcomes including academic achievement and engagement.

Carola Suárez-Orozco, Professor. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology. Cultural psychology; immigrant youth and immigrant families; ethnic identity formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

Lisa Suzuki, Associate Professor. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln). Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.


Niobe Way, Professor. B.A. 1985, California (Berkeley); Ed.D. 1994, Harvard. Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.


Adjunct Faculty
Maxim Belkin, Ph.D.
Yitzhak Berger, B.A., Ph.D.; CRC, LP
Michael Boehm, B.A., M.A., Ph.D.
Mary Boncher, B.A., M.S., Ph.D.
Carol Butler, Ph.D.
Cristina Casanova, M.A., M.Ed.; SEP
Barbara Cooper, B.A., M.A., M.S., Ed.D.
Josefina Costa, Ed.M., M.A.; CRC
Phyllis Dulberg, M.A.
Beth Fischgrund, Ph.D.
George Garcia, B.A., M.A.
Andrew Getzfeld, Ph.D.
Lloyd Goldsamt, Ph.D.; LP
Richard Grallo, B.A., M.S., Ph.D.
Bonnie Harwayne, M.S.Ed.
Christina Horner, B.A., M.A.
Gary Jacobson, M.S.W.; LCSW
Lisa Jaeger, M.A.
Roy Jerome, Ph.D.
Mark Johnson, Ph.D.
Carrie King, Ph.D.
Michael J. Koski, Ph.D.
Robert Kuisis, M.A., M.A., Ph.D.
Maria LaRusso, Ph.D.
David Layman, Ph.D.
Judy Lief-Recalde, B.A., M.A., Ph.D.
Tamar Manor, B.A., M.A.
Christiane Manzella, B.M., M.M., M.A., Ph.D.
Michael Maurer, Ph.D.
Mary McCarty-Arias, M.A., CRC
Patrick Meade, B.E., M.B.A.
Robert G. Meagher, Ph.D.
J. Laurence Miller, Ph.D.
Lynn Rigney, Ph.D.
Elana Rosof, Ph.D.
Jeffrey Steedle, Ph.D.
Janna Sweenie, B.A., M.A.
Peter Walter, Ph.D.
Anna-Marie Weber, Ph.D.
Lisa Weinberg, Ph.D.
Janet Wolfe, Ph.D.
Grace Wong, Ph.D.
Nancy Ziehler, B.A., M.S., Ph.D.

**Department of Art and Art Professions**

**Full-Time Faculty 2010-2011**


Director of Art Therapy Graduate Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations including geriatrics, adults, adolescents, and children. Frequently presents at lectures, workshops, and in-services throughout the United States and other countries, including Iceland, India, Italy, Japan, Korea, Singapore, Thailand, and Turkey. Published articles in American Journal of Art Therapy and international publications. She has served on the membership and educational committees in the American Art Therapy Association and as an editorial member of the American Art Therapy Journal.


A practicing artist who works in photography, performance, and mixed media installation. Work has been exhibited internationally, including the Museum of Modern Art in New York, the Long Beach Museum, and the Shoshana Wayne Gallery. Interests include feminism, postcolonial theory, and psychoanalysis.


An artist who is renowned for his large-scale paintings. His works have been displayed in public collections throughout the world, including MoMA, MoCA, Astrup Fearnley, Museo National Centro de Arte Reina Sofia, and the Whitney Museum of American Art. He is also recognized as the youngest artist ever to have a solo exhibition at the Guggenheim Museum in New York and has taught at many of the nation’s most prestigious universities. He is president of Community Research Initiative on AIDS, a nonprofit, community-based research and treatment education center.

Carol Bove, Clinical Associate Professor. B.S. 2000, New York.

An artist and collector whose work involves mining memory as artistic material. She juxtaposes appropriated objects and ephemera into sculpture assemblages that evocatively reinterpret history. Bove’s solo exhibition at the Maccarone Gallery in New York was described in ArtForum’s “Best of 2007” issue as “splendidly replete.” She has exhibited her work nationally and internationally in seven solo shows to date, including the Kunstverein Hamburg and the Kunsthalle Zurich as well as Boston’s Institute of Contemporary Art and the Blanton Museum of Art in Austin, Texas. Bove has been included in exhibitions at the Whitney Museum of American Art, MoMA, and Tate Modern in London.


Director of Undergraduate Studies. A teacher at NYU since 2001, he also taught at Columbia University before becoming the director of undergraduate studies. Exhibiting widely since 1997, his most recent projects have been solo exhibitions exploring pictorial and visual associations of the observable planets, a series that will eventually result in seven exhibitions. Recent exhibitions include solo shows in New York and Toronto, as well as participation in exhibitions in Glasgow, Milwaukee, Los Angeles, and Busan. Bransford’s work is represented by Feature Inc. in New York; Kevin Bruk Gallery in Miami, Florida; Galerie Schmidt Maczollek in Köln, Germany; and Shaheen Modern and Contemporary Art in Cleveland, Ohio.


An arts administrator, curator, and researcher, who prior to joining Steinhardt, served as program officer at the New York State Council on the Arts and taught in the art and design studies and communication design technology programs at Parsons The New School for Design. Burtt has also served as scholar-in-residence at the Schomberg Center for Research in Black Culture in Harlem and received a fellowship from the National Endowment for the Humanities to research photojournalism in black newspapers in New York in the 1930s and 1940s.

Peter Campus, Clinical Associate Professor. B.S. 1960, Ohio State.

Museum of France, Paris; Hamburger Bahnhof, National Museum of Germany, Berlin; Museum of Modern Art, New York; Museum of Fine Arts, Philadelphia; Kunsthalle Bremen, Germany; Mönchengladbach Museum, Germany; Tate Museum, London; and Reina Sofia Museum, Madrid, Spain. Received a Guggenheim Fellowship and a Massachusetts Institute of Technology Fellowship.

David Darts, Assistant Professor of Art and Media Education, B.A. 1992, B.Ed. 1995, M.Ed. 2002, Ph.D. 2004, British Columbia. Codirector, Venice Studio Art M.A. Program. His work focuses on the relationship between education, contemporary art and media, and democracy. Through his research, he examines how art and media education can provide young people with the multimodal literacies required to become articulate and critically engaged citizens in a rapidly changing world. His writings have been published in a number of prominent journals and books, including Studies in Art Education, the Journal of Cultural Research in Art Education, the Journal of Art Education, and Re:Visions: Readings in Canadian Art Teacher Education. He is the chair of the Arts-Based Educational Research Special Interest Group of the American Educational Research Association. He teaches courses on media literacy, art education, and contemporary art.

Sue de Beer, Clinical Assistant Professor. B.F.A. 1995, Parsons; M.F.A. 1998, Columbia. An artist who uses video, sculpture, and installation to explore the connections between media and cultural phenomena. She has exhibited her work nationally and internationally in such venues as the New Museum, the Whitney Museum of American Art, the Brooklyn Museum, Deitch Projects, Postmasters Gallery, and Marianne Boesky Gallery in New York; Los Angeles Contemporary Exhibitions; the Reina Sofia in Madrid; the Kunst Werke and the Kunsthalle Shinn, Germany; the Neue Gallery am Landes Museum Jönneum, Austria; and the Bangkok Biennial. Her work is in the permanent collections of the Whitney Museum of American Art, the New Museum for Contemporary Art, the Brooklyn Museum, and the Goetz Collection.

Dipti Desai, Associate Professor. Diploma (Textile Design) 1981, National Institute of Design (India); M.A. 1984, Wisconsin (Madison); Ed.M. 1986, Columbia; Ph.D. 1995, Wisconsin (Madison). Director of the Graduate Program in Art Education. A scholar and artist-educator committed to addressing the formative role of visual representation and its politics in order to affect social change. Her work has examined the ways visual representations construct particular meanings about race, ethnicity, and culture in schools and its implications for pedagogical practice. Current research focuses on socially engaged contemporary art as a pedagogical site. Projects include exploring the work of artists who address issues of incarceration and immigration in relation to global industrial complexes as well as investigating connections between social studies/history curricula and contemporary art. Publications include numerous journal articles in the field of art education and a book entitled History as Image, Image as History: Contemporary Art and Social Studies Education (2009). She has served on several editorial boards for major journals in art education, including Studies in Art Education. She is currently the editor for the Journal of Cultural Research in Art Education and serves on the editorial board of Praxis.

Trisha Donnelly, Clinical Associate Professor. B.F.A. 1995, California (Los Angeles); M.F.A. 2000, Yale. An artist who implements multiple mediums in her practice, moving regularly between the performative and text, the action and the plane. Donnelly has had solo exhibitions at international institutions such as Modern Art Oxford, Oxford, United Kingdom (2007); the Institute of Contemporary Art, Philadelphia, Pennsylvania (2008); Kunsthalle, Zürich, Switzerland (2006); and the Kölnischer Kunstverein, Köln, Germany (2005). She has also participated in group shows such as “Depth of Field: Modern Photography at the Metropolitan,” the Metropolitan Museum of Art, New York; “The Third Mind,” Palais de Tokyo, Paris; “Utopia Station: The 50th International Exhibition of Art,” Venice Biennale; and the “54th Carnegie International,” Carnegie Museum of Art, Pittsburgh.

Maureen Gallace, Master Teacher. B.F.A., 1981, Hartford; M.F.A. 1983, Rutgers. An artist whose paintings have drawn comparisons to such artists as Edward Hopper, Fairfield Porter, and Giorgio Morandi. Her work has been featured internationally at the Kerlin Gallery in Dublin, Maureen Paley in London, 303 Gallery in New York, the Dallas Museum of Art, and the Art Institute of Chicago. She has been widely reviewed nationally and internationally. In 2005, a catalog of her work was published by the Douglas Hyde Museum of Dublin.

Lyle Ashton Harris, Clinical Assistant Professor. B.A. 1988, Wesleyan; M.F.A. 1990, California Institute of the Arts. Works in video, photography, and performance. His work has been exhibited at the Solomon R. Guggenheim Museum, the Whitney Museum of American Art, the Corcoran Gallery of Art, the Institute of Contemporary Art in London, the Kunsthalle
Basel, and the Centre d’Art Contemporain, Geneva. During 2000 and 2001, he was a fellow at the American Academy in Rome. He has received numerous awards for his photography and is currently represented by CRG Gallery in New York. His photographs have also appeared in international and national magazines, including the New York Times Magazine, Newsweek, and Vibe.


An inventor and engineer whose work focuses on the design and analysis of tangible digital media. Her strength is the demonstrable ability to bridge between the technical worlds and the art world. Born in Australia, she was director of the Yale University Engineering Design Lab and was recently named one of the top 100 young innovators by MIT’s Technology Review. She has worked in research and development at Xerox Park, the Advanced Computer Graphic Centre, and the Center for Advanced Technology, New York University. Her work has been included in media festivals and museums throughout Europe and America, including the Guggenheim Museum in New York, the Museum Moderne Kunst in Frankfurt, the Whitney Biennial ’97, the Postmasters Gallery, Documenta ’97, and Arts Electronic Prix ’96. She was a Rockefeller Fellow in 1999.

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

Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallery, and nonprofit management consultant. Board member, Committee on Museum Professional Training of the American Association of Museums. Research and professional interests include the exhibition and display of art and material culture, the history of taste, the role of visual art and culture in globalization, cultural policy and arts advocacy, historic preservation, and cultural heritage.

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

Experience in both nonprofit and for-profit organizations. Formerly administrative director, Art Advisory Service, Museum of Modern Art, and executive director, Independent Curators, Inc. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues, including strategic plans, policy and procedures, exhibition development and tours, acquisitions and commission of art, feasibility studies, communications programs, budgeting, and contracts.


Artist working in digital media, video, and sculpture. His work addresses dreams, sociology, the unconscious, and landscapes. His work has been exhibited internationally both in solo and group shows, and he is an acclaimed artist working in new media, as well as a winner of numerous awards. Shows in such venues as the Sundance Film Festival; the Brooklyn Museum; the Museum of Modern Art; the International Media Art Biennale in Wroclaw, Poland; Postmasters Gallery of New York; the Fifth International Biennial at SITE Santa Fe. Recent exhibitions include the PKM Gallery in Beijing and the British Film Institute Inaugural Show in London.

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

Performance and photographic artist. Exhibits internationally and nationally. Curator, including recent show: “Breath: Contemporary Photographs from China” at 80 Washington Square East Galleries. Book designer for Metropolitan Museum of Art, National Gallery of Art, and others. A recipient of two art grants from the National Endowment for the Arts, he has also received grants from the New York Foundation for the Arts and the Gottlieb Foundation.

David Rimanelli, Visiting Assistant Professor, Art History. B.A., Yale.

Art critic, curator, and teacher. He has been a contributing editor of Artforum, a leading contemporary art magazine, since 1997 and has also written for art publications such as Bookforum, Vogue Paris, and Interview magazine. Rimanelli’s curatorial expertise spans various media such as literature, contemporary cinema, and classical and avant-garde music. He has curated shows at home and abroad, in such galleries as Deitch Projects in New York City and PKM Gallery in Seoul, Korea. He has taught art courses at Yale School of Art, Pasadena Art Center, and Otis College of Art and Design in Los Angeles.

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

Elected member of the International Academy of Ceramics. Chair for two international conferences held at NYU: Case for Clay in Secondary Education and Criticism in the Craft Arts: Crossings, Alignments, and Territories. Educational consultant to Lenox China Company; board of directors of Watershed Center for the Ceramic Arts, Studio Potter magazine, and K12 Ceramic Art Foundation. President, Museum of Ceramic Art, New York. Head Juror to the World Ceramic Exposition Foundation in Korea and consultant to Jingdezhen Sanbao Ceramic Art Institute in China. Honors from the National Conference on
Education in the Ceramic Arts (NECECA) and the Everson Museum’s award for service and excellence in the field of ceramic education. Lead consultant to All Fired Up! festival in Westchester County. Curator of numerous national and international exhibitions of which Confrontational Ceramics is the most recent. Author of book, Confrontational Ceramics, A&C Black Publishing, London, and University of Pennsylvania Press. Currently writing on Noritake art deco porcelain.


Exhibition venues include, among others, the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, the Museum of Contemporary Art in Chicago, the Indianapolis Museum of Fine Arts, and many others. He has received the Nancy Graves Foundation Grant for Visual Artists, a John Simon Guggenheim Memorial Foundation Fellowship, and individual grants from the National Endowment for the Arts and the New York State Council on the Arts. Gallery representation includes Feature Inc. and Littlejohn Contemporary in New York, Suzanne Hilberry Gallery in Michigan, and Jean Albano Gallery in Chicago. He is author of Drawing by Seeing (Abrams 2007).

Adjunct Faculty
STUDIO ART
Ronnie Bass, B.F.A., M.F.A.
Jonathan Berger, B.F.A., M.A.
Noah Breuer, B.F.A., M.F.A.
Klaus Burgel, B.F.A., M.F.A.
Kathe Burkhart, B.F.A., M.F.A.
Kanik Chung, B.A., M.F.A.
Ann Chwatsky, B.S., M.S.
Michael Cohen, B.F.A., M.F.A.
Ian Cooper, B.S.
Trinie Dalton, B.A., M.F.A.
Rico Gatson, B.A., M.F.A.
RoseLee Goldberg, B.A., M.A.
Kirby Gooink, B.A., M.A., M.Phil.
Amy Granat, B.A.
Kathleen Graves, B.A., M.A.
Valerie Hammond, B.A., M.F.A.
David Hardy, B.F.A., M.F.A.
Mark Johnson, B.A., M.A.
Claudia Joskowitz, B.A., R.C.H., M.F.A.
Sean Justice, B.F.A., M.F.A.
Shida Kuo, B.A., M.A.
Keith Mayerson, B.A., M.F.A.
Aaron McDannell, B.F.A.
Alex McQuilkin, B.S., M.F.A.
Haley Mellin, B.A., Ph.D.
Curtis Mitchell, M.A., M.F.A.
Matt Nolen, B.A.
Clifford Owens, B.F.A., M.F.A.
Carolanne Patterson, B.A., B.F.A., M.F.A.
Maurizio Pellegrin, B.A., M.A.
Adam Putnam, B.F.A., M.F.A.
Peter Rostovsky, B.A., M.A., M.F.A.
Aida Ruilova, B.A., M.F.A.
Beverly Semmes, B.A., M.F.A.
Kiki Smith
Ruby Stiler, B.F.A., M.F.A.
Michael St. John
Hiroshi Sunairi, B.F.A.
Gordon Terry, B.F.A., M.A.
Jason Tomme, B.F.A., M.F.A.
Dan Torop, B.A., M.F.A.
Donald Traver, B.F.A.
J. Zheng, B.A.

ART EDUCATION
Joe Fusaro, B.A., M.A.
Jessica Hamlin, B.A., M.A.
Zoya Kocur, B.A., M.A.
Rob McCallum, J.M.B., B.A., M.F.A., Ph.D.

VISUAL ARTS ADMINISTRATION
Arthur Cohen, B.A., M.B.A.
Charlotte Cohen, B.A.
Anne Edgar, B.A., M.A.
Alan Fausel, B.A., M.A.
Shelley Sanders Kehl, B.A., J.D., Ed.D.
Susana Leval, B.A., M.A.
Elizabeth Marcus, B.A., M.A., M.Phil.
Laura Miller, B.A.
Samuel B. Morse, B.F.A.
Vida Schreibman, B.F.A., M.A.
Koven Smith, B.A.
Alice Zimet, B.A., M.A.

COSTUME STUDIES
Nancy Deihl, B.A., M.A.
Desiree Koslin, B.A., M.A., Ph.D.
Elizabeth Marcus, B.A., M.A., M.Phil.
Elizabeth Morano, B.A., M.A.
Chris Paulock

ART THERAPY
Marygrace Berberian, M.A.; LMSW, ATR-BC, LCAT
Ani Stern Buk, B.S., M.A.; ATR-BC, LP, LCAT, FIPA
Raquel Chapin Stephens, M.A.; ATR-BC, LCAT
Drena Fagan, LMSW, ATR-BC, LCAT, CCLS
Lani Gerity, D.A.; ATR-BC
Christina Grosso, M.A.; ATR-BC, BCETS, LCAT
Tami Herzog, M.A.; ATR-BC, LCAT
Eileen McGann, B.F.A., M.A.; ATR-BC
Renee Obstfeld, B.A., M.A.; ATR-BC, CSAC
Joan Phillips, Ph.D.; LPC, LMFT, ATR-BC
Stephanie Wise, M.A.; ATR-BC, LCAT
Claudia Zanardi, Ph.D.

Department of Communicative Sciences and Disorders
Full-Time Faculty 2010-2011
Sharon M. Antonucci, Assistant Professor. B.A. 1997, Connecticut College; M.S. 1999, Columbia; Ph.D. 2005, Arizona; CCC-SLP

Research interests include neurogenic communication
disorders in adults, neuro-imaging, and the effects of normal aging on language and cognition.

**Offiong Aqua**, Clinical Associate Professor: M.D. 1986, Friendship (Russia). Joint appointment in the Departments of Communicative Sciences and Disorders, Occupational Therapy, and Physical Therapy. Research focuses on anatomy.

**Adam Buchwald**, Assistant Professor: B.A. 1997, Reed College; M.A. 2003, Ph.D. 2005, Johns Hopkins. Research interests include spoken language production and perception as well as written language production in individuals with acquired language disorders and unimpaired individuals.

**Gina Canterucci**, Teacher: B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP. Special interest and expertise in diagnosis and treatment of neurogenic communication disorders and foreign accent reduction.

**Erin Embry**, Clinical Instructor: B.S. 1995, Western Kentucky; M.S. 2001, College of Saint Rose; CCC-SLP. Special interest and expertise in the diagnosis and treatment of neurogenic communication disorders and dysphagia.


**Harriet B. Klein**, Professor: B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbia; CCC-SLP. Special interest and expertise in child language acquisition and disorders and phonological acquisition and disorders.


**Christina Reuterskiold**, Assistant Professor: B.S. 1986, Lund; M.S. 1988, Boston; Dr. Med. Sc. 1999, Lund; CCC-SLP. Special interest and expertise in child language acquisition and disorders, including literacy.

**Celia F. Stewart**, Chair and Associate Professor: B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York; CCC-SLP. Special interest and expertise in adult acquired neurogenic disorders, voice disorders, swallowing disorders.


**Training Specialists**

**Anne Marie Skvarla**, Clinic Director: B.S., M.A.; CCC-SLP.

**Erasmia Ioannou Benakis**, Externship Director: B.A., M.A.; CCC-SLP.

**Adjunct Faculty**

**Suzanne Abraham**, Ph.D.; CCC-SLP.

**Steven Blaustein**, Ph.D.; CCC-SLP.

**Christie Block**, M.A.; M.S.; CCC-SLP.

**Kathy Busch**, M.Phil., M.S.; CCC-SLP.

**Lee Caggiano**, M.A.; CCC-SLP.

**Julie Case**, M.A., M.A.; CCC-SLP.

**Cynthia S. Cohen**, M.S.; CCC-SLP.

**Shelley Cohen**, M.A.; CCC-SLP.

**Ingrid Davidovich**, M.S.; CCC-SLP.

**G. Albyn Davis**, Ph.D.; CCC-SLP.

**Susan DeSanti**, Ph.D.; CCC-SLP.

**Deanne Fitzpatrick**, Ph.D.; CCC-A.

**Jessica Galgano**, Ph.D.; CCC-SLP.

**Mona Greenfield**, Ph.D.; LCSW; CCC-SLP.


**Irene Kling**, Ph.D.; CCC-SLP.

**Nicole Kolenda**, M.S.; CCC-SLP.

**Cathy Lazarus**, Ph.D.; CCC-SLP.

**Doron Milstein**, Ph.D.; CCC-SLP.

**Alicia Morrison**, M.A.; CCC-SLP.

**Yasasdhara Paruchuru**, M.S.; CCC-SLP.

**Jane Prasse**, M.A.; CCC-SLP.

**Karen Riedel**, Ph.D.; CCC-SLP.

**Brianne Salzman**, M.S.; CCC-SLP.

**Hannah Shonefield**, M.S.; CCC-SLP.

**Polina Shuminsky**, M.S.; CCC-A.

**Irina Vaynshteyn**, M.S.; CCC-SLP.

**Regina Weiner**, M.A.; CCC-SLP, Pd/SDA.

**Melissa Wexler Gurfein**, M.A.; CCC-SLP.

**Rachel Wolf**, Ph.D.; CCC-SLP.

**Professor Emeritus**

**Maurice Miller**, Professor Emeritus. Ph.D.; CCC-SLP.
Department of Humanities and Social Sciences in the Professions

Full-Time Faculty 2010-2011


Dana Burde, Assistant Professor of International Education. B.A. 1988, Oberlin College; Ed.M. 1993, Harvard; Ph.D. 2001, Columbia. Education in emergencies, NGOs, social movements, and education as a tool for social reconstruction in post-conflict regions. Her current research in Afghanistan examines the impact of community schools on children’s protection and life chances. Recent publications include “Preventing Violent Attacks on Education in Afghanistan: Considering the Role of Community-Based Schools” (2010), and “Lost in Translation: Parent Teacher Associations and Reconstruction in Bosnia in the Late 1990s” (2009).


include social and educational policy. She is co-author of *Data Analysis Using Regression and Multilevel Hierarchical Models*. She has also published scholarly articles in a wide variety of academic journals, including the *Journal of the American Statistical Association, American Political Science Review, American Journal of Public Health,* and *Developmental Psychology.*

**Philip M. Hosay,** Professor.

Interests include international education, public diplomacy, and American studies abroad. Among his publications are *The Challenge of Urban Poverty,* *The Dictionary of American Biography: 1941-45,* and an Outline Series in American Studies for the United States Information Agency. He has served as a consultant to the U.S. Department of State and was a senior Fulbright specialist in 2006.

**Ying Lu,** Assistant Professor.

She teaches statistical methods for health research and social sciences. Her main research interest is to develop novel statistical methods for incomplete or messy data. For examples, estimating mortality prevalence without death registry (article “Verbal Autopsy Methods with Multiple Causes of Death”), ecological inference (article “Bayesian and Likelihood Inference for 2×2 Ecological Tables: An Incomplete Data Approach”), analysis of legislative behavior using court vote records data and congressional roll call data (article “Understanding Complex Legislative Behaviors via Hierarchical Ideal Point Estimation”), and classification methods (article “Lifelong Menstrual Histories Are Typically Erratic and Trending—A Taxonomy”).

**Joan Malczewski,** Assistant Professor.

Research interests focus on history and education and include southern education history, the role of philanthropy in education, and race and schooling.

**Cynthia Miller-Idriss,** Assistant Professor.


**Erin Murphy-Graham,** Assistant Professor.


**Pedro A. Noguera,** Peter Agnew Professor of Education (Teaching and Learning and Humanities and Social Sciences in the Professions).

Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, *Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools* (Jossey Bass, 2006); *City Kids, City Teachers with Bill Ayers and Greg Michie* (New Press, 2008); and *The Trouble with Black Boys…and Other Reflections on Race, Equity and the Future of Public Education* (Wiley, 2008).

**Elizabeth M. Norman,** Professor.

Teaches in the interdisciplinary research methods program. Her research has focused on war and has resulted in three books, all in print: *Women at War: The Story of Fifty Military Nurses Who Served in Vietnam,* University of Pennsylvania Press; *We Band of Angels: The Untold Story of American Nurses Trapped on Bataan by the Japanese,* Atria Publishing; and the recent *Tears in the Darkness: The Story of the Bataan Death March and Its Aftermath,* FSG (hardcover), Picador (paperback), with coauthor Michael Norman. This book was on the *New York Times* best-seller list for eight weeks. It was also a best-of-the-year book on Amazon.com, *New York Times* (Dwight Garner), and the *Christian Science Monitor* and an
American Library Association 2010 Notable Books for Adult Readers, Nonfiction. Her current project with her coauthor is on Bellevue Hospital in New York; Henry Holt Publishers and editor John Sterling will produce this book.

Ron Robin, Professor (Humanities and Social Sciences in the Professions and Media, Culture, and Communication); Senior Vice Provost for Planning, NYU. B.A. 1978, Hebrew; M.A. 1981, Ph.D. 1986, California (Berkeley).

Cultural historian and author of several books, including Scandals and Scoundrels: Seven Cases That Shook the Academy (University of California Press, 2004) and The Making of the Cold War Enemy: Culture and Politics in the Military-Intellectual Complex (Princeton University Press, 2001). His scholarly articles have appeared in such journals as American Quarterly, Diplomatic History, American Studies International, and Journal of American Studies. Formerly taught modern American history and communication theory at the University of Haifa, Israel, where he also served for five years as dean of students. He is the recipient of numerous fellowships and grants.


Director of the Institute for Education and Social Policy (IESP) and professor of public policy, education, and economics at the Steinhardt School and the Wagner Graduate School of Public Service. Professor Schwartz's research is primarily in applied econometrics, focusing on education policy and finance and on urban policy more generally. Her current research projects examine high school reform; the relationship between housing, schooling, and neighborhoods; equity and efficiency in school spending; and the education of immigrant students. Her work has been published in the American Economic Review, Educational Evaluation and Policy Analysis, the Journal of Human Resources, the Journal of Public Economics, and Education Finance and Policy, among other academic journals. The author of several book chapters, she coedited the 2005 Yearbook of the American Education Finance Association (AEFA) and Measuring School Performance and Efficiency; she edited City Taxes, City Spending: Essays in Honor of Dick Netzer. She currently serves as the president of the American Education Finance Association and on various boards, including the editorial board for Education Finance and Policy and the Committee on the Status of Women in the Economics Profession (CSWEP).


School finance and education policy, applied economics, and applied statistics. Current and recent research projects include patterns of resource allocation in large city schools; costs of small high schools in New York City; effects of school organization on student achievement; racial test score gaps; measurement of efficiency and productivity in public schools; and segregation, resource use, and achievement of immigrant school children. Recent publications include articles in Journal of Policy Analysis and Management, Education Finance and Policy, Economics of Education Review, Journal of Urban Economics, and Educational Evaluation and Policy Analysis.


Research focuses on the politics of urban schooling, race and education policy, affirmative action in higher education, and school choice policy and politics. She is the author of Race, Schools, and Hope: African Americans and School Choice after Brown (Teachers College Press, 2008) and the coeditor (with Eric Rofes) of The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice (SUNY Press, 2004). She is the coeditor (with Sharon L. Weinberg) of Diversity in American Higher Education: Toward a More Comprehensive Approach (Routledge, forthcoming). She currently is working on a book with Anthony S. Chen, of the University of Michigan, on affirmative action history and politics in higher education.


Areas of scholarly interest: psychological anthropology, cultural psychology, immigration, and globalization.


Author of over 50 articles, books, and reports on statistical methodology, statistical education, and evaluation and on such applied areas as clinical and school psychology, special education, and higher education. She is the recipient of several major grants from federal agencies, including the National Science Foundation, the National Institute on Drug Abuse, and the Office of Educational Research and Improvement. A second edition of her book, *Statistics Using SPSS: An Integrative Approach*, coauthored with Sarah Knapp Abramowitz of Drew University, was recently published (2008) by Cambridge University Press. She is under contract with Routledge Press to coedit “Diversity in American Higher Education: Toward a More Comprehensive Approach,” with her NYU colleague Lisa Stulberg. She is an invited member of the Educational Research Association, an official journal of the American Educational Research Association. In January 2006, she completed six and one-half years as vice provost for faculty affairs at NYU. She currently is president of the board of the Jewish Foundation for Education of Women (JFEW). She is a member of the President’s Council of Cornell Women, where she chaired the Development Committee and the University Relations Committee. She also is on the administrative board of the Cornell University Council and has served as chair of the NYU Faculty Senators Council, as president of the Special Interest Group of Educational Statisticians of the American Educational Research Association, as a member of the board of directors of the Classification Society, and as an elected member of the Society of Multivariate Experimental Psychologists.


Interests include the histories of education, ethnicity, race, science, and politics in 19th- and 20th-century America and global education. Books include *Small Wonder: The Little Red Schoolhouse in History and Memory* (Yale, 2009), *Innocents Abroad: American Teachers in the American Century* (Harvard, 2006), and *Whose America? CultureWars in the Public Schools* (Harvard, 2002).

**Affiliated Faculty**

**Robert Chazan**, Professor, Skibball Department of Hebrew and Judaic Studies, Faculty of Arts and Science

**Matthew Wiswell**, Assistant Professor, Department of Economics, Faculty of Arts and Science

**Joy Gould Boyum**, Arts and Humanities

**Berenice Fisher**, Philosophy of Education

**Donald Johnson**, Global Education

**Gabriel Moran**, Religious Education

**Department of Media, Culture, and Communication**

**Full-Time Faculty 2010-2011**


**Deborah Borisoff**, Professor. B.A. 1970, M.A. 1975, Ph.D. 1981, New York. Gender and communication; conflict management; organizational communication; cross-cultural communication and listening. Coauthor or coeditor of 10 published

**Gabriella Coleman**, 
Assistant Professor. B.A. 1996, Columbia; Ph.D. 2005, Chicago.

A cultural anthropologist who works at the intersection of science, technology, medicine, and the law and who has conducted fieldwork with free and open software developers in San Francisco and the Netherlands and on the Internet. She has published a number of articles on the politics of computer hacking, liberalism and free software, and patient and health activism, among other topics, and is completing a book manuscript, under contract with Princeton University Press, entitled *Coding Freedom: The Pleasures and Ethics of Hacking.*


A political/medical anthropologist who has conducted ethnographic field research in Northern Ireland and South Africa and with the homeless in New York City. Has taught at Central European University—Budapest, Institute of Humanities Studies—Ljubljana, and the Department of Performance Studies, Tisch School of the Arts, NYU. Interests include visual culture and violence; the political anthropology of the body and the senses; and the archaeology of media and technology. Author of the critically acclaimed book *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland* (Chicago, 1991).

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

Young people’s self/identity development and cultural learning; media education and social change; youth-media production; cross-cultural comparisons of youth and media; popular media audiences (old and new media); interpretative/ethnographic methodologies. Publications in communication and education journals; author of *Growing Up with Television: Everyday Learning Among Urban Adolescents* (Temple, 2002).

**Alexander R. Galloway**, 


**Brett Gary**, 

Liberalism, public intellectual, democratic theory, propaganda, censorship policy, and history of consumer culture. Author of *The Nervous Liberals: Propaganda Anxieties from World War I to the Cold War* (Columbia, 1999). Currently at work on a study of Morris L. Ernst and the emergence of the anti-censorship tradition within American liberalism.

**Lisa Gitelman**, 

Publications include *Scripts, Grooves, and Writing Machines: Representing Technology in the Edison Era* (Stanford, 1999) and *Always Already New: Media, History, and the Data of Culture* (MIT, 2006). With a former colleague, Geoffrey Pingree, she coedited a collection of essays entitled *New Media, 1740-1915* (MIT, 2003). She has also been an editor of the Thomas A. Edison Papers and has coauthored a classroom edition about Edison. Her research and teaching interests include media history, especially the patterns according to which new media become meaningful within and against the contexts of old media; American print culture; and technology and culture studies.

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

Her research examines globalization, migration, transnational media cultures. Her current research focuses on issues of gender, technology, and the global workplace in India. She has also published on the subject of reproductive politics and the representation of violence from a postcolonial feminist perspective.

**Ben Kafka**, 

A historian of Europe with interests in writing, printing, paperwork, grammatology, and psychoanalysis. His articles and essays have appeared in *Representations, Book History, Bookforum*, and *Cabinet*; his first book, *The Demon of Writing*, will be published by Zone Books. At NYU, he is
associated with the Department of History and affiliated with the Department of French. He has also been a member of the Princeton Society of Fellows (2004-2006) and the School of Social Science of the Institute for Advanced Study (2009-2010).

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

Ted Magder’s current research examines the legal and regulatory regimes that structure and influence the flow of both media and culture across borders. Recent publications have examined the UNESCO Convention on the Protection and Promotion of Diversity in Cultural Expressions, online gambling and the World Trade Organization, and the principles of world communication. His previous works include Canada’s Hollywood: Feature Films and the Canadian State, Split-Run Magazines and a New International Regime for Trade in Culture, and “The End of TV 101: Reality Programs, Formats, and the New Business of Television” in Reality TV: Remaking Television Culture. Magder chaired the Department of Media, Culture, and Communication from 2003 to 2009. Since 2007, he has served as director of NYU’s Council for Media and Culture.


Current research focuses on the use of racial appeals in political communication, including the semiotic construction of racial appeals in language and visual images; the effects of racial appeals on public opinion and voting behavior; framing and priming effects of race in various media; and media coverage of minority political candidates. He is the coauthor of the forthcoming book Race Appeal: The Prevalence, Purposes and Political Implications of Racial Discourse in U.S. Political Campaigns (Temple, 2010), and coeditor of the forthcoming Routledge Companion to Race and Ethnicity. He has also published articles in scholarly journals such as Harvard Journal of Press/Politics, Semiotica, American Behavioral Scientist, the Journal of Black Studies, and others.


Research interests include social and industrial histories of the media, visual culture, consumer culture, and the interrelationships between various media systems. Her work has appeared in publications such as Journal of Visual Culture, Cinema Journal, and Television and New Media as well as numerous anthologies. Coeditor of Reality TV: Remaking Television Culture (NYU Press, 2004; second edition 2008). Author of Hitch Your Antenna to the Stars: Early Television and Broadcast Stardom (Routledge, 2005).

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

Areas of expertise span social, ethical, and political implications of information technology and digital media. Nissenbaum’s research publications have appeared in journals of philosophy, politics, law, media studies, information studies, and computer science. She has written and edited three books and a fourth, Privacy
in Context: Technology, Policy, and the Integrity of Social Life (Stanford University Press, 2009). The National Science Foundation, Air Force Office of Scientific Research, Ford Foundation, and U.S. Department of Homeland Security have supported her work on privacy, trust online, and security, as well as several studies of values embodied in computer system design, including search engines, video games, and facial recognition technology.


Pickard has worked on media policy in Washington, DC, as a research fellow at the public policy think tank New America Foundation and as a senior research fellow at the media reform organization Free Press. He also served as a Congressional Policy Fellow and taught at the University of Virginia. His research explores the intersections of U.S. and global media activism and politics, media history, democratic theory, and communications policy, and he has been published in a number of journals, including the *Journal of Communication*; *Global Media and Communication*; *Media, Culture & Society*; *New Media and Society*; *Journal of Communication Inquiry*; *International Journal of Communication Law and Policy*; *Journal of Internet Law*; and *Critical Studies in Media Communication*. He is currently working on a book on the history and future of journalism.


Globalization, political economy, television studies, and social and cultural practices; the intersection of Latin American transnational media corporate dynamics with the established mode of production of U.S. Latino media and the effects of Latinos’ representations. He has worked in TV production in Mexico, taught at the Monterrey Tec, Mexico City Campus, where he was appointed media center director, and is currently participating as the U.S. representative for the Observatory of Televisual Fiction in the Ibero-American Space (OBI-TEL). He is currently conducting research on the emergence of new players within the U.S. Latino television field and on media and migration.


Trained as both an experimental psychologist and a cultural historian, Robles conducts research that focuses on the role media technologies play in the production of space. In particular, she concentrates on configurations that enable a sense of public, collective, or shared experience, especially through the structuring of visibility and gaze. Her current project, *Mediating Eternity: The Crystal Cathedral and God’s Place in a Networked World*, looks at the role a traditional cultural institution, the church, plays in reframing the communal and sacred experience through technological appropriations of screens, automobiles, broadcast, and network technologies, alongside modern architectural materials like concrete, steel, and glass. Previously, she worked as a postdoctoral research fellow in new media and architecture in joint affiliation with the Department of Art History and the Humanities and Technology Laboratory (HUMLab) at the University of Umeå, Sweden.


Composer; musicologist whose interests include sonic culture, music, media and politics of the 20th and 21st centuries, the poetics of copyright law, queer theory in music, censorship, and the politics of mass-mediated music. Published work ranges from aspects of early modernism to current musical trends, including the trans-Atlantic feedback between African and American concert and popular music.

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


Scholarly interests include globalization, capitalism, and economic development; relationship between media and national development; critical geography and cultural space; social theory; Middle East media, culture, and politics; contemporary Arab and Islamic world; Palestinian-Israeli conflict. She is also a photographer and ethnographic documentary filmmaker.
Aurora Wallace, Clinical Associate Professor. B.A. 1992, Carleton (Canada); M.A. 1994, Ph.D. 2000, McGill.


Adjunct Faculty

Anna Akbari
Will Baker
Maryam Bakht-Rofheart
Fred Benenson
Frederico Bertagnoli
Chad Boettcher
Sandrine Boudana
Eloise Brezault
Roger Brown
Jonah Brucker-Cohen
Remi Brunlin
Finn Brunton
Craig Burton
Alison Butler
Aaron Cohen
Sorin Cucu
James Devitt
Mark Edelman
Mara Einstein
Sal Fallica
Kenneth Farrall
Michelle Fawcett
Billy Fez
Susan Fox
Steve Goodman
Elizabeth Heard
Marjorie Heins
Bill Herman
Stephanie Hill
J. P. James
Edna Johnson
Joel Johnson
Jelena Karanovic
Amy LeClair
Liel Leibovitz
Michelle Litsky
Ivan Makar
Joshua Margulies
Kathy Miriam
Jay Murray
Manos Pantelidis
Mary Panzer
Ben Peters
David Poltrack
Marshall Raines
Joseph Reagle
Bob Richter
Martin Roberts
MJ Robinson
Faye Rogaski
Stacy Rosenberg
Alan Ross
Sydney Scott
Gene Secunda
Bonnie Selterman
Beth Seplow
Nicole Stahlmann
Shawn Threadgill
Joost Van Dreunen
Dawn Werner
Karen White
Cynthia Wiseman
Mushon Zer-Aviv

Department of Music and Performing Arts Professions

Full-Time Faculty 2010-2011

Gabriel Alegria, Clinical Assistant Professor. B.A. 1993, Kenyon College; M.A. 1995, CUNY; D.M.A. 2006, Southern California. One of the most influential figures of the jazz music scene in Peru and an active performer and clinician. He has contributed to a uniquely Afro-Peruvian jazz music concept by incorporating and exploring the African roots found in both styles, leading concerts, master classes, and workshops all over the world. His credits as a trumpet player and composer include concert appearances and/or recordings with the Gabriel Alegria Afro-Peruvian Sextet, Maria Schneider, Plácido Domingo, Ingrid Jensen, Tierney Sutton, Natalie Cole, Arturo O’Farrill, Kenny Werner, Eva Aylon, the Lima Philharmonic, the Peruvian National Symphony, Bill Watrous, John Thomas, Russ Ferrante, and Alex Acuña. Webby award-winning Web site, www.gabrielalegria.com. Artistic director, Jazz Peru International (www.jazzperu.org).


Juan Bello, Assistant Professor. B.S. 1998, Simón Bolívar; Ph.D. 2003, London. While at Queen Mary, University of London, Bello joined the Centre for Digital Music. His doctoral research concerned the automatic transcription of recorded music, an issue of great relevance to current applications on computer music and digital media distribution and retrieval. This work was an essential part of the Online Music Recognition and Searching (OMRAS) project. After receiving his Ph.D., he worked with the Centre for Digital Music, first as a research officer and later as its technical manager.

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

At Juilliard he was a student of Homer Mensch. A member of both the New York City Opera Orchestra and the Mostly Mozart Festival Orchestra for 20 years, he is also the principal double bassist of the Brooklyn Philharmonic and the American Composers Orchestra, having served under the music direction of Lukas Foss, Dennis Russell Davies, Robert Spano, and Stephan Sloan. During his career, he has appeared as principal with American Ballet Theater, Opera Orchestra of New York, the American Symphony, and the Westchester Philharmonic, as well as the Spoleto Festival. He has appeared as a guest artist in chamber music performances on the series of the Pierrot Consort, Maverick Concerts, Arbor Chamber Music, Norfolk/Yale Summer Chamber Festival, Spoleto Festival, North Country Chamber Players, Bargemusic, and Great Music for a Great City, among others, and is a member of the baroque music group, the Queens Chamber Band. In the world of commercial music, he has recorded the scores for over 50 films, CDs, and television shows. In 2008, he was appointed to the full-time faculty of NYU Steinhardt’s music department.


Actor soprano nominated for a Tony Award for outstanding performance in her role as Fiona in the Broadway revival of Brigadoon. Received a Theatre World Award for her performance as Marian opposite Dick Van Dyke in The Music Man. Cable Ace Award nominee for best actress for HBO’s Camelot opposite Richard Harris. Other Broadway credits include Irene, Lorelei, Something’s Afoot, Gorey Stories, Damn Yankees, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapses for the Portland Opera. Recordings include Phantom on RCA/BMG, Sousa for Orchestra on ESS.A.Y., Lost in Boston on Varese Sarabande. She is a member of Actors’ Equity, AFTRA, and Screen Actors Guild.


Joined NYU in 2002 after 25 years as a professor of music education at the University of Toronto. Also served as visiting professor of music education at Northwestern University, the University of North Texas, Indiana University, the University of Cape Town (South Africa), and the University of Limerick (Ireland). Author of Music Matters: A New Philosophy of Music Education (Oxford, 1995) and Praxial Music Education (Oxford, 2005). Published numerous journal articles and book chapters and, as an award-winning composer/arranger, also published many choral and instrumental works with Boosey and Hawkes (New York).


Research encompasses topics in music theory and cognition and the computational modeling of a harpsichordist. Awards and honors include First Prize at the Prague International Harpsichord Competition and the Pro Musica International Award.

Lawrence Ferrara, Director and Professor. B.A. 1971, Montclair State; M.M. 1973, Manhattan School of Music; Ph.D. 1978, New York.

Pianist and author with expertise in music theory, aesthetics, music history, music research methodologies, and music copyright. Winner, Presidential Fellowship and Daniel E. Griffiths Research Awards. Author of numerous journal articles and book chapters as well as books, including Philosophy and the Analysis of Music (Greenwood) and Keyboard Harmony and Improvisation and coauthor of multiple editions of Research in Music Education. Recordings for Orion and Musique Internationale.


Award winner, Texas State Council on the Arts; composer of chamber music and opera. Pioneer for uses of music on the Internet.

Brian P. Gill, Clinical Assistant Professor. B.A. 1993, North Carolina (Charlotte); M.M. 1996, Colorado (Boulder); Cert. in Vocalogy 2000, Iowa; D.M.A. 2007, Kentucky (Lexington).

Tenor. Singer, voice teacher, and director. Has performed opera, musical theatre, pop, and jazz in the United States and abroad. Companies include Opera Carolina, Colorado Lyric Opera Festival, Kentucky Opera, Kentucky Jazz Repertory Orchestra, Charlotte Symphony, and Festival de Rimes et Accords (Paris). Roles include Rodolfo in La Bohème, Lippo Fiorentino in Street Scene, the Magician in The Consul, Luther Bills in South Pacific, the Beast in Vittorio Gianni’s Beauty and the Beast, the Witch in Hansel and Gretel, and Lord Evelyn Oakleigh in Anything Goes. Played bass and sang with Grammy-nominated country band The Moody.
Brothers. Students currently singing at the Met, New York City Opera, on many Broadway tours, the U.S. Army Soldiers’ Chorus, and many of the Young Artist Apprentice Programs throughout the U.S. and abroad.

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

Principal percussionist—American Symphony Orchestra; principal timpanist—Aspen Chamber Orchestra, American Composers Orchestra. Performances with all major ensembles in New York City. President of Sunset Records, Kettles and Company, and Gemini Music Productions. Performed and recorded with Emerson, Lake and Palmer. Grammy Award-winner as percussionist with Zappa’s Universe and Aerosmith; Michael Bolton, and Black Sabbath.

International tours with major orchestras as a solo timpanist, including more than 50 performances of Philip Glass’s Concerto Fantasy for Two Timpanists and Orchestra, dedicated to Haas by Glass. Works closely with percussion industry manufacturers Yamaha, Promark, and Zildjian.


New York City Opera mezzo-soprano, with roles in Der Rosenkavalier, Carmen, La Traviata, The Magic Flute, The Mikado, Rigoletto, Madama Butterfly, La Cenerentola, Il Barbiere di Siviglia, and La Bohème. Work with regional opera companies and orchestras includes Indianapolis Opera, Cincinnati Opera, Opera Festival of New Jersey, Birmingham Opera Theater, Sarasota Opera, Opera Memphis, Lyric Opera of Dallas, Indianapolis Symphony, Cincinnati Chamber Orchestra, and Artek Early Music Ensemble. A regular guest artist with Lyric Opera of San Antonio and the Catskill and Schenectady Symphonies. Recipient of the NYU Steinhardt Teaching Excellence Award.

Barbara Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; CMT LCAT, FAMI. Director, Music Therapy Program at NYU; faculty director of the Nordoff-Robbins Center for Music Therapy at NYU. Has served as president of the American Association for Music Therapy and was a founding representative and officer of the World Federation of Music Therapy. Has taught and given workshops throughout the U.S. and abroad. She is both certified in and a primary trainer of the Bonny Method of Guided Imagery and Music. She has a private practice in music psychotherapy (including GIM) and music therapy supervision.

Samuel Howard-Spink, Clinical Assistant Professor. B.A. 1993, Bristol (UK); M.A. 2002, Hunter College (CUNY).

Music business journalist, analyst, and editor. Research interests include the political economy of international music industries and emerging business models, intellectual property policies, the “copyright” social movement, globalization and cultural hybridity, remix/mashup culture, social networks, and music in video games. He is the North American editor of the global industry newsletter Music & Copyright. A journalist and editor for 15 years in the United Kingdom, Asia, and the United States. Howard-Spink has written for Music Week, The Guerrilla Guide to the Music Industry, The South China Morning Post in Hong Kong, IBM Think Research, and openDemocracy.net.


Director, Dance Education Program. Over 15 years of experience teaching in higher education. Former director of the Graduate Dance and Dance Education Program in the Department of the Arts and Humanities at Teachers College, Columbia University. She was a Fulbright Scholar visiting the National School of Contemporary Dance in Copenhagen.


Winner of Naumburg Scholarship, awarded Pro Musica Soloist sponsorship. Performs as soloist with orchestras and chamber music ensembles. Specialization in new music performance.

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

Development of theory and clinical approaches to drama therapy, Editor-in-chief emeritus of the journal The Arts in Psychotherapy. Author of 11 books, including The Couch and the Stage: Integrating Words and Action in Psychotherapy (2008). Recipient, Distinguished Teaching Award and Griffiths Research Award, NYU.


Interests include motor skill acquisition processes and how practice-related variables influence skill acquisition, especially forms of instruction, augmented feedback, and practice schedules. Investigated how explicit and implicit learning processes are involved in motor skill acquisition and the influence of contextual interference in motor skill learning. Author of Motor Learning and Control: Concepts and Applications (McGraw-Hill), now in its eighth edition.

Educator, performer, and director whose work has been conducted on an international level in Colombia, Ecuador, Mexico, Ireland, and South Africa. Recipient of the 2004-2005 American Dissertation Fellowship.


Specialist in drama education, theatre for young audiences, directing, student teaching, and integrated arts. His research interests are in drama pedagogy, arts partnerships, and teacher education. His forthcoming International Handbook of Educational Theatre (coauthored with Robert Landy) will be published by Palgrave Macmillan.

Catherine Moore, Clinical Associate Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (UK).

Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, 17th-century Italian music, genre evolution, and music in the media business. Music critic and author of The Composer Michelangelo Rossi.


Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan.

Publication and research interests in computer music, acoustics, music perception within the context of developing multimedia technologies.

Catherine Fitterman Radbill, Clinical Assistant Professor. B.M. 1975, East Carolina; M.A. 1980, Cincinnati.

Director of the Undergraduate Music Business Program. Classically trained pianist and arts administrator. Guest speaker on music entrepreneurship at national and international music conferences. Concert promoter, producer, and presenter; artist manager; orchestra administrator; and major-gifts fund raiser. Founding director, Entrepreneurship Center for Music, University of Colorado, Boulder. She produced the video The Ride of Your Life: Musicians as Entrepreneurs.

Sean Scot Reed, Music Assistant Professor. B.M. 1995, Texas (Austin); M.M. 1998, Rice; D.M.A. 2004, Eastman School of Music.

Director of Brass Studies and a member of the NOVUS trombone quartet—Ensemble in Residence at NYU. He has performed as a soloist and as a chamber musician with major symphony orchestras and has given clinics in the U.S., Thailand, Mexico, Canada, Singapore, Israel, Germany, France, Austria, Italy, Vietnam, Indonesia, the Philippines, the Caribbean, and China. He is the director of the NYU Summer Brass Intensive and conductor of the NYU Brass Choir.


Studied piano performance and computer applications in music at McGill and music technology at NYU Steinhardt and Northwestern University. Her doctoral work focused on attention redirection factors during the presentation of spatial auditory displays.


Director, Program in Scoring for Film and Multimedia. Film composer/scholar with expertise in aesthetic, historical, and analysis of film music. Composed scores for John Canemaker’s Oscar-winning film The Moon and the Son: An Imagined Conversation, starring John Turturro; Chuck Jones: Memories of Childhood, directed by Academy Award winner Peggy Stern; Daughters of the Troubles, featuring Angelica Huston. Themes and scores composed for Sirius Satellite Radio, HBO, Cinemax, PBS. Codirector of the East Coast branch of the L.A.-based Film Music Society; cofounder/coeditor of the journal Music and the Moving Image, University of Illinois Press. Author of books/articles for Cambridge University Press, W. W. Norton, Scarecrow. Artistic director of the NYU/ASCAP Film Scoring Workshop in Memory of Buddy Baker.


Director, Jazz Studies Program. He is the producer and artistic director for NYU Jazz Masterclass Series and host for the Jazz Masters Series at the Blue Note Jazz Club. He has also acted as jazz education consultant for Verve Music Group and vice president for Laurel Tree Records. He has performed or recorded with seminal jazz artists and ensembles including the Vanguard Orchestra, Kenny Werner, Don Friedman, Oscar Castro-Neves, Airtto Moreira, Teo Macero, etc. and is the leader for Combo Nuvo, the NYU Artist-in-Residence Ensemble (www.combonuvo.com). He has produced education videos for artists, including Joe Lovano, Kenny Werner, Jonah Jones, and Mike Mainieri as well as the NYU Jazz Masterclass DVD Series featuring jazz legends Hank Jones, Clark Terry, Phil Woods, Cecil Taylor, Barry Harris, Toots Thielemans, and Jimmy and Percy Heath. Additionally he has published articles in Philosophy of Music Education Review, Journal of the International Society of Bassists, and Jazz Educators Journal.


Performer and director with expertise in 20th-century acting styles, directorial approaches, physical theatre techniques, and devising of original work. Research interests are experimental theatre, feminist theory, integrated arts, and play theory. Teaching consultant, Circle in the Square Theatre School and New York City Department of Education. Applied theatre practice in prisons and performance in hospital settings. Recipient of the Steinhardt Teaching Excellence Award, 2005.


David Spear, Associate Professor. B.A. 1975, California (Los Angeles).


Matt Sullivan, Director, Double Reed Studies.


Music theorist. Has taught at McGill University, the University of Buffalo, and Vassar College.


Piano accompanist and vocal coach, Canadian Opera Company, Tapestry New Opera Works, Opera Ontario, Autumn Leaf Performance, Opera Buffa, and the MacMillan Singers at the University of Toronto. Music directing credits include Of Thee I Sing, A Little Night Music, Jacques Brel Is Alive and Well and Living in Paris, and Anything Goes as well as the Interlochen Arts Camp All-State Music Theatre Program and the University of Michigan Musical Theatre Program, 1998-2001. Opera repetiteur for Seiji Ozawa at the Tanglewood Music Festival’s 50th Anniversary of the American premiere production of Peter Grimes. The sole recipient of the Sir...

William Wesbrooks, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico.

Director and playwright with off-Broadway credits such as Tovah Feldshuh’s acclaimed Tallulah, Hallelujah! and Thomas Michael Allen’s production of The Water Coolers. Regional and touring credits include My Fair Lady with Gary Beach; My One and Only with Hinton Battle and Jodi Benson; A Wonderful Life; Private Lives; Gypsy; and The Pirates of Penzance. Writing credits include Beulah Land (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for Barbary Keep (1994 development grant from the National Endowment for the Arts). Wrote History Loves Company in collaboration with Maury Yeston and directed the world premiere in Chicago. A member of the Dramatists Guild, the Society of Stage Directors and Choreographers, and Actors’ Equity Association.

Julia Wolfe, Assistant Professor. B.A. 1980, Michigan; M.M. 1986, Yale. Doctoral work at Princeton University, 1989-1991. Music has been heard at BAM, the Sydney Olympic Arts Festival, Settembre Musica (Italy), the Holland Festival, Théâtre de la Ville (Paris), Carnegie Hall, Spoleto, and more. She has worked with the Kronos Quartet, the San Francisco Symphony, Ensemble Resonanz, Asko Ensemble, Athelas, Ars Nova, Eighth Blackbird, Ethel, and Trio Mediaeval, among others. Wolfe has collaborated with artists in other disciplines, including theatre artist Anna Deavere Smith, director François Girard, Ridge Theater, comic book artist Ben Katchor, and with the architect team Diller Scrofido + Renfro. Her music has been recorded on Cantaloupe, Sony Classical, Teldec, Universal, and Argo. She is cofounder of the New York music collective Bang on a Can.


Former executive director of the New Jersey State Council on the Arts; fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.

Distinguished Performers and Composers-in-Residence

Leo Kraft (1989-1991)
George Perle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
Leo Kraft (1997-1998)
George Crumb (1997-1998)
Steven Schick (1997-1998)
Maya Beyser (1997-1998)
Lumina String Quartet (2003-2005)
“Prizm” Brass Quintet (2003-2005)
Tania León (2004)
Quintet of the Americas (2004-)
New Hudson Saxophone Quartet (2004-)

Full-Time and Adjunct Faculty
(by specialization)

Dance Education
Miriam Berger, B.A., D.A.
Barry Blumenfeld
Renata Celichowska, B.A., M.A.

Patricia Cohen, M.A.
Frederick Curry, M.A.
Deborah Damast, B.F.A., M.A.
Diane Duggan, B.A., M.S., Ph.D.
Douglas Dunn, B.A.
Susan Koff, B.F.A., M.A., Ed.D.
Andrea Markus, M.A.
Lynn Martin, B.A.
Miri Park
Lars Rosager, B.A.
Randy Sloan
Carolyn Webb, B.A., M.F.A.

Educational Theatre
Julian Boal, B.S.
Javier Cardona, B.A., M.A.
Amy Cordileone, B.A., M.A.
Edie Demas, B.A., M.A., Ph.D.
Stephen DiMenna, B.F.A.
Daryl Embry, B.S.
Teresa Fisher, B.A., M.A.
Russel Granet, B.A., M.A.
Andy Hall, B.A., M.F.A.
Ralph Lee, B.A.
Christina Marin, B.S., Ph.D.
Rosa Luisa Marquez, B.A., M.A., Ph.D.
David Montgomery, B.A., M.A., Ph.D.
Evan Mueller, B.A., M.F.A.
Paul Nadler, B.A., M.A., Ph.D.
Cecily O’Neil, B.A., M.A., Ph.D.
Sobha Paredes, B.A., M.A.
Regina Ress, B.S., M.A.
Catherine Russell, B.A., M.A.
Joe Salvatore, B.A., M.F.A.
Daphnie Sicre, B.A., M.A.
Nancy Smithner, B.A., Ph.D.
Emily Stork, B.A., M.F.A.
Philip Taylor, B.Ed., M.A., Ph.D.
Jenni Werner, B.A., M.F.A.
Michael Wiggins, M.F.A.

Music Composition
Joseph Church, B.A., M.M., D.A.
Marc Antonio Consoli, B.M., M.M., D.M.A.
Justin Dello Joio, B.M., M.M., D.M.A.
Phil Galdston, B.M.
John V. Gilbert, B.A., Mus.B., M.A., Ed.D.
Young Mi Ha, B.M., M.A., M.M., Ph.D.
Sonny Kompanek, B.M., M.M.
Joan La Barbara, B.S.
Ira Newborn, B.M.
Michael Patterson, B.M., M.M.
Steven Rosenhaus, B.A., M.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ronald Sadoff, B.M., M.M., Ph.D.
Mark Snow, B.A. (summer film scoring faculty)
David Spear, B.M.
Morton Subotnick, B.A., M.A., Ph.D.
Mark Suozzo, B.A., M.M.
Ezequiel Viñao, B.M., M.M.
Julia Wolfe, B.A., M.M.

Jazz Composition
Ralph Alessi
Gil Goldstein, B.A., M.M., Ph.D.
Vijay Iyer
Jean-Michel Pilc
David Schroeder, B.Ed., M.M., D.A.
Rich Shemaria
Kenny Werner

Piano
Seymour Bernstein, D.M.
Martin Canin
Anthony de Mare, B.M., M.F.A.
Fabio Gardenal, B.A., M.A., Ph.D.
Eduardus Halim, B.M., M.M.
Anne-Marie McDermott
José Ramón Méndez, B.A., M.A., D.M.A.
Miyoko Nakaya Lotto, B.M., M.S.
Marilyn Nonken, B.M., M.A., M.Phil., Ph.D.
Deirdre O’Donohue, B.M., M.M., Ph.D.
Grant Wenaus, M.A., M.M., D.M.A.

Jazz Guitar
Bruce Arnold, B.M.
Peter Bernstein, B.F.A.
Pat Cerasiello
Randy Johnston, B.M.
John Scofield

Jazz Trombone
Robin Eubanks, B.A.
Andre Hayward, B.M.
Mark Patterson, B.A.

Music Business
Jennifer Blakeman, B.A.
Dawn Botti, B.A., J.D.
James Celentano, B.A., M.B.A.
Catherine Fitterman, B.A., M.A.
Samuel Howard-Spink, B.A., M.A.
Catherine Moore, B.A., Ph.D.
Rich Nesen
David Purcell, B.M., J.D.
Josh Rabinowitz, B.A.
Charles Sanders, B.A., J.D., LL.M.

George Stein, B.A., J.D.
Judy Tint, B.A., J.D.
Shirley A. Washington, J.D., M.B.A.

Ensembles
Memo Acevedo, Batucada Band
Stephanie Baer, NYU Symphony Orchestra, String Ensembles
John Goodwin, B.A., M.A., D.M.A., NYU Choral Arts Society
Michael Lankaster, NYU Symphony Orchestra
Jonathan Haas, M.A., NYU Percussion Ensemble
Esther Lamneck, B.M., M.M., D.M.A., NYU New Music Ensemble
Brian Lynch, B.M., M.A., Jazz Repertoire Orchestra
Roger Mahadeen, B.A., M.M., NYU Community Orchestra
Francisco Nuñez, B.S., Grand Artist Dipl., NYU University Singers and NYU Women’s Choir
Sean Scot Reed, B.M., M.M., D.M.A., Brass Ensembles
David Schroeder, B.Ed., M.M., D.A., NYU Jazz Ensembles
Ira Shankman, B.S., M.M., NYU Jazz Choir
Rich Shemaria, B.M., NYU Jazz Orchestra
Matt Sullivan, B.A., Woodwind Quintets
Various faculty, Chamber Wind, String, and Mixed Ensembles
Music History
Lawrence Ferrara, B.A., M.M., Ph.D.
Allan Kozinn
James Oestreich, B.A.
Kent Underwood, B.A., M.A., Ph.D.

Music Theatre
Johnny Anzalone, B.A., M.A.
Bill Bowers, B.A., M.F.A., Ph.D.
Meg Bussert, B.A., M.A.
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Music Theory
Justin Dello Joio, B.M., M.M., D.M.A.
Lawrence Ferrara, B.A., M.M., Ph.D.
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Matthew McDonald, B.A., Ph.D.

Music Education
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Music Technology
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Joel Chadabe, B.M., M.M.
Rich Cirminello, B.M., M.M.

Music Theatre
Johnny Anzalone, B.A., M.A.
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Name</th>
<th>Degree(s)</th>
<th>Notes</th>
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<tr>
<td>Tuba</td>
<td>Marcus Rojas, B.M.</td>
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<td>Percussion</td>
<td>Simon Boyar, B.A.</td>
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<td>Jonathan Haas, B.A., M.M.</td>
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<tr>
<td>Jazz Percussion</td>
<td>Guillermo Acevedo</td>
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<td>Billy Drummond, B.M.</td>
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<td>Anthony Moreno, B.M.</td>
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<td>Antonio Sanchez, B.A.</td>
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<td>Harp</td>
<td>Emily Mitchell, Performer’s Cert.</td>
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<td>Violin</td>
<td>Martin Beaver, Artist Dipl.</td>
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<td>Nina Beilina, B.M., M.M.</td>
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<td>Stephanie Chase</td>
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<td>Pamela Frank, B.M., M.M.</td>
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<td>Burton Kaplan, B.M.</td>
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<td>Laura Seaton-Finn, B.A., M.M.</td>
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<td>Ann Setzer, B.M., M.M.</td>
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<td>Neil Weintrob, B.M., M.M.</td>
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<td>Chee Yun</td>
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<td>Stephanie Baer, B.M., M.M.</td>
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<td>Lawrence Dutton, B.M.</td>
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<td>Martha Strongin Katz</td>
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<td>Cello</td>
<td>Marion Feldman, B.S., M.S.</td>
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<td>Clive Greensmith, B.A.</td>
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<td>Double Bass</td>
<td>Joseph Bongiorno, B.M., M.M.</td>
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<td>Jeff Curney, B.M., M.M.</td>
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<td>Martin Wind, B.M., M.M.</td>
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<td>Timothy A. McClimon, B.A., M.A., J.D.</td>
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<td>Anthony Patton, B.A., M.A.</td>
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<td>Wende Persons, B.A., M.A.</td>
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<td>Linda Shelton, B.A.</td>
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<td>Duncan Webb, B.A., M.B.A.</td>
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<td>Brann J. Wry, B.A., M.B.A., J.D.</td>
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<td>Jason Butler, B.A., M.A.; RDT, LCAT</td>
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<td>Jonathan Fox, B.A., M.A.</td>
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<td>Antonina Garcia, B.A., M.A., M.S.W., Ed.D.</td>
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<td>Maria Hodermarska, M.A.; RDT, LCAT</td>
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<td>Robert J. Landy, B.A., M.S., Ph.D.; RDT, LCAT</td>
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<td>Lucy McLelland, B.A., M.A.; RDT, LCAT</td>
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<td>Sara McMullian, B.A., M.A.; RDT, LCAT</td>
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<td>Anna Marie Weber, B.F.A., M.A.; RDT, LCAT</td>
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<td>Music Therapy</td>
<td>Diane Austin, B.A., M.A., D.A.; ACMT, LCAT</td>
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<td>Clive Robbins, hon.: D.H.L., Dr.Med.Mat.; MT-BC</td>
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<td>Terry Watson, B.A., B.S., M.A., M.S.; CMT, LCAT</td>
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**Department of Nutrition, Food Studies, and Public Health**

**Full-Time Faculty 2010-2011**

**Amy Bentley,** Associate Professor. B.A. 1984, Brigham Young; M.A. 1985, Ph.D. 1992, Pennsylvania. Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.

**Jennifer Schiff Berg,** Clinical Assistant Professor. B.S. 1984, Cornell; M.A. 1996, Ph.D. 2006, New York. New York City foodways; American Jewish history; immigration studies; culture and food; sustainable food systems; food education.

**Lori Beth Dixon,** Associate Professor. B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley). Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.


Perry N. Halkitis, Professor; Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY). Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.


Kristie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD. Chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology; neighborhood food availability and diet.

James A. Macinko, Associate Professor. B.S., B.A. 1991, Arizona; M.A. 1993, George Washington; Ph.D. 2002, Johns Hopkins. International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.

Marion Nestle, Goddard Professor. B.A. 1959, Ph.D. 1968, M.P.H. 1986, California (Berkeley). Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.

Niyati Parekh, Assistant Professor. B.S. 1995, St. Xavier's College; M.S. 1997, Nirmala Niketan College; Ph.D. 2005, Wisconsin. Metabolic syndrome; clinical dietetics.


Domingo J. Piñero, Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Penn State. Public health nutrition; iron nutrition in populations at risk; nutrition and cognitive development; nutrition in pediatrics; nutrition in the Hispanic community; international nutrition; demography and nutrition.


Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue. Electronic advocacy; sociopolitical empowerment; social determinants of health; migrant health.

Aoife Ryan, Assistant Professor. B.Sc. 2000, Ph.D. 2008, Trinity College Dublin. Research interests include immunonutrition; clinical nutrition trials; and metabolic syndrome, obesity, and cancer risk.

Lisa Sasson, Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD. Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.


Beth C. Weitzman, Associate Dean for Academic Affairs; Professor of Health and Public Policy. B.A. 1978, Vassar College; M.P.A. 1980, Ph.D. 1987, New York. Research interests focus on urban policies affecting poor families and their children and program evaluation aimed at meeting the health, social service, housing, and educational needs of families.
**Department of Teaching and Learning**

**Full-Time Faculty 2010-2011**

**Mark Alter, Professor. B.S. 1969, Unity College; M.S. 1973, Ph.D. 1980, Yeshiva.**

Instructional program design and implementation supporting the education of general and special education students.


Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; discourse analysis.


Field research and mentoring in teaching of secondary school science.

**Anne Burgunder, Urban Master Teacher. B.S. 1987, Pittsburgh; M.S. 1994, New York.**

Mathematics education; supervisor of student teachers in secondary mathematics; alternative computation strategies; role of visual images in learning mathematics; urban education; field-based research.

**Suzanne Carothers, Professor. B.A. 1971, Bennett College; M.S. 1973, Bank Street College of Education; Ph.D. 1987, New York.**

Early childhood education and elementary education, with emphasis on the nature of ethnographic inquiry and community relations in education.

**Robert Cohen, Professor of Teaching and Learning (with a joint appointment in Humanities and Social Sciences in the Professions). B.A. 1976, Ed.M. 1978, SUNY (Buffalo); M.A. 1980, Ph.D. 1987, California (Berkeley).**


**Patricia M. Cooper, Assistant Professor. B.A. 1972, SUNY (Purchase); M.A. 1978, Chicago; M.Ed. 1980, Erikson Institute (Loyola); Ph.D. 2001, Emory.**

Research interests include multicultural education, literacy education, early literacy development, early childhood development, children’s literature, teacher education, education of black children.

**Fabienne Doucet, Assistant Professor. B.A. 1995, Messiah College; M.S. 1998, Ph.D. 2000, North Carolina (Greensboro).**

Research interests include the schooling experiences of immigrant and U.S. ethnic minority children, parent values and beliefs about education, and family, school, and community partnerships.

**Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).**

Specialist in second language acquisition, language variation, and cross-cultural communication. Author of *Language Variation and the ESL Curriculum and The Dynamic Interlanguage: Empirical Studies in Second Language Variation.* Chair of the Second Language Acquisition Circle and research representative to the international TESOL Section Council.

**Lisa Fleisher, Associate Professor. B.A. 1972, Brooklyn College (CUNY); M.S. 1977, Ph.D. 1979, Illinois (Urbana-Champaign).**

Models of effective instruction and behavior support; literacy acquisition and instruction for students with disabilities and children at risk. Person-centered planning and positive behavior supports; school and community inclusive practices for children and adults with disabilities.

**James W. Fraser, Professor of History and Education (with a joint appointment in Humanities and Social Sciences in the Professions). B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.**

History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of *Preparing America’s Teachers: A History (Teachers College Press)* and Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), among others.

**Pamela Fraser-Abder, Associate Professor. B.Sc. 1972, West Indies; M.Ed. 1976, Ph.D. 1982, Pennsylvania State.**

Science curriculum development, implementation, and evaluation; subcultural differences in science achievement; gender and ethnic-related issues in science education.

**Jay Gottlieb, Professor. B.S. 1964, City College (CUNY); M.S. 1966, Ph.D. 1972, Yeshiva.**

Applied research in special education, mainstreaming, attitudes toward people.
with disabilities, multidisciplinary evaluation.


Former New York City high school teacher. Member of the Office of Clinical Studies. Supervises student teachers of secondary English. Teaches Inquiries into Teaching and Learning and the Master's Seminar in English Education. Coordinates professional development workshops for the Early Career Project. Director of the Fast Track Program.

**Glynda Hull, Professor. B.A. 1972, Mississippi University for Women; Ph.D. 1983, Pittsburgh.**

Literacy in and out of school; multimedia and multimodality as new literacies; writing; learning at work; adult literacy; sociocultural perspectives on identity formation; university and community collaborations; urban education; globalization and education.


**Karen D. King, Associate Professor. B.S. 1991, Spelman College; Ph.D. 1997, Maryland.**

Research interests in mathematics teacher education and professional development, particularly the mathematical development of secondary teachers; educational policy and its impact on mathematics classroom instruction; mathematics curriculum reform.

**Susan A. Kirch, Associate Professor. B.A. 1989, Mount Holyoke College; Ph.D. 1996, Harvard.**

Current scholarship focuses on the teaching and learning of science and the preparation of science educators and childhood teachers. As a former research scientist, she also maintains interest in molecular immunology and neurobiology. Author of articles and book chapters on science fluency among young children, students' production and use of scientific process strategies, students' understanding of the nature of evidence, and access and equity in science education.

**David E. Kirkland, Assistant Professor. Ph.D. 2006, Michigan State.**

Research interests: language, literacy, and urban education, specifically among African American males; the use of digital media and new technology to teach literacy in urban contexts; teaching popular culture in the contexts of English education.


Research interests: school reform, special education, curriculum design, professional development.

**Joanna Labov, Clinical Assistant Professor. B.A. 1985, California State (Domínguez Hills); M.S. 1988, Ph.D. 2000, Pennsylvania; Cert. TESOL 1986, California (Los Angeles).**


Director of New York University's Wallerstein Collaborative for Urban Environmental Education. Also affiliated with NYU's Environmental Conservation Education Program. Areas of expertise include environmental education, curriculum development, teacher education, and program development. Recipient of numerous grants and awards, including the Outdoor Education Award from the New York State Council on the Environment.

**Lorena Llosa, Assistant Professor. B.A. 1994, Santa Clara; M.A. 1996, Ph.D. 2005, California (Los Angeles).**

Language assessment, second and foreign language teaching and learning, program evaluation, education of English language learners.


Research interests focus on history and education, including southern education history, philanthropy in education, specifically the role of reform and state building.

**Cynthia McCallister, Associate Professor. B.S. 1984, Ball State; M.Ed. 1990, Ed.D. 1995, Maine (Orono).**

Literacy education in urban school contexts; sociocultural perspectives on literacy education; literacy standards and assessment; teacher research and classroom inquiry as pedagogy.

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

Children's temperament, prevention/intervention in inner-city schools, parenting, and classroom management.


Catherine Milne, Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology. Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historiocultural analysis of learning environments, learning to teach, and using design experiments.


Pedro A. Noguera, Peter Agnew Professor of Education (Teaching and Learning and Humanities and Social Sciences in the Professions). B.A. 1981, M.A. 1982, Brown; Ph.D. 1989, California (Berkeley); hon.: Ph.D. 2001, San Francisco. Executive director of the Metropolitan Center for Urban Education; codirector of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). His work focuses on urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. Author of, most recently, Unfinished Business: Closing the Achievement Gap in Our Nation’s Schools (Josey Bass, 2006); City Kids, City Teachers with Bill Ayers and Greg Michie (New Press, 2008); and The Trouble with Black Boys…and Other Reflections on Race, Equity and the Future of Public Education (Wiley, 2008).


Harriet Y. Pitts, Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers. Worked in several capacities at the Department of Education—classroom teacher; funded teacher; staff developer; early childhood coordinator; Success for All facilitator; literacy coach. Currently teaches Language and Literacy in the Early Years at the undergraduate level. Principal investigator for the Early Career Project funded by Wachovia. Supervises student teachers.


Patricia A. Romandetto, Master Teacher. B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY). Thirty-seven years of teaching and supervising with the New York City Department of Education (last six years as community superintendent); practical knowledge and a thorough understanding of how schools work and how to
best prepare teachers to serve students better academically, emotionally, and socially.


Research interests include early intervention, social skills of preschool children with disabilities, Head Start services to children with disabilities, and friendship development in inclusive settings.


Research on mathematics teacher development and mechanisms of mathematics conceptual learning. Recipient of the Distinguished Research Award, Association of Teacher Educators; Award for Outstanding Scholarship on Teacher Education, Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities; and Career Achievement Award, Penn State University College of Education.

Katherine Stahl, Assistant Professor. B.S. 1976, West Chester; M.Ed. 1984, Georgia Southern; Ed.D. 2003, Georgia. Struggling readers, reading acquisition, reading comprehension, and classroom practice.

Brenda Strassfeld, Clinical Assistant Professor. B.S. 1974, M.A. 1976, Brooklyn College (CUNY); Ph.D. 2008, Plymouth. Mathematics education; teachers' beliefs about teaching and learning mathematics; field-based research on after-school mathematics programs.


Robert Tobias, Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple. Director, Center for Research in Teaching and Learning. Research interests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

Diana B. Turk, Associate Professor. B.A. 1990, Hamilton College; M.A. 1993, Ph.D. 1999, Maryland (College Park). Areas of specialization include social studies curriculum and instruction, teaching for civic engagement, gender history, and innovative historical methodologies.


Orit Zaslavsky, Associate Professor. B.Sc. 1972, Hebrew (Jerusalem); M.Sc. 1980, Ph.D. 1987, Technion–Israel Institute of Technology. Research focus on mathematics teacher education, including the development of teacher-educators, with an emphasis on the nature and roles of tasks and examples in learning and teaching mathematics. Associate editor of Journal of Mathematics Teacher Education (JMTE). Director of a large-scale project that aims at fostering excellence in mathematics at the junior high school level in Israel.
Leona Marsh, B.A., M.A., Ph.D.
Suzanne Marten, B.A., M.A.
Edwin I. Mayorga, B.A., M.A.
Gisella McSweeney, B.A., M.A., Ph.D.
Ellen Meltzer, B.A., M.A.
Rebecca Mercer-White, B.F.A.
Michael Michelson, Ed.D.
Carol Montgomery, M.A.T., Ph.D.
Malka Moscona, M.S., Ph.D.
Sarah M. Nakamaru, B.A., M.A., Ph.D.
Xiaodong Niu, B.A., M.A., Ph.D.
Faith Noll, B.A., M.A.
Yuki Okuma, B.A., M.A., Ph.D.
Rebecca Packer, B.A., M.A., Ph.D.
Marcia Pally, B.A., M.A., Ph.D.
Rosa Pietanza, B.A., M.A.
Marielle Rainbow-Vigourt, M.Ph., Ph.D.
Vanessa Rodriguez, B.A., M.A.
Christine Rosalia, B.A., M.A., Ph.D.
Regine Rossi, B.A., M.A.
Howard Schiffman, B.A., M.A., Ph.D.
Susan Schlechter, B.A., M.A., Ph.D.
Cecilia Selby, B.Sc., M.A., Ph.D.
Phillip H. Seymour, B.A., M.A.
Shirin M. Shabdin, B.A., M.A.
Cynthia Shor, B.A., M.A.
Marilyn Siegel, B.A., M.S.
David S. Silberberg, B.A., M.A.
Amy Solomon, B.A., M.A.
Robert B. Swacker, B.S., M.A., Ph.D.
Bindu Varghese, B.A., M.A.
Elizabeth Voltman, B.A., M.A.
Robert Wallace, B.Sc., M.A., Ph.D.
Jill Weiss, B.A., M.A.
Suzanne Werner, B.A., M.A.
Cynthia Wiseman, B.A., M.A.
Weilin Wu, B.A., M.A., Ph.D.
Xuewu Yao, B.A., M.A.
Myriam Yataco, B.A., M.A.
HEGIS* Codes

Degree Programs as Registered by the New York State Education Department*

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<td>Teaching Social Studies, 7-12</td>
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*Higher Education General Information Survey
*New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, NY 12230
518-474-5851
Travel Directions to the Washington Square Campus*

LEXINGTON AVENUE SUBWAY
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

BROADWAY SUBWAY
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
To West Fourth Street–Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

SEVENTH AVENUE SUBWAY
To Christopher Street–Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

PORT AUTHORITY TRANS-HUDSON (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

FIFTH AVENUE BUS
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

EIGHTH STREET CROSSTOWN BUS
Bus numbered 8 to University Place. Walk south to Washington Square.

BROADWAY BUS
Bus numbered 6 to Waverly Place. Walk west to Washington Square.
New York University Centers

1 Washington Square Center
- Tisch School of the Arts (TSOA)
- College of Arts and Science (CAS)
- Leonard N. Stern School of Business (STERN)
- School of Continuing and Professional Studies (SCPS)
- Steinhardt School of Culture, Education, and Human Development (STEINHARDT)
- Gallatin School of Individualized Study (GAL)
- Silver School of Social Work (SSSW)
- Graduate School of Arts and Science (GSAS)
- School of Law (LAW)
- Robert F. Wagner Graduate School of Public Service (WAGNER)
- Courant Institute of Mathematical Sciences (CIMS)
- Elmer Holmes Bobst Library (LIB)
- Jerome S. Coles Sports and Recreation Center

2 College of Dentistry (DENT)
- 345 East 24th Street
- David B. Kriser Dental Center
- Comprehensive Dental Service
- Leonard J. Bluestone Center for Clinical Research
- Larry Rosenthal Institute for Aesthetic Dentistry

3 New York University Langone Medical Center (MED)
- 550 First Avenue
- School of Medicine
- Post-Graduate Medical School
- Tisch Hospital
- Rusk Institute of Rehabilitation Medicine
- Arnold and Marie Schwartz Health Care Center
- Skirball Institute of Biomolecular Medicine

4 New York University Midtown Center
- 11 West 42nd Street
- School of Continuing and Professional Studies (SCPS)

5 Institute of Fine Art (IFA)
- 1 East 78th Street
- James B. Duke House
- Stephen Chan House

6 Institute for the Study of Ancient Worlds
- 15 East 84th Street
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### 2010

*All dates inclusive*

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<th>Dates</th>
<th>Day</th>
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<tbody>
<tr>
<td>Fall-term registration begins</td>
<td>April 12</td>
<td>Monday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 17-June 4</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>II</td>
<td>June 7-25</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>III</td>
<td>June 28-July 16</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 19-August 6</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 31</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday (observed)</td>
<td>July 5</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>September 6</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term classes begin</td>
<td>September 7</td>
<td>Tuesday</td>
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<tr>
<td>Last day to register without payment of late fee</td>
<td>September 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for drop/add</td>
<td>September 20</td>
<td>Monday</td>
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<tr>
<td>No classes scheduled</td>
<td>October 11</td>
<td>Monday</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>November 8</td>
<td>Monday</td>
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<tr>
<td>Spring term registration begins</td>
<td>November 15</td>
<td>Monday</td>
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<tr>
<td>Thanksgiving recess</td>
<td>November 25-27</td>
<td>Thursday-Saturday</td>
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<tr>
<td>Legislative Days</td>
<td>December 14</td>
<td>Tuesday</td>
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<tr>
<td></td>
<td>December 15</td>
<td>Wednesday</td>
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<tr>
<td></td>
<td></td>
<td>(classes meet on a Thursday schedule)</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Last day of classes</td>
<td>December 15</td>
<td>Wednesday</td>
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<tr>
<td>Reading Day</td>
<td>December 16</td>
<td>Thursday</td>
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<tr>
<td>Fall-term final examinations</td>
<td>December 17-23</td>
<td>Friday-Thursday</td>
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<tr>
<td>Winter recess</td>
<td>December 24-January 22</td>
<td>Friday-Saturday</td>
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<tr>
<td>Winter Session classes begin</td>
<td>January 3</td>
<td>Monday</td>
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<tr>
<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 17</td>
<td>Monday</td>
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<tr>
<td>Winter Session classes end</td>
<td>January 22</td>
<td>Saturday</td>
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<tr>
<td>Spring classes begin</td>
<td>January 24</td>
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<td>Presidents’ Day: holiday</td>
<td>February 21</td>
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<tr>
<td>Spring recess</td>
<td>March 14-19</td>
<td>Monday-Saturday</td>
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<td>March 21</td>
<td>Monday</td>
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<td>April 11</td>
<td>Monday</td>
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<tr>
<td>Last day of classes</td>
<td>May 9</td>
<td>Monday</td>
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<tr>
<td>Reading Day</td>
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<tr>
<td>Spring-term final examinations</td>
<td>May 11-17</td>
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<td>Commencement: Conferring of degrees</td>
<td>May 19</td>
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<td>May 23-June 10</td>
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<td>June 13-July 1</td>
<td>Monday-Friday</td>
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<td>III</td>
<td>July 5-22</td>
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<td>IV</td>
<td>July 25-August 12</td>
<td>Monday-Friday</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>May 30</td>
<td>Monday</td>
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<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Monday</td>
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<tr>
<td>Labor Day: holiday</td>
<td>September 5</td>
<td>Monday</td>
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<tr>
<td>Fall-term classes begin</td>
<td>September 6</td>
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<tr>
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<td>November 7</td>
<td>Monday</td>
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<tr>
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<td>November 14</td>
<td>Monday</td>
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<tr>
<td>Thanksgiving recess</td>
<td>November 24-26</td>
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<tr>
<td>Legislative Day</td>
<td>December 14</td>
<td>Wednesday</td>
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<td>(classes meet on a Monday schedule)</td>
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<tr>
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<td>December 16</td>
<td>Friday</td>
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<td>December 19-23</td>
<td>Monday-Friday</td>
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<tr>
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<td>December 24-January 21</td>
<td>Saturday-Saturday</td>
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### 2012

*All dates inclusive*

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<td>January 2</td>
<td>Monday</td>
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<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 16</td>
<td>Monday</td>
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<tr>
<td>Reading Day</td>
<td>May 8</td>
<td>Tuesday</td>
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<tr>
<td>Spring-term final examinations</td>
<td>May 9-15</td>
<td>Wednesday-Tuesday</td>
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<td>Commencement: Conferring of degrees</td>
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<td>June 11-29</td>
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<td>III</td>
<td>July 2-20</td>
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<tr>
<td>IV</td>
<td>July 23-August 10</td>
<td>Monday-Friday</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>May 28</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Wednesday</td>
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</tbody>
</table>
Frequently Called Numbers

Admissions (Undergraduate) Processing Center
998-4500
665 Broadway, 11th Floor

Admissions (Graduate)
998-5030
Joseph and Violet Pless Hall, 82 Washington Square East, 3rd Floor

Bobst Library (Information)
998-2505
70 Washington Square South

Bookstore, Main
998-4667, 4668
726 Broadway

Bursar
998-2800
25 West Fourth Street, 1st Floor

Career Development, Wasserman Center for
998-4730
133 East 13th Street, 2nd Floor

Counseling and Student Services
998-5065
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Counseling Services, University
998-4780
726 Broadway, Suite 471

Disabilities, Moses Center for Students with Disabilities
998-4980
726 Broadway, 2nd Floor

Financial Aid
998-4444
25 West Fourth Street, 1st Floor

Gould Welcome Center, Jeffrey S.
998-4636
Shimkin Hall, 50 West Fourth Street, 1st Floor

Health Center, University
443-1000
726 Broadway, 3rd and 4th Floors

Higher Education Opportunity Program
998-5690
East Building, 239 Greene Street, Suite 300

Housing (University)
998-4600
726 Broadway, 7th Floor

Housing (Off-Campus)
998-4620
4 Washington Square Village, East Lobby

International Students and Scholars, Office for
998-4720
561 La Guardia Place

Lost and Found
998-1305
Protection and Transportation Services, 14 Washington Place

Registrar, Office of the University
998-4850
25 West Fourth Street, 1st Floor

Registration Services
998-5054
Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor

Safety, Campus
998-2222
14 Washington Place

The Steinhardt School of Culture, Education, and Human Development
Graduate Departments

Administration, Leadership, and Technology
998-5520
East Building, 239 Greene Street, Suite 300

Applied Psychology
998-5555
Kimball Hall, 246 Greene Street, Suite 800

Art
998-5700
Barney Building, 34 Stuyvesant Street, Suite 300

Communicative Sciences and Disorders
998-5320
665 Broadway, 9th floor

Humanities and Social Sciences in the Professions
998-5636
Kimball Hall, 246 Greene Street, Suite 300

Media, Culture, and Communication
998-5191
East Building, 239 Greene Street, Suite 700

Music and Performing Arts Professions
998-5424
Education Building, 35 West Fourth Street, 7th Floor

Nutrition, Food Studies, and Public Health
998-5580
Education Building, 35 West Fourth Street, 10th Floor

Occupational Therapy
998-5825
Education Building, 35 West Fourth Street, 11th Floor

Physical Therapy
998-9400
380 Second Avenue, 4th Floor

Teaching and Learning
998-5470
East Building, 239 Greene Street, Suite 200