

New York University Bulletin



UNDERGRADUATE 2010-2012

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music



Courses

CLASSIFICATION OF COURSES

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

For example:

E 11 . 1 601

E indicates the course is given at the Steinhardt School.

These two digits indicate the department, program, or unit offering the course (e.g., E11=English Education).

The first digit after the decimal indicates eligibility to take the course:
0=freshmen and sophomore students
1=junior and senior students

The last three digits constitute the course number within the given department, program, or unit.

indicates a course in English education for juniors and seniors only • A **hyphen** between numbers indicates that neither term of the course may be taken for credit without the other term. • A **comma** between numbers indicates that either term of the course may be taken without the other term. • A **full course** is the work prescribed for a class that meets at least two hours each week for a period of 30 weeks or the equivalent. • A **half course** is the work prescribed for a class that meets at least two hours a week for a period of 15 weeks or the equivalent. Unless otherwise stated, two half courses will be accepted as equivalent to one full course.

Notes to Courses

*Registration closed to special students.

†See Supervised Student Teaching, pages 157-58. Students must also register with the Student Teaching Office the term before assigned student teaching begins.

#Pass/fail basis.

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

For complete course descriptions, see steinhardt.nyu.edu. For information on Independent Study, see page 146.

E10: INTERDEPARTMENTAL RESEARCH STUDIES**Basic Statistics I**

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

Basic Statistics II

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

E11: ENGLISH EDUCATION**Literature as Exploration**

E11.0071 60 hours:
4 points. Fall.

The Reading of Poetry

E11.0193 60 hours:
4 points. Spring.

Independent Study

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

Intermediate Expository Writing

E11.1005 45 hours:
3 points. Fall, spring.

Literature Seminar for English Education

E11.1030 60 hours:
4 points. Spring.

Advanced Composition

E11.1185 45 hours:
3 points. Spring.

Teaching English in a Multidialectal Society

E11.1589 60 hours:
4 points. Spring.

Integrating Reading and Writing with Adolescents I

E11.1600 60 hours:
4 points. Fall.

Integrating Reading and Writing with Adolescents II

E11.1601 60 hours:
4 points. Spring.

Student Teaching the English Language Arts in Middle School

E11.1911 4-8 points. Fall, spring.
Prerequisite: E11.1600 or equivalent.

Student Teaching the English Language Arts in High School

E11.1922 4-8 points. Fall, spring.
Prerequisite: E11.1600 or equivalent.

E12: MATHEMATICS EDUCATION**Independent Study**

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

Teaching Elementary School Mathematics I

E12.1023 15 hours per point: 1-2 points. Fall.

Teaching Elementary School Mathematics II

E12.1024 15 hours per point: 1-2 points. Spring.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum I

E12.1032 45 hours:
2 points. Spring.
Prerequisite: E25.1357.

Mathematical Concepts in Integrated Early Childhood/Special Education Curriculum II

E12.1033 30 hours:
2 points. Fall.
Prerequisite: E12.1032;
corequisite: E75.1509.

Teaching of Rational Numbers, Grades 5-12

E12.1041 45 hours:
3 points. Fall, spring.

Teaching Secondary School Mathematics

E12.1043 45 hours:
3 points. Fall, summer.

Teaching of Algebra, Grades 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.
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.

Learning and Experience in Family, School, and Community I

E25.1019 30 hours:
2 points.

Learning and Experience in Family, School, and Community II

E25.1020 30 hours:
2 points. *Spring.*

Integrated Curricula in Early Childhood/Special Education I: Science and Social Studies

E25.1024 30 hours:
1 point.

Integrated Curricula in Early Childhood/Special Education II: 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.*

Language Arts in Childhood Education

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

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.

E27: TEACHING AND LEARNING

Inquiries into Teaching and Learning I

E27.0001 60 hours plus
15 hours of classroom
observation/participation:
4 points. *Fall, spring.*

Inquiries into Teaching and Learning II

E27.1002 60 hours:
4 points. *Fall, spring.*

Field Observations in Schools and Other Educational Settings

E27.0005 30 hours of field
observations: 1 point.
*Taken concurrently with
E03.0001, New Student
Seminar. Fall, spring.*

Integrating English and History with Adolescents

E27.1020 60 hours:
4 points.

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context

E27.1030 60 hours:
4 points.

Senior Honors in Teaching and Learning

E27.1090 30 hours:
2 points each semester.

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

E27.1999 1 point:
15 hours each semester.

E29: FOREIGN LANGUAGE EDUCATION

Teaching a Foreign Language to Elementary School Children

E29.1018 30 hours:
3 points. *Summer.*

Student Teaching in Foreign Language Education (Grades 7-9)

E29.1911 4 points.

Student Teaching in Foreign Language Education (Grades 10-12)

E29.1922 4 points.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals, Elementary

E29.1489 30 hours and
hours arranged: 3 points.
Fall, spring.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals, Intermediate

E29.1490 30 hours and
hours arranged: 3 points.
Fall, spring.

Field Experience and Seminar in Foreign Language Teaching

E29.1915 30 hours plus
30 hours of field experi-
ences: 4 points. *Fall, spring.*

Teaching Foreign Languages: Theory and Practice

E29.1999 30 hours plus
15 hours of field experi-
ences 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.

Beverages

E33.1025 45 hours:
3 points. Fall.

Food Systems: Food and Agriculture in the 20th Century

E33.1033 45 hours:
3 points. Spring.
Prerequisites: E33.0071 or E33.1210.

Food Service Supervision and Training

E33.1039 45 hours:
3 points. Spring, in even calendar years.
Prerequisites: any management course, junior status.

Food Microbiology and Sanitation: Safety Certification

E33.1048 15 hours:
1 point. Spring.

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

E33.1198 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.

Principles of Health Promotion and Education

E33.1321 60 hours:
4 points. Fall.
Prerequisite: E33.0070.

Environmental Health, Social Movements, and Public Policy

E33.1323 60 hours:
4 points. Spring.
Prerequisite: E33.0070.

Understanding Risk Behavior and Social Context

E33.1325 60 hours:
4 points. Spring.

Public Health Profession and Practice: Public Health in the City

E33.1327 60 hours:
4 points. Fall.
Prerequisites: E33.0070,
E33.1306, E33.1325,
E33.1315.

Introduction to Public Health Research

E33.1335 60 hours:
4 points. Fall.
Prerequisites: E33.0070,
E33.1306, E33.1325,
E33.1315.

Public Health Internship

E33.1330 60 hours:
4 points. Spring.
Prerequisite: E33.1327.

E34: COMMUNICATIVE SCIENCES AND DISORDERS**Anatomy and Physiology of Speech and Hearing Mechanism**

E34.0008 45 hours:
3 points. Spring.

Neuroanatomy and Physiology of Communication

E34.0009 45 hours:
3 points. Fall.

Introduction to Communicative Sciences and Disorders I, II

E34.0017,0018 45 hours:
2 points each term. Fall,
spring.

Phonetics and Phonemics of American English

E34.0061 45 hours:
3 points. Fall.

Speech for International Students and Nonnative Speakers of English

E34.1005 30 hours:
2 points. Fall, spring. For
undergraduate students.

Introduction to Neurogenic Communication Disorders

E34.1012 45 hours:
3 points. Fall.

Communication Disorders and Aging

E34.1015 45 hours:
3 points. Spring.

An Introduction to Methods and Materials for Diagnosis and Therapy in Communication Disorders

E34.1065 45 hours plus 25
hours field observation:
3 points. Spring.
Prerequisites: E34.0017,
E34.0018, and E34.1601,
or permission of instructor.

Introduction to Articulation Disorders

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

Audiology: Intervention Strategies with Children

E34.1205 45 hours:
3 points. Spring.
Prerequisite: E34.1230 or
equivalent, or permission of
instructor.

Introduction to Language Disorders in Children

E34.1207 45 hours:
3 points. Spring.
Prerequisite: E34.1601.

Reading and Writing in Children with Speech and Language Disorders

E34.1210 45 hours:
3 points. Spring.

Introduction to Audiology

E34.1230 45 hours:
3 points. Fall.

Acoustic Phonetics

E34.0402 45 hours:
3 points. Spring.
Prerequisites: E34.0008
(may be taken concurrently)
and E34.0061 or permis-
sion of instructor.

Language Development in the Preschool Years

E34.1601 45 hours:
3 points. Fall.

E36: SCIENCE AND MATHEMATICS EDUCATION**Application of Microcomputers to Mathematics and Science Instruction**

E36.1002 45 hours:
3 points. Fall, spring.

E53: INTERNATIONAL EDUCATION**Terrorism, Extremism, and Education**

E53.1532 42 hours:
4 points.

Approaches to Study Abroad

E53.1009 19 hours: 1
point.

Interdisciplinary Perspectives on the New Immigration

E53.1545 45 hours:
4 points.

E55: HISTORY OF EDUCATION**Education and the American Dream: Historical Perspectives**

E55.0610 60 hours:
4 points.

A History of the Professions in the United States

E55.1010 60 hours:
4 points. Fall.

Critical Study of Education

E55.1031 30 hours plus 15
hours arranged in field par-
ticipation experiences:
3 points.

The Historical Quest for Human Nature

E55.1032 45 hours:
3 points. Fall, spring.

The "Culture Wars" in America: Past, Present, and Future

E55.1033 60 hours:
4 points.

E59: MEDIA, CULTURE, AND COMMUNICATION**Introduction to Media Studies**

E59.0001 60 hours:
4 points.

History of Media and Communication

E59.0003 60 hours:
4 points.

Introduction to Human Communication and Culture

E59.0005 60 hours:
4 points.

Introduction to Media Criticism

E59.0014 60 hours:
4 points.

Independent Study

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

Space and Place in Human Communication

E59.1002 60 hours:
4 points.

Introduction to Digital Media

E59.1003 60 hours:
4 points.

The Culture Industries

E59.1005 60 hours:
4 points.

Television: History and Form

E59.1006 60 hours:
4 points.

Film: History and Form

E59.1007 60 hours:
4 points.

Video Games: Culture and Industry

E59.1008 60 hours:
4 points.

Psychoanalysis: Desire and Culture

E59.1009 60 hours:
4 points.

Censorship in American Culture

E59.1010 60 hours:
4 points.

Media and Migration

E59.1011 60 hours:
4 points.

Crime, Violence, and Media

E59.1012 60 hours:
4 points.

Political Communication

E59.1013 60 hours:
4 points.

Mass Persuasion and Propaganda

E59.1014 60 hours:
4 points.

Advertising and Society

E59.1015 60 hours:
4 points.

Media Audiences

E59.1016 60 hours:
4 points.

Youth Media: Communication, Community, and Social Change

E59.1017 60 hours:
4 points.

Kids in Media Culture

E59.1018 60 hours:
4 points.

Media and Identity

E59.1019 60 hours:
4 points.

The Business of Media

E59.1020 60 hours:
4 points.

Dead Media Research Studio

E59.1021 60 hours:
4 points.

Latino Media

E59.1022 60 hours:
4 points.

East Asian Media

E59.1023 60 hours:
4 points.

Amateur Media

E59.1024 60 hours:
4 points.

Race and Media

E59.1025 60 hours:
4 points.

Ethics and Media

E59.1028 60 hours:
4 points.

New Media Research Studio

E59.1029 60 hours:
4 points.

Architecture as Media: Communication Through the Built Environment

E59.1030 60 hours:
4 points.

Media, Technology, and Society

E59.1034 60 hours:
4 points.

Internship

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

Media Fieldwork

E59.1150 60 hours:
4 points.

Media History of New York

E59.1151 60 hours:
4 points.

Senior Media Seminar

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

Senior Honors in Media, Culture, and Communication

E59.1210 30 hours:
2 points.
Prerequisites: senior standing and department approval to pursue honors in the major.

Media and Global Communication

E59.1300 60 hours:
4 points.

Privacy and Media Technology

E59.1303 60 hours:
4 points.

Global Media and International Law

E59.1304 60 hours:
4 points.

Communication and International Development

E59.1305 60 hours:
4 points.

Transnational Media Flows

E59.1306 60 hours:
4 points.

Religion and Media

E59.1340 60 hours:
4 points.

Islam, Media, and the West

E59.1341 60 hours:
4 points.

Sounds In and Out of Africa

E59.1342 60 hours:
4 points.

Fashion and Power

E59.1345 60 hours:
4 points.

Culture of the Screen: From the Cinematic to the Handheld

E59.1347 60 hours:
4 points.

War As Media

E59.1351 60 hours:
4 points.

Empire, Revolution, and Media

E59.1352 60 hours:
4 points.

Communication and Cultural Contexts

E59.1400 60 hours:
4 points. Offered as study abroad.

Global Cultures and Identities

E59.1401 60 hours:
4 points.

Marxism and Culture

E59.1402 60 hours:
4 points.

Postcolonial Visual Culture

E59.1403 60 hours:
4 points.

Copyright, Commerce, and Culture

E59.1405 60 hours:
4 points.

Hacker Culture and Politics

E59.1406 60 hours:
4 points.

Gender, Sex, and the Global

E59.1407 60 hours:
4 points.

Global Visual Culture

E59.1410 60 hours:
4 points.

Visual Culture of Science and Technology

E59.1411 60 hours:
4 points.

Global Media Seminar

E59.1450 4 points.

E59.1451 Global Media Seminar: Media in China

E59.1452 Global Media Seminar: TV and Democracy in Italy

E59.1453 Global Media Seminar: Post-Communist Media Systems

E59.1454 Global Media Seminar: France and Europe

E59.1455 Global Media Seminar: Latin America

Print: History and Form

E59.1508 60 hours:
4 points.

Photography and the Visual Archive

E59.1517 60 hours:
4 points.

Gender and Communication

E59.1700 60 hours:
4 points.

Listening: Noise, Sound, and Music

E59.1717 60 hours:
4 points.

Business and Professional Communication

E59.1725 60 hours:
4 points.

Interviewing Strategies

E59.1740 60 hours:
4 points.

Organizational Communication

E59.1745 60 hours:
4 points.

Public Relations: Theory and Process

E59.1750 60 hours:
4 points.

Public Relations: Principles and Practices

E59.1755 60 hours:
4 points.

Innovations in Marketing

E59.1760 60 hours:
4 points.

Advertising and Marketing

E59.1775 60 hours:
4 points.

Advertising Campaigns

E59.1780 60 hours:
4 points.

Political Rhetoric

E59.1800 30 hours:
2 points.

Media Policy and Regulation

E59.1801 60 hours:
4 points.

Public Speaking

E59.1805 60 hours:
4 points.

Persuasion

E59.1808 60 hours:
4 points.

Conflict Management Communication

E59.1815 60 hours:
4 points.

Interpersonal Communication

E59.1830 60 hours:
4 points.

Argumentation and Debate

E59.1835 60 hours:
4 points.

E63: APPLIED PSYCHOLOGY**Introduction to Psychology and Its Applications**

E63.0002 60 hours:
4 points. Spring, summer.

Introduction to Community Psychology

E63.0005 60 hours:
4 points. Spring.

Survey of Developmental Psychology: Introduction

E63.0010 60 hours:
4 points. Fall.

Social Psychology

E63.0013 60 hours:
4 points. Spring.

Theories of Personality

E63.0019 60 hours:
4 points. Fall.

Human Development I

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

**Human Development II:
Application for Early
Childhood Educators**

E63.0021 30 hours plus 15
hours of field experience:
2 points. Course meets sec-
ond half of spring semester.
Prerequisite: E63.0020.
Nonmajors only.

**Human Development II:
Application for
Childhood Educators**

E63.0022 30 hours plus 15
hours of field experience:
2 points. Course meets sec-
ond half of spring semester.
Prerequisite: E63.0020.
Nonmajors only.

**Human Development II:
Applications for
Educators of Early
Adolescents and
Adolescents**

E63.0023 30 hours plus 15
hours of field experience:
2 points. Course meets first
half of spring semester.
Prerequisite: E63.0020.
Nonmajors only.

**Research Methods in
Applied Psychology I**

E63.0025 60 hours:
4 points. Fall, spring.
Program/departmental
majors only.

**The Counseling
Interview**

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

Educational Psychology

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

**Mental Health: Historical,
Social, and Political
Perspectives**

E63.1031 60 hours:
4 points. Spring.
Prerequisite: a course in
general psychology.

Abnormal Psychology

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

**Women and Mental
Health: A Life Cycle
Perspective**

E63.1041 60 hours:
4 points. Fall, odd years.
Prerequisite: a course in
general psychology.

**The Cultures of
Psychology**

E63.1050 60 hours:
4 points. Spring.
Prerequisite: a course in
general psychology. Not
open to freshmen or soph-
omores.

**Psychosexual Aspects of
Human Behavior**

E63.1081 60 hours:
4 points. Fall, spring.
Prerequisite: a course in
general psychology.

**Sexual Identities Across
the Life Span**

E63.1110 60 hours:
4 points. Spring, even
years.
Prerequisite: a course in
general psychology.

**Fieldwork in Applied
Psychology I**

E63.1123 60 hours:
4 points. Fall, spring.
Program/departmental
majors only.

**Fieldwork in Applied
Psychology II**

E63.1124 120 hours:
4 points. Fall, spring.
Program/departmental
majors only.

**Fieldwork in Applied
Psychology III**

E63.1125 120 hours:
4 points. Fall, spring.
Program/departmental
majors only.

**Research Methods in
Applied Psychology II**

E63.1137 60 hours:
4 points. Fall, spring.
Program/departmental
majors only.
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 introducto-
ry course in developmental
psychology.

**Developmental
Psychology Across the
Life Span**

E63.1271 45 hours:
3 points. Fall, spring.
Nonmajors only.
Prerequisite: a course in
general psychology.

Adolescent Development

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

**Families, Schools, and
Child Development**

E63.1278 60 hours:
4 points. Fall, odd years.
Prerequisite: an introducto-
ry course in developmental
psychology.

**Child Development and
Social Policy in a Global
Society**

E63.1279 60 hours:
4 points. Spring, odd years.
Prerequisite: an introducto-
ry course in developmental
psychology.

Parenting and Culture

E63.1280 60 hours:
4 points. Spring, even
years.
Prerequisite: an introducto-
ry course in developmental
psychology.

**Introduction to Group
Dynamics**

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

**Honors Seminar in
Applied Psychology**

E63.1995-1996 60 hours:
4 points each semester.
Fall and spring. Select
departmental/program
seniors only.

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.

Observation and Participation in Special Education

E75.1504 120 hours:
2 points.

The Role of the Professional in Early Childhood/Special Education

E75.1510 30 hours:
2 points.

Student Teaching in Special Education: Childhood

E75.1901 3 points.

Student Teaching in Special Education: Early Childhood

E75.1903 3-4 points.
Number of points set by
program requirements.

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.

E80: MUSIC AND PERFORMING ARTS PROFESSIONS: MUSIC BUSINESS**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.

The Economic and Legal Setting of the Music Industry

E80.0105 30 hours:
2 points. Spring. Required
of all students in the Music
Business Program.

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.

**Village Records:
Practicum in the
Recorded Music Industry**

E80.1310 30 hours:
2 points. Fall, spring.
Prerequisites: E80.0105,
E80.0210.

**Village Records:
Leadership Practicum in
the Recorded Music
Industry**

E80.1311 15 hours:
1 point. Fall, spring.
Enrollment is by special per-
mission only.
Prerequisites: E80.0105,
E80.0210.

**Internship in Music
Business**

E80.1320* 50 hours per
point: 1-6 points. Fall,
spring, summer. Junior or
senior standing only.

**Entrepreneurship for the
Music Industry**

E80.1400 15 hours per
point: 2-3 points. Fall.
Prerequisites: E85.0221,
C10.0001 (financial
accounting), junior standing.

**Interactive, Internet, and
Mobile Music**

E80.1405 30 hours:
2 points. Fall, spring.

**Collegium and Program
Seminar in Music
Business**

E80.1500 30 hours:
0 points.

**E85: MUSIC AND
PERFORMING ARTS
PROFESSIONS****Aural Comprehension in
Music I**

E85.0006 45 hours:
1 point. Fall.
Corequisite: E85.0035.

**Aural Comprehension in
Music II**

E85.0007 45 hours:
1 point. Fall.
Prerequisite: E85.0006;
corequisite: E85.0036.

**Aural Comprehension in
Music III**

E85.0008 45 hours:
1 point. Fall.
Prerequisite: E85.0007;
corequisite: E85.0037.

**Aural Comprehension in
Music IV**

E85.0009 45 hours:
1 point. Spring.
Prerequisite: E85.0008;
corequisite: E85.0038.

**String Practicum for
Composers**

E85.0016 30 hours:
2 points. Fall. There is a fee
for renting instruments.

**Woodwind/Brass
Practicum for Composers**

E85.0017 30 hours:
2 points. Spring. There is a
fee for renting instruments.

Music Theory I

E85.0035 45 hours:
2 points. Fall.
Corequisite: E85.0006.

Music Theory II

E85.0036 45 hours:
2 points. Fall.
Prerequisite: E85.0035;
corequisite: E85.0007.

Music Theory III

E85.0037 45 hours:
2 points. Fall.
Prerequisite: E85.0036;
corequisite: E85.0008.

Music Theory IV

E85.0038 45 hours:
2 points. Spring.
Prerequisite: E85.0037;
corequisite: E85.0009.

**Keyboard Harmony and
Improvisation I, II**

E85.0072,0073* 15 hours:
1 point each term. Fall,
spring. For department
majors only. Section deter-
mined by examination.

**Keyboard Harmony and
Improvisation III, IV**

E85.0074,0075* 15 hours:
1 point each term. Fall,
spring. For department
majors only. Section deter-
mined by examination.

**Collegium and Program
Seminar**

E85.0092[±] 30 hours:
0 points. Fall, spring.
Required each term of all
undergraduates.

**Professions in Vocal
Performance**

E85.0099 45 hours:
3 points. Fall.

**Sight Reading for
Vocalists**

E85.0103 30 hours:
2 points. Fall, spring.

Italian Diction

E85.0161 30 hours:
1 point. Fall.

English Diction

E85.0162 30 hours:
1 point. Spring.

German Diction

E85.0163 30 hours:
1 point. Fall.

French Diction

E85.0164 30 hours:
1 point. Spring.

Acting I for Singers

E85.0220 30 hours:
2 points. Fall, spring.

Independent Study

E85.1000 45 hours per
point: 1-6 points. Fall,
spring; hours to be
arranged.

Recording Technology I

E85.1001 60 hours:
4 points. Fall, summer.
Prerequisites: E85.1817,
E85.1818.

**Recording Technology I
Laboratory**

E85.1002 30 hours:
2 points. Fall, summer.
Corequisite: E85.1001.

Recording Technology II

E85.1003 60 hours:
4 points. Spring, summer.
Prerequisites: E85.1001,
E85.1002.

**Recording Technology II
Laboratory**

E85.1004 30 hours:
2 points. Spring, summer.
Corequisite: E85.1003.

Recording Practicum III

E85.1005 60 hours:
4 points. Fall, summer.
Prerequisites: E85.1003,
E85.1004.

Recording Practicum IV

E85.1006 60 hours:
4 points. Spring, summer.
Prerequisites: E85.1003,
E85.1004, and E85.1005.

MIDI Technology I

E85.1007 45 hours:
3 points. Fall, spring,
summer.

Fundamentals of Audio Technology I: Studio Maintenance

E85.1008 45 hours:
3 points. Fall, summer.

Fundamentals of Audio Technology II: Studio Maintenance

E85.1009 45 hours:
3 points. Spring, summer.

Audio for Video I

E85.1010 45 hours:
3 points. Fall, summer.

Concert Recording I

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

Concert Recording II

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

Vocal Production for Singers

E85.1013 30 hours:
2 points. Fall. Juniors,
seniors, and graduate
students.

MIDI Technology II

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

Form and Analysis

E85.1015 30 hours:
2 points. Fall.

Electronic Music Performance

E85.1019 45 hours:
2 points. Spring, summer.

Composition (Private Lessons)

E85.1021* 7.5-15 hours:
2-4 points. May be repeat-
ed. 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 previ-
ous experience in recording
technology.

Composition for the Music Theatre

E85.1023 30-45 hours:
2-3 points. Fall, spring.

Voice (Group)

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

Teaching of Music in the Junior and Senior High School

E85.1027* 45 hours:
2 points. Spring.

Wind or Percussion Instruments (Group)

E85.1032 15 hours:
2 points. Fall, spring; hours
to be arranged. Section
determined by adviser in
music department.

Wind/Brass or Percussion Instruments (Private Lessons)

E85.1034* 7.5-15 hours:
2-4 points (3 points for stu-
dents in music performing
curricula). May be repeat-
ed. Fall, spring.

Musical Acoustics

E85.1035 30 hours:
3 points. Fall, spring,
summer.

Electronic Music Synthesis: Fundamental Techniques

E85.1037 45 hours:
3 points. Fall, spring,
summer.

Clinical Improvisation in Music Therapy

E85.1038 30 hours:
2 points. Fall. Restricted to
music therapy students.

Jazz Theory and Ear Training

E85.1039 30 hours:
2 points. Fall.
Prerequisites: E85.0009,
E85.0036, and E85.0038.

Stringed Instruments (Group)

E85.1041 15 hours:
2 points. Fall, spring; hours
to be arranged. Section
determined by adviser in
music department.

Stringed Instruments (Private Lessons)

E85.1045* 7.5-15 hours:
2-4 points (3 points for stu-
dents in music performing
curricula). May be repeat-
ed. Fall, spring.

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.

Teaching of Music in the Elementary Grades

E85.1048 45 hours:
2 points. Fall. For music
education majors only.

Materials and Technology in Music and Music Education

E85.1054 30 hours:
2 points. Spring.

Integrated Arts in Childhood Education

E85.1055 30 hours:
2 points.

Piano (Private Lessons)

E85.1056* 7.5-15 hours:
2-4 points (3 points for stu-
dents in music performing
curricula). May be repeat-
ed. Fall, spring.

Electronic Piano (Group)

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

Opera Workshop

E85.1060 A minimum of
15-45 hours: 2 points. Fall,
spring. Enrollment by per-
mission of instructor.

Voice Improvisation for Music Therapists

E85.1062 30 hours:
2 points. Spring.

Voice (Private Lessons)

E85.1063* 7.5-15 hours:
2-4 points (3 points for stu-
dents in music performing
curricula). May be repeat-
ed. Fall, spring.

Music Theatre Workshop Techniques and Materials

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

Music History I: Medieval and Renaissance

E85.1067 30 hours: 2 points. Fall.

Music History II: Baroque and Classical

E85.1068 30 hours: 2 points. Spring.

Electronic and Computer Music Literature

E85.1070 45 hours: 3 points. Spring.

Jazz Improvisation Techniques I

E85.1075 30 hours: 2 points. Fall.
Prerequisite: E85.0039.

Jazz Improvisation Techniques II

E85.1076 30 hours: 2 points. Spring.

Music History III: 19th Century

E85.1077 30 hours: 2 points. Fall.

Music History IV: 20th Century

E85.1078 30 hours: 2 points. Spring.

New York University Chamber Ensembles

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

New York University Brass Choir

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

Piano Literature I

E85.1081 45 hours: 3 points. Spring.

Participation in New York University Choral Arts Society

E85.1085[±] 100 hours: no points, no tuition fee. Fall, spring. Open to the University community.

New York University Orchestra

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

Jazz Ensemble

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

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

E85.1112 45 hours: 3 points. Fall, spring.

Jazz Arranging Techniques I, II

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

Reference and Research in Jazz

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

Techniques of Contemporary Music

E85.1122 30 hours: 2 points. Spring.

Supervised Student Teaching of Music in the Elementary School

E85.1141*[†] A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.

Supervised Student Teaching of Music in the Secondary School

E85.1145*[†] A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.

Vocal Coaching

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

Song Repertoire: English

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

Song Repertoire: German

E85.1165 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

E85.1201 30 hours: 2 points. Spring. Primarily for ELED and PRE (25N-125N-P) students.

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.

Audio for Video II

E85.1225 45 hours:
3 points. Spring, summer.

Aesthetics of Recording

E85.1227 30 hours:
3 points. Fall.

Music Theatre History I

E85.1264 30 hours:
2 points. Fall, spring.

Music Technology Practicum

E85.1405 15 hours:
1 point. Fall, spring.

Woodwind/Brass Practicum for Music Education

E85.1425 15 hours:
1 point. Fall. There is a fee for renting instruments.

String Practicum for Music Education

E85.1426 15 hours:
1 point. Spring. There is a fee for renting instruments. Prerequisite: E85.1425 or equivalent.

Percussion Practicum

E85.1427 15 hours:
1 point. Fall, spring.

Vocal/Choral Conducting Practicum for Music Education

E85.1428 15 hours:
1 point. Fall.

Vocal and Choral Conducting Practicum

E85.1433 15 hours:
1 point. Fall.

Fundamentals of Conducting

E85.1465 15 hours:
1 point. Fall.

Film Music: Historical Aesthetics and Perspectives

E85.1500 45 hours:
3-4 points. Fall, spring.

Acting II for Singers

E85.1502 30 hours:
2 points. Fall, spring.

Performing Arts in Western Civilization

E85.1505 60 hours:
4 points.

MIDI for Nonmajors

E85.1810 45 hours:
3 points. Fall, spring.

Electronic Technology I

E85.1817 45 hours:
3 points. Fall, summer.

Electronic Technology II

E85.1818 45 hours:
3 points. Spring, summer.

Internship in Music Technology

E85.1820 50-300 hours: 0-6 points. 50 hours per point. 150 hours minimum. Fall, spring, summer.

E89: DANCE EDUCATION**Introduction to Modern Dance**

E89.0012 60 hours:
2 points. May be repeated for a total of 6 points. Fall, spring.

Beginning Ballet

E89.0014* 45-60 hours:
1 point. Fall, spring. For music theatre, voice, and nondance majors.

Beginning Modern Dance Techniques

E89.0016 45-60 hours:
1 point. Fall, spring. For music theatre, voice, and nondance majors.

Beginning Jazz Dance Technique

E89.0029 45-60 hours:
1 point. May be repeated for a total of 4 points. Fall, spring. For music theatre, voice, and nondance majors.

Tap Dance

E89.1013 45 hours:
2 points. Fall, spring.

Jazz Dance Technique

E89.1029 30 hours:
2 points. May be repeated for a total of 4 points. Fall, spring. For music theatre, voice, and nondance majors.

African Dance

E89.1542 45 hours:
3 points.

Advanced Dance Practicum: Hip Hop

E89.1076 45 hours per point: 1-3 points.

E90: ART AND ART PROFESSIONS: STUDIO ART**Introduction to Craft Arts: Metalsmithing**

E90.0501 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Visual Arts Praxis

E90.0900 60 hours:
4 points. Fall, spring. Required for art majors. Open only to art majors.

Introduction to Ceramics

E90.0503 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Ceramics

E90.0508 60 hours:
4 points. Fall. Open only to art majors or by permission of undergraduate adviser.

Introduction to Drawing

E90.0101 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Drawing I-II

E90.0107-0108 60 hours:
4 points each term. Fall: E90.0107; spring: E90.0108. Open only to art majors. Yearlong course required for all studio art majors.

Introduction to Painting

E90.0103 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Painting

E90.0109 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser.

Introduction to Sculpture

E90.0201 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Fundamentals of Sculpture I-II

E90.0211-0212 60 hours:
4 points. Fall: E90.0211; spring: E90.0212. Open only to art majors. Yearlong course required for all studio art majors.

Introduction to Video Art

E90.0305 60 hours:
4 points. Fall, spring. Studio course designed for nonart majors.

Introduction to Digital Art

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

Fundamentals of Video Art

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

Fundamentals of Digital Art

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

Introduction to Photography

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

Introduction to Digital Photography

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

Fundamentals of Photography

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

Fundamentals of Digital Photography

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

Introduction to Printmaking

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

Fundamentals of Printmaking

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

Independent Study

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

Undergraduate Projects in Studio Art

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

Interdisciplinary Undergraduate Projects in Studio Art

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

Craft Arts I: Glass

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

Craft Arts II: Metalsmithing

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

Undergraduate Internship

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

Topics in Sculpture

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

Topics in Drawing: The Figure

E90.1121 60 hours:
3 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one drawing course.

Drawing II

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

Painting II

E90.1117 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one painting course.

Sculpture II

E90.1222 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one sculpture course.

Video Art II

E90.1319 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one video art course.

Digital Art II

E90.1317 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one digital art course.

Photography II

E90.1315 60 hours:
4 points. Fall, spring. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one photography course.

Topics in Printmaking: Silkscreen

E90.1161 60 hours:
3 points. Fall. Open only to art majors or by permission of undergraduate adviser. Prerequisite: one printmaking course.

Projects in Drawing

E90.1180 60 hours:
3 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 undergraduate 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 or by permission of undergraduate adviser.
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, spring. Open to all students.

Costume as Art

E93.1085 45 hours:
3 points. Fall, spring.

E94: ART AND ART PROFESSIONS: ART THEORY AND CRITICAL STUDIES**Art, Practice, and Ideas**

E94.0010 60 hours:
4 points.

Art and Contemporary Culture I

E94.0037 45 hours:
2 points. Fall. Required for art majors.

Art and Contemporary Culture II

E94.0038 45 hours:
2 points. Spring. Required for art majors.

Modern Art and Contemporary Culture

E94.0050 30 hours:
3 points. Open to all students.

History of Art Since 1945

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

Contemporary Art

E94.0052 45 hours:
3 points. Spring. Required for art majors. Open only to art majors.
Prerequisite: E94.0051 or equivalent.

Art, Culture, and Society

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



Student Activities/ University Services

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, undergradu-

ate admissions, housing, and student life. For further information, contact Student Affairs, Joseph and Violet Pless Hall, 2nd Floor; steinhardt.student.matters@nyu.edu; steinhardt.nyu.edu/studentaffairs; 212-998-5065.

Counseling and Student Services

To help promote healthy personal, educational, and career development within a diverse undergraduate and graduate student body while complementing the excellence of the academic

program, a professional staff, which includes on-site counselors from the University's Counseling and Behavioral Health Services and the Wasserman Center for Career Development, offers a range of individual and group counseling, as well as skills development workshops and seminars.

Advisement and counseling, as well as the Early Intervention Program—which assists students in monitoring academic success—are components of the staff's role in fulfilling



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

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

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

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

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

Student Activities

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

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

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4700
E-mail: program.board@nyu.edu
Web site: www.osa.nyu.edu/ph.html

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: 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

Career Services

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment

Computer Services and Internet Resources

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

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.nyudining.com

Disabilities, Services for Students with

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

Health

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

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

Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response

For a life- or limb-threatening emergency, call 911.

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

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

Immunizations

Telephone: 212-443-1199

Insurance

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

Pharmacy Services

Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/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.scholars@nyu.edu
Web site: www.nyu.edu/oiss

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

Lesbian, Gay, Bisexual, and Transgender Students

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

Multicultural Education and Programs

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

Religious and Spiritual Resources

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

Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU

7 East 10th Street
Telephone: 212-998-4123
Web site: www.nyu.edu/bronfman

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

Hindu Students Council

Web site: www.nyu.edu/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



Community Service

Every year, thousands of NYU students devote their time and energy to community service, both in volunteer settings and in paid work-study positions. In addition to the satisfaction they receive from helping their neighbors, they also gain valuable work experience.

A number of such opportunities are especially relevant for Steinhardt students. The premier NYU work-study opportunity, America Reads and America Counts—the largest such program in the nation—provides community service jobs for 1,000 students each year in 100 New York City public schools. America Reads and

Counts tutors, working under the direction and supervision of classroom teachers, help elementary-grade students improve their literacy and math skills. America Reads and Counts positions are well paid and are open to work-study-eligible students in any academic program, not only to students in teacher training programs.

America Reads hires tutors at the beginning of both fall and spring semesters. You can read about the program and sign up for the waitlist at steinhardt.nyu.edu/americareads.

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

to participate on those days when you are able to do so.

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

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





Admission

General Standards

Web: admissions.nyu.edu

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

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

Evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its

urban environment.

Participation in meaningful school and community activities is an important factor.

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

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

Recommended High School Preparation

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

in high school. It is strongly recommended that all applicants take mathematics and language courses in the senior year of high school.

The Admissions Process

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

- a.** Undergraduate Application for Admission (online application only) or the Common Application (online or paper version) at admissions.nyu.edu.
- b.** Supplement is required for applicants using the Common Application. The online Common Application will not be processed without the supplement.
- c.** Nonreturnable \$65.00 application fee (nonreturnable \$75.00 application fee for international applicants and U.S. citizens living abroad).
- d.** Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores if applicable).

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

f. Recommendations.

g. Personal statement/essay.

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

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

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

Required Testing

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

- The SAT Reasoning Test and two SAT Subject Tests **or**
- The ACT (with Writing Test) **or**
- The SAT Reasoning Test and two Advanced Placement (AP) Exam scores **or**
- Three SAT Subject Test scores (one in literature or the humanities, one in math or science, and one nonlanguage of the student's choice) **or**
- Three AP exam scores (one in literature or the humanities, one in math or science, and one 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-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the admissions Web site at admissions.nyu.edu. All transfer applicants are encouraged to submit scores from two SAT Subject Tests if previously taken while in high school. An audition, interview, or creative portfolio is required for certain majors.

Transfer Credit

If a transfer applicant is admitted to New York University, his or her records are examined carefully to determine how much transfer credit can be

granted. Credits over 10 years old are reviewed by the dean's office prior to matriculation. In granting transfer credit, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades attained by the applicant; and the suitability of courses taken elsewhere for the program of study chosen here.

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

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

Transfer Residence Requirement

The total number of points required for our school's baccalaureate degrees varies by program, but the minimum number is 128 points. The incoming transfer stu-

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

All students must complete a minimum of 32 points with an average of 2.0 or higher in courses held under the auspices of the Steinhardt School of Culture, Education, and Human Development.

Community College Transfer Opportunity Program

The Community College Transfer Opportunity Program works exclusively with students who are transferring to the Steinhardt School of Culture, Education, and Human Development from any of the following community colleges: Bergen

Community College, Bronx Community College, Borough of Manhattan Community College, Hostos Community College, Housatonic Community College, Kingsborough Community College, LaGuardia Community College, Middlesex 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/cctop 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 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.

3. If students have been out of school for less than a consecutive two-year period and have not attended another college or university, they must remit the maintenance of matriculation fee. Enrollment in prior year maintenance of matriculation requires the approval of the program adviser and the Office of the Associate Dean for Student Affairs. Students should schedule an appointment with their adviser and proceed accordingly.

Credit by Examination

The Advanced Placement Program (AP) (College Entrance Examination Board), International Baccalaureate Program (IB), and the results of some 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 Undergrad-

uate 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.¹ 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.

¹New York State Education Department Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone: 518-474-5851.

Advanced Placement Equivalencies

<i>AP Examination</i>	<i>Grade</i>	<i>Points</i>	<i>MAP Area Satisfied</i>
Art History	4, 5	4	Expressive Culture
Biology	4, 5	8	Natural Science I, II
Calculus AB	4, 5	4	Quantitative Reasoning
Calculus BC	4	4	Quantitative Reasoning
Calculus BC	5	8	Quantitative Reasoning
Chemistry	4, 5	8	Natural Science I, II
Chinese Language and Culture*	4, 5	4	Foreign Languages
Computer Science A	4, 5	4	Quantitative Reasoning
Computer Science AB	4, 5	8	Quantitative Reasoning
English Language			No Credit
English Literature	4, 5	4	Expressive Culture
Environmental Science	4, 5	4	Natural Science I
European History	4, 5	4	Texts and Ideas
French Language	4, 5	4	Foreign Languages
French Literature†	4, 5	4	Foreign Languages or Expressive Culture
German Language	4, 5	4	Foreign Languages
Human Geography			No Credit
Japanese Language and Culture*	4, 5	4	Foreign Languages
Latin Literature	4, 5	4	Expressive Culture
Latin: Vergil	4, 5	4	Expressive Culture
Macroeconomics	4, 5	4	Societies and the Social Sciences
Microeconomics	4, 5	4	Societies and the Social Sciences
Music Theory	NA	NA	No Credit
Physics nonmajors:			
Physics B	5	10	Natural Science I, II
Physics B	4	5	Natural Science I
Physics C—Mech.	4, 5	5 or 3	Natural Science I
Physics C—E & M	4, 5	5 or 3	Natural Science I
Physics majors:			
Physics C—Mech.	4, 5	5	
Physics C—E & M	4, 5	5	
Politics (U.S.)			
Government and Politics)	4, 5	4	Societies and the Social Sciences
Politics (Comparative			
Government and Politics)	4, 5	4	Societies and the Social Sciences
Psychology	4, 5	4	Societies and the Social Sciences
Spanish Language	4, 5	4	Foreign Languages
Spanish Literature†	4, 5	4	Foreign Languages or Expressive Culture
Statistics	4, 5	4	Quantitative Reasoning
Studio Art			No Credit
U.S. History	4, 5	4	Texts and Ideas
World History	4, 5	4	Texts and Ideas

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



Registration and Advisement

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

Degree Students

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

Special (Nonmatriculated) Students

Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the

courses taken at the Steinhardt School of Culture, Education, and Human Development. Those who are not currently attending another school may apply for admission upon presentation of evidence of appropriate high school averages and SAT scores or transcripts from prior colleges attended. The approval as a special undergraduate student is for one semester but may be extended on reapplication. The Special Student Application Form for undergraduate students may be obtained online at admissions.nyu.edu.

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

Veterans Benefits

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

Veterans with service-connected disabilities may be qualified for educational

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

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

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

are received.

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

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

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

Yellow Ribbon GI Education Enhancement Program

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

will only pay up to the highest public in-state undergraduate tuition.

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

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

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

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

your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility.

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

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

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

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

Permitted Course Loads

The normal full-time undergraduate program is 12-18 points. Students may, by advisement, register for 20 points. Students are required to have successfully completed 32 points per academic year as one of the conditions for eligibility for financial aid. Under no circumstances may students register for more than 16 points during the term in which they are taking 6 points of student teaching. It is the adviser's prerogative

to set such limits on registration as are deemed appropriate. The regulations and procedures are more detailed than are indicated in this bulletin. They are, furthermore, subject to modification from time to time.

Withdrawal from Courses and Drop/Add

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

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

have approval of the academic adviser and the Steinhardt Office of Registration Services.

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

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

Leave of Absence

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

A leave of absence may not exceed two semesters or

one academic year. There is no fee for the leave of absence as there is no access to University facilities during the period of the leave.

Termination of Matriculation

Students who are planning to withdraw from the school are referred to the Office of Counseling and Student Services, Joseph and Violet Pless Hall, 2nd Floor, to complete the exit interview as part of the termination process.

Terminating matriculation requires withdrawal from all 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 com-

plete an official change of curriculum form, available in the Office of Counseling and Student Services or in the Office of Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor. This form is to be completed by students who are changing their curriculum from one program to another within the same department in the Steinhardt School of Culture, Education, and Human Development or from one department to another in the Steinhardt School. Students who are transferring from this school to another school of New York University must apply to make the change through the Office of Undergraduate Admissions, New York University, 665 Broadway, 11th Floor, New

York, NY 10012-2339 (admissions.nyu.edu). These students are reminded, however, to also fill out a Steinhardt School withdrawal form in the Office of Counseling and Student Services.

Minors

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

Students who wish to undertake a minor should see their faculty adviser for permission and for informa-

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



General Information

Classification of Students

Undergraduate students are classified as follows:

1. *Matriculated students*—those who have been approved for study toward a baccalaureate.

2. *Special students*—those who have filed a formal application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development.

Special students must meet the same requirements for admission as matriculants.

3. *Freshmen*—students who have successfully completed 1-32 points.

Sophomores—students who have successfully completed 33-64 points.

Juniors—students who have successfully completed 65-96 points.

Seniors—students who have successfully completed over 96 points.

Attendance

Regulations governing required or voluntary class attendance in the school are determined by individual instructors.

Grades

The scale of grades is based on a 4-point scale as follows:

A = 4.0 points

A- = 3.7 points

B+ = 3.3 points

B = 3.0 points

B- = 2.7 points

C+ = 2.3 points

C = 2.0 points

C- = 1.7 points

D+ = 1.3 points

D = 1.0 point

F = 0 points. If a student repeats a course in which he or she had received a failing grade, only the second grade is counted in the grade point average.

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

W = Official withdrawal. If withdrawal occurs after the midpoint of the term and the student is failing at that time, the grade will be reported as F.

R = Registered paid auditor, not graded.

P = Pass, not counted in average.

N = Not counted (see Note below).

IP = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the

instructor); may be made up within time limits (see Note below). If not made up, grade lapses to N.

IF = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

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

Students with 9 points or more of IP, IF, or N on their

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

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

The lowest passing grade is “D” (unless otherwise notified by the department). If at the end of any term a student’s cumulative average is below 2.0, the student will be placed on probation and his or her status reported to his or her curriculum adviser (check with your department if the minimum is 2.0). No student will be entitled to more

than two probationary terms and not more than two of these consecutively. A general average of 2.0 is required for graduation with the bachelor's degree.

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

Dean's List

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

Graduation with Latin Honors

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

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

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

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

Special Awards for Excellence and Service to the School

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

Study Abroad

Students may fulfill a limited number of their course requirements through various study abroad programs.

Such programs are offered through the Office of Academic Initiatives and Global Programs (for further information, visit steinhardt.nyu.edu/study_abroad and individual program descriptions).

International Student Exchanges

Students have the opportunity to study abroad or to participate in an exchange with another outstanding urban university for a semester or a year as part of their NYU education. Among the European universities currently involved

in the exchange are the Universities of Amsterdam, Bonn, Copenhagen, Florence, Ireland, Stockholm, and Vienna and Humboldt University in Berlin. Students may also study with institutions in Africa, Eastern Europe, Korea, Japan, and Latin America. NYU students who participate in the exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid just as if they were attending classes at Washington Square; they apply for the exchange after consulting with their adviser and, once abroad, retain access to the school through an 800 number or e-mail.

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

Auditing¹

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 Option¹

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

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

¹Not available to special students.

forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the end of the fifth (5th) week of the term for fall and spring term courses. The fifth (5th) meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

Independent Study¹

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 attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance

- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. 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 the 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.

¹Not available to special students.

Graduation Application

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. Students must apply for graduation on Albert. A student must be enrolled for either 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 duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

New York University Simulated Firearm Policy

New York University strictly prohibits simulated firearms in and/or around any and

all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.

Policies Concerning Academic Integrity

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

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

You violate the principle of academic integrity when you

- cheat on an exam,
- submit the same work for two different courses without prior permission from your professors,
- receive help on a take-home examination that calls for independent work, or
- plagiarize.

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

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- copy verbatim from a book, an article, or other media;

- download documents from the Internet;
- purchase documents;
- report from other's oral work;
- or restate someone else's facts, analysis, and/or conclusions; or
- copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See University Policies and Procedures in NYU Student's Guide.)



Tuition, Fees, and Financial Aid

When estimating the cost of a university education, students should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. Information on these distinct but related topics follows.

Tuition and Fees

www.nyu.edu/bursar

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

Note that the registration and services fee covers memberships, dues, etc., to the student's class organization and the day organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and

school publications that are supported in whole or in part by the student activities fund. It also includes the University's health services, emergency and accident coverage, and technology fee.

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

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

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

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

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

Arrears Policy

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

Diploma Arrears Policy

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

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

Tuition

12 to 18 points
per term \$18,933.00

Nonreturnable registration and services fee,
per term \$1,108.00

For each point taken in excess of 18, per point,
per term (includes a nonreturnable registration and services fee of \$60.00 per point) \$1,176.00

Students taking fewer than 12 points, per point,
per term \$1,116.00

Fall term 2010; nonreturnable registration and services fee, first point \$409.00

Fall term 2010; nonreturnable registration and services fee, per point, for registration after first point \$60.00

Spring term 2011; nonreturnable registration and services fee, first point \$422.00

Spring term 2011; nonreturnable registration and services fee, per point, for registration after first point \$60.00

General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled, ^{1,2} all others can select):	
Annual	\$1,360.00
Fall term	\$525.00
Spring term (coverage for the spring and summer terms)	\$835.00
Summer term (for students who did not register in the preceding term)	\$368.00
Comprehensive Health Insurance Benefit Plan (international students automatically enrolled, ^{1,2} all others can select):	
Annual	\$2,152.00
Fall term	\$823.00
Spring term (coverage for the 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 (other than late registration)	\$25.00
Penalty fee	\$20.00
Application fee for admission (nonreturnable, see page 134)	\$65.00
Application fee for admission for international students and U.S. citizens living abroad (nonreturnable)	\$75.00

Deposit upon acceptance (nonreturnable)	\$500.00
Housing deposit (if applicable) upon acceptance (nonreturnable)	\$300.00
Maintenance of matriculation, per academic year	\$300.00
Fall term 2010; nonreturnable registration and services fee	\$337.00
Spring term 2011 (coverage for spring and summer terms); nonreturnable registration and services fee	\$350.00
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 for when registering in any semester for those students who are coded in major ARFA: \$250 per semester	
Art and Art Professions Photography Lab Fee ³ : To be paid when registering for	
E90.0300	\$250.00
E90.0301	\$250.00
E90.0302	\$250.00
E90.1320	\$250.00
E90.1380	\$250.00
E90.1399	\$250.00

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

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

Music and Performing Arts Professions Private Instruction Fee: To be paid when registering for	
E85.0021	\$105.00
E85.0034	\$105.00
E85.0045	\$105.00
E85.0056	\$105.00
E85.0063	\$105.00
E85.0070	\$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 Ticket Fee: To be paid when registering for	
E85.1263	\$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.

¹Waiver option available.

²Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or can waive the plan entirely (and show proof of other acceptable health insurance).

³Does not apply at study abroad studio sites with the exception of Ghana.

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 nonreturnable 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)

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal on or before the official opening date of the term 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/students.guide.

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

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

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

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

How to Apply

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

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

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

Eligibility

ENROLLMENT

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

RENEWAL ELIGIBILITY

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

CITIZENSHIP

In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible noncitizens for financial aid

if one of the following conditions applies:

1. U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”).
2. Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations: (a) Refugee, (b) Indefinite Parole, (c) Humanitarian Parole, (d) Asylum Granted, or (e) Cuban-Haitian Entrant.

Withdrawal

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

University-Sponsored and -Administered Programs

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

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

Scholarships and Grants

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

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

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

The Reynolds Program in Social Entrepreneurship. This program offers 20 graduate fellowships and 10 undergraduate scholarships each year. The pro-

gram 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.

Aid for Part-Time Study (APTS).

A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to \$2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the stu-

dent must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 points per term. Applications are available from the Office of Financial Aid or their Web site. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed below. For complete information, contact the New York Higher Education Services Corporation (HESC) toll-free at 888-697-4372, or visit their Web site at www.hesc.com.

World Trade Center Scholarship

New York State Scholarship for Academic Excellence

Regents Professional Opportunity Scholarships
Awards for Children of Veterans (CV)

Robert C. Byrd Honors Scholarship

Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers

Persian Gulf Veterans Tuition Awards (PGVTA)

Vietnam Veterans Tuition Awards (VVTA)

State Aid to Native Americans

AmeriCorps Educational Award

Volunteer Recruitment Service Scholarship for

Volunteer Fire and Ambulance Recruits

Military Service Recognition Scholarship (MSRS)

States Other Than New York.

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

Federal Grants and Benefits

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

Federal Academic Competitiveness Grant (ACG).

The Academic Competitiveness Grant

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

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

Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently

disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies.

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

Scholarships and Grants from Other Organizations

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

Federal Loans

Federal Direct Stafford Loan Program. The Federal Direct Stafford Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution

and all other financial aid received that year. The interest rate is fixed at 4.50 percent for 2010-2011 and 3.40 percent in 2011-2012. Stafford loan payments are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee of 0.50 percent will be deducted from the loan funds.

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

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

students (with no more than \$8,500 as the subsidized amount).

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

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

Private Loans

A private (nonfederal) loan may be a financing option for students who are not eligible for federal aid or who need additional fund-

ing beyond the maximum amounts offered by federal loans. For more information on the terms and conditions of the suggested private loan (as well as applications), visit our Web site: www.nyu.edu/financial.aid/private-loans.php.

Employee Education Plans

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and

NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

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

Information on the school's Honors Program, including the Scholars Program (see

page 19), is available from the Office of Student Affairs, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.



Undergraduate Study

General Requirements

All candidates are required to complete a minimum of 128 points of credit. (In some curricula, a minimum of more than 128 points is required.) In a classroom course, a point of credit represents one hour of lecture or two hours of laboratory work per week for one term or the equivalent.

All Bachelor of Science students admitted as new freshmen are required to complete a minimum of 60 points of liberal arts. Bachelor of Music and Bachelor of Fine Arts students admitted as new freshmen are required to complete a minimum of 40 points of liberal arts. These studies are distributed in the following areas: foreign language; expository writing; the humanities and social sciences; mathematics; natural science; and liberal arts electives. For complete details regarding the liberal arts requirements, see pages 108-12.

Students enrolled for degree programs at New York University are expected to take their courses, including summer school, at New York University. Exceptions will be considered by the dean on a case-by-case basis and must be approved in advance.

The final 32 points must be taken under the auspices of the New York University Steinhardt School of Culture, Education, and Human Development within a period of five consecutive years.

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

Transfer Students: Degree Requirements

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

Supervised Student Teaching

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

Students must complete a minimum of 100 hours of observation and participation prior to student teaching. Students in the dual programs of Early Childhood Education/Early Childhood Special Education and Childhood Education/Childhood Special Education complete a minimum of 150 hours of observation and participation prior to student teaching. These hours are attached to a variety of different courses. The Office of Clinical Studies in conjunction with the course instructors will arrange placements in pre-student teaching fieldwork in a variety of educational settings.

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

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

arranged in schools already affiliated with New York University and previously certified by the Office of Clinical Studies.

GENERAL REQUIREMENTS FOR ALL APPLICANTS FOR STUDENT TEACHING

1. All applicants must be matriculated for a degree at New York University during the term in which they are registered for student teaching.
2. All applicants must have an average of 2.5 in their area of specialization. An overall average of 2.5 is required in the Program in Early Childhood Education and Early Childhood Special Education.
3. Transfer students from other institutions must have completed a minimum of 8 points of credit at New York University, selected in consultation with their curriculum advisers, prior to the term in which student teaching is undertaken.
4. All applicants must submit to the Office of Clinical Studies a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires proof of up-to-date immunization records.
5. Applicants may be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each semester, an online request for placement form must be completed following attendance at a Student Teaching Convocation event.

Teacher Certification

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

Notes

1. The New York State Education Department (NYSED) requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of E27.1999, Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers.
2. The NYSED also requires all applicants for teacher certification and new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The New York City Department of Education also requires fingerprint clearance for students assigned student teaching placements in New York City public schools. For students in early childhood education, assignments in a pre-school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.

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

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

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

Gary L. Anderson,

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

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.

Terry A. Astuto, Professor.

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

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.

Laurie B. Behringer,

Visiting Assistant Professor. B.A. 1998, Loyola College; M.A. 2004, Ph.D. 2008, New York.

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

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

Research focuses on educational policy, social organization of schools, and understanding the dimensions of teachers' work. Recent publications have dealt with factors affecting teachers' work and the consequences of policy decisions for school community.

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

Research focuses on how digital video ethnography

and the design of digital media tools for analysis are used to study the nature of learning in the context of emerging technologies. Current research focuses on how a tool for video analysis advances community memory of social events.

Christopher Hoadley,

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

Current research focuses on 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.

Colleen L. Larson,

Associate Professor. B.A. 1976, M.S. 1979, Ph.D. 1984, Wisconsin.

Research focuses on the methodologies of interpretive inquiry used for studying issues of equity in institutions and examines the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide insight

into how policies, systems, and normative practices can sustain inequity and limit opportunity for historically marginalized groups.

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

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

Matthew J. Mayhew,

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

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.

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

Sociologist of organizations and organizational change. Research interests: high school structuring, restructuring, and reform. Author or coauthor of several articles and books about high schools, including *Realms of Knowledge: Academic Departments in Secondary Schools* (Falmer Press, 1994), *The Subjects in Question: Departmental Organization and the High School* (Teachers College Press, 1995), and *The New Accountability: High Schools and High-Stakes Testing* (Routledge, 2003).

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.

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

Women's mental health and well-being; psychosocial influences on depres-

sion; mental health effects of poverty, discrimination, and emotional abuse; cross-cultural research.

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

Urban adolescent development; emergent adulthood; civic engagement and economic literacy; early childhood preventive interventions; impact of sociocultural and ecological factors on human development.

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.

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

Intersection of public education policy and applied statistics; effects of charter school enrollment on academic outcomes; behavior decision theory of school choice; methods of cross-cultural comparison of attitudinal data; power analysis for modern regression discontinuity designs using local polynomial regression.

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

Integration of psychology and education; education and public policy; prevention of social aggression

among girls; violence and aggression in school contexts; predictors of high school students' academic resilience; linking mental health and after-school programs in urban poor communities; addressing inequalities in children's school experience.

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

Group dynamics; consultation; cross-cultural counseling; vocational development; organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

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

Social emotional learning; studying children's and adolescents' response to stress and loss; integrating Gestalt and cognitive therapies; photography and visual narratives; women's issues in mental health.

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

Developmental and clinical psychology; qualitative research methods; gender studies.

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

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

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

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

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

Has served as president, vice president, journal editor, and vice chairperson of

the Education and Training Committee of the American Association for Music Therapy.

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

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

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

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

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

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

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

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

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

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

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

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

Sandee McClowry, Professor (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.

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.

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

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.

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

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.

C. Cybele Raver, *Professor. B.A. 1986, Harvard; Ph.D. 1994, Yale.*

Developmental psychology and public policy; family processes, children's self-regulation, and children's school readiness placed in educational, economic, and sociocultural contexts; the impact of policies and programs that support low-income children.

Mary Sue Richardson, *Professor. 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.

Catherine Tamis-LeMonda, *Professor. B.A. 1983, Ph.D. 1987, New York.*

Cognitive development, language acquisition, and communicative development across the first three years. Emphasis on parenting practices and cultural views and contextual influences on the unfolding abilities of infants and toddlers.

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.

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

Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

Adjunct Faculty

Maxim Belkin, *Ph.D.*

Yitzhak Berger, *B.A., Ph.D.; 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.*

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*.

Nancy Barton, *Chair and Clinical Associate Professor. B.F.A. 1982, M.F.A. 1984, California Institute of the Arts.*

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.

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

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 Nacional 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.

Jesse Bransford, *Master Teacher of Art and Art Education. B.A. 1996, New School for Social Research; B.F.A. 1996, Parsons School of Design; M.F.A. 2000, Columbia.*

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.

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

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. Burt 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.*

Recognized as a pioneer in video art and in digital photography. Represented by Albion Gallery, London. Selected public collections: Whitney Museum of American Art; Solomon R. Guggenheim Museum, New York; San Francisco Museum of Modern Art; Centre Georges Pompidou, National

Department of Art and Art Professions

Full-Time Faculty 2010-2011

Ikuko Acosta, *Clinical Associate Professor. B.A. 1966, Rutgers; M.A. 1981, Ph.D. 2002, New York. ATR-BC, LCAT.*

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,

Museum of France, Paris; Hamburger Bahnhof, National Museum of Germany, Berlin; Museum of Modern Art, New York; Museum of Fine Arts, Philadelphia; Kunsthalle Bremen, Germany; Monchengladbach Museum, Germany; Tate Museum, London; and Reina Sofia Museum, Madrid, Spain. Received a Guggenheim Fellowship and a Massachusetts Institute of Technology Fellowship.

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 *ReVisions: Readings in Canadian Art Teacher Education*. He is the chair of the Arts-Based Educational Research Special Interest Group of the American Educational Research Association. He teaches courses on media literacy, art education, and contemporary art.

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 Shirn, Germany; the Neue Gallery am Landes Museum Jonneum, Austria; and the Bangkok Biennial. Her work is in the permanent collections of the Whitney Museum of American Art, the New Museum for Contemporary Art, the Brooklyn Museum, and the Goetz Collection.

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*.

Natalie Jeremijenko, *Assistant Professor. B.S. 1993, Griffith; B.F.A. (hon.) 1992, Royal Melbourne Institute of Technology; Ph.D. (computer science and electrical engineering) 2007, Ph.D. (information environments) 2007, Queensland.*

An inventor and engineer whose work focuses on the design and analysis of tangible digital media. Her strength is the demonstrable ability to bridge between the technical worlds and the art world. Born in Australia, she was director of the Yale University Engineering Design Lab and was recently named one of the top 100 young innovators by MIT's *Technology Review*. She has worked in research and development at Xerox Park, the Advanced Computer Graphic Centre, and the Center for Advanced Technology, New York University. Her work has been included in media festivals and museums throughout Europe and America, including the Guggenheim Museum in New York, the Museum Moderne Kunst in Frankfurt, the Whitney Biennial '97, the Postmasters

Gallery, Documenta '97, and Arts Electronic Prix '96. She was a Rockefeller Fellow in 1999.

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

Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallerist, and nonprofit management consultant. Board member, Committee on Museum Professional Training of the American Association of Museums. Research and professional interests include the exhibition and display of art and material culture, the history of taste, the role of visual art and culture in globalization, cultural policy and arts advocacy, historic preservation, and cultural heritage.

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

Experience in both nonprofit and for-profit organizations. Formerly administrative director, Art Advisory Service, Museum of Modern Art, and executive director, Independent Curators, Inc. Adviser to corporations and not-for-profit organizations on administrative, programmatic, and fund-raising issues, including strategic plans, policy and procedures, exhibition development and tours, acquisitions and commission of art, feasibility studies, communications programs, budgeting, and contracts.

Kevin McCoy, *Associate Professor. B.A. 1989, Whitman College; M.F.A. 1994, Rensselaer Polytechnic Institute.*

Artist working in digital media, video, and sculpture. His work addresses dreams, sociology, the unconscious, and landscapes. His work has been exhibited internationally both in solo and group shows, and he is an acclaimed artist working in new media, as well as a winner of numerous awards. Shows in such venues as the Sundance Film Festival; the Brooklyn Museum; the Museum of Modern Art; the International Media Art Biennale in Wroclaw, Poland; Postmasters Gallery of New York; the Fifth International Biennial at SITE Santa Fe. Recent exhibitions include the PKM Gallery in Beijing and the British Film Institute Inaugural Show in London.

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

Performance and photographic artist. Exhibits internationally and nationally. Curator, including recent show: "Breath: Contemporary Photographs from China" at 80 Washington Square East Galleries. Book designer for Metropolitan Museum of Art, National Gallery of Art, and others. A recipient of two art grants from the National Endowment for the Arts, he has also received grants from the New York Foundation for the Arts and the Gottlieb Foundation.

David Rimanelli, *Visiting Assistant Professor, Art History. B.A., Yale.*

Art critic, curator, and teacher. He has been a contributing editor of *Artforum*, a leading contemporary art magazine, since 1997 and has also written for art publications such as *Bookforum*, *Vogue Paris*, and *Interview* magazine. Rimanelli's curatorial expertise spans various media such as literature, contemporary cinema, and classical and avant-garde music. He has curated shows at home and abroad, in such galleries as Deitch Projects in New York City and PKM Gallery in Seoul, Korea. He has taught art courses at Yale School of Art, Pasadena Art Center, and Otis College of Art and Design in Los Angeles.

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

Elected member of the International Academy of Ceramics. Chair for two international conferences held at NYU: Case for Clay in Secondary Education and Criticism in the Craft Arts: Crossings, Alignments, and Territories. Educational consultant to Lenox China Company; board of directors of Watershed Center for the Ceramic Arts, *Studio Potter* magazine, and K12 Ceramic Art Foundation. President, Museum of Ceramic Art, New York. Head Juror to the World Ceramic Exposition Foundation in Korea and consultant to Jingdezhen Sanbao Ceramic Art Institute in China. Honors from the National Conference on

Education in the Ceramic Arts (NCECA) and the Everson Museum's award for service and excellence in the field of ceramic education. Lead consultant to All Fired Up! festival in Westchester County. Curator of numerous national and international exhibitions of which Confrontational Ceramics is the most recent. Author of book, *Confrontational Ceramics*, A&C Black Publishing, London, and University of Pennsylvania Press. Currently writing on Noritake art deco porcelain.

John Torreano, *Clinical Associate Professor. B.F.A. 1963, Cranbrook Academy of Art; M.F.A. 1967, Ohio State.*

Exhibition venues include, among others, the Museum of Modern Art, the Whitney Museum of American Art, the Corcoran Gallery in Washington, the Museum of Contemporary Art in Chicago, the Indianapolis Museum of Fine Arts, and many others. He has received the Nancy Graves Foundation Grant for Visual Artists, a John Simon Guggenheim Memorial Foundation Fellowship, and individual grants from the National Endowment for the Arts and the New York State Council on the Arts. Gallery representation includes Feature Inc. and LittleJohn Contemporary in New York, Suzanne Hilberry Gallery in Michigan, and Jean Albano Gallery in Chicago. He is author of *Drawing by Seeing* (Abrams 2007).

Adjunct Faculty

STUDIO ART

Ronnie Bass, *B.F.A., M.F.A.*

Jonathan Berger, *B.F.A., M.A.*

Noah Breuer, *B.F.A., M.F.A.*

Klaus Burgel, *B.F.A., M.F.A.*

Kathe Burkhart, *B.F.A., M.F.A.*

Kanik Chung, *B.A., M.F.A.*

Ann Chwatsky, *B.S., M.S.*

Michael Cohen, *B.F.A., M.F.A.*

Ian Cooper, *B.S.*

Trinie Dalton, *B.A., M.F.A.*

Rico Gatson, *B.A., M.F.A.*

RoseLee Goldberg, *B.A., M.A.*

Kirby Gookin, *B.A., M.A., M.Phil.*

Amy Granat, *B.A.*

Kathleen Graves, *B.A., M.A.*

Valerie Hammond, *B.A., M.F.A.*

David Hardy, *B.F.A., M.F.A.*

Mark Johnson, *B.A., M.A.*

Claudia Joskowicz, *B.A.R.C.H., M.F.A.*

Sean Justice, *B.F.A., M.F.A.*

Shida Kuo, *B.A., M.A.*

Keith Mayerson, *B.A., M.F.A.*

Aaron McDannell, *B.F.A.*

Alex McQuilkin, *B.S., M.F.A.*

Haley Mellin, *B.A., Ph.D.*

Curtis Mitchell, *M.A., M.F.A.*

Matt Nolen, *B.A.*

Clifford Owens, *B.F.A., M.F.A.*

Carolanne Patterson, *B.A., B.F.A., M.F.A.*

Maurizio Pellegrin, *B.A., M.A.*

Adam Putnam, *B.F.A., M.F.A.*

Erika Rane, *B.A., 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 Schreiber, *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 Paulocik

ART THERAPY

Marygrace Berberian, *M.A.; LMSW, ATR-BC, LCAT*

Ani Stern Buk, *B.S., M.A., M.F.A.; ATR-BC, LP, LCAT, FIPA*

Raquel Chapin Stephens, *M.A.; ATR-BC, LCAT*

Drena Fagan, *LMSW, ATR-BC, LCAT, CCLS*

Lani Gerity, *D.A.; ATR-BC*

Christina Grosso, *M.A.; ATR-BC, BCETS, LCAT*

Tami Herzog, *M.A.; ATR-BC, LCAT*

Eileen McGann, *B.F.A., M.A.; ATR-BC*

Renee Obstfeld, *B.A., M.A.; ATR-BC, CSAC*

Joan Phillips, *Ph.D.; LPC, LMFT, ATR-BC*

Stephanie Wise, *M.A.; ATR-BC, LCAT*

Claudia Zanardi, *Ph.D.*

Department of Communicative Sciences and Disorders

Full-Time Faculty 2010-2011

Sharon M. Antonucci, *Assistant Professor. B.A. 1997, Connecticut College; M.S. 1999, Columbia; Ph.D. 2005, Arizona; CCC-SLP*

Research interests include neurogenic communication

disorders in adults, 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.

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

Special interest and expertise in normal development of speech and developmental motor speech disorders.

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

Special interest and expertise in child language acquisition and disorders and phonological acquisition and disorders.

Susannah Levi, *Assistant Professor. B.A. 1996, Washington (St. Louis); M.A. 2000, Ph.D. 2004, Washington.*

Special interest and expertise in children with specific language impairment.

Christina Reuterskiold, *Assistant Professor. B.S. 1986, Lund; M.S. 1988, Boston; Dr.Med.Sc. 1999, Lund; CCC-SLP.*

Special interest and expertise in child language acquisition and disorders, including literacy.

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

Special interest and expertise in adult acquired neurogenic disorders, voice disorders, swallowing disorders.

Diana Van Lancker Sidtis, *Professor. B.A. 1962, Wisconsin; M.A. 1965, Chicago; Ph.D. 1975, Brown; NIH postdoctoral fellowship, 1977-1980, Northwestern; CCC/SLP.*

Neurolinguist with purview over motor speech and adult language disorders, right hemisphere communication, voice perception, and psycholinguistics.

Training Specialists

Anne Marie Skvarla, *Clinic Director. B.S., M.A.; CCC-SLP.*

Erasmia Ioannou Benakis, *Externship Director. B.A., M.A.; CCC-SLP.*

Adjunct Faculty

Suzanne Abraham, *Ph.D.; CCC-SLP*

Steven Blaustein, *Ph.D.; CCC-SLP*

Christie Block, *M.A.; M.S.; CCC-SLP*

Kathy Busch, *M.Phil., M.S.; CCC-SLP*

Lee Caggiano, *M.A.; CCC-SLP*

Julie Case, *M.A., M.A.; CCC-SLP*

Cynthia S. Cohen, *M.S.; CCC-SLP*

Shelley Cohen, *M.A.; CCC-SLP*

Ingrid Davidovich, *M.S.; CCC-SLP*

G. Albyn Davis, *Ph.D.; CCC-SLP*

Susan DeSanti, *Ph.D.; CCC-SLP*

Deanne Fitzpatrick, *Ph.D.; CCC-A*

Jessica Galgano, *Ph.D.; CCC-SLP*

Mona Greenfield, *Ph.D.; LCSW; CCC-SLP*

Barbara Grossman, *Au.D.; CCC-A*

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*

Yasadhara 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

René V. Arcilla, *Associate Professor*. B.A. 1977, Ph.D. 1990, Chicago.

Philosophy of education, existentialism, critical theory, and modernist art and literature. Author of *Mediumism: A Philosophical Reconstruction of Modernism for Existentialist Learning; For the Love of Perfection: Richard Rorty and Liberal Education*; and numerous scholarly articles.

Richard Arum, *Professor*. B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley).

Cross-national research on education and work, law and education, and socialization. Author of *Judging School Discipline* (Harvard University Press).

Jack Buckley, *Associate Professor*. B.A. 1994, Harvard; M.A. 2001, Ph.D. 2003, SUNY (Stony Brook).

Research and instruction in applied statistical methodology, econometrics, and public policy. He has published *Charter Schools: Hope or Hype?* (Princeton, 2007). His articles include "What Do Parents Want from Schools? Evidence from the Internet" and "Duration Dependence, Functional Form, and Correct Standard Errors: Improving EHA Models of State Policy Diffusion."

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).

Robert Cohen, *Professor of Teaching and Learning (with a joint appointment in Humanities and Social Sciences in the Professions)*. B.A. 1976, Ed.M. 1978, SUNY (Buffalo); M.A. 1980, Ph.D. 1987, California (Berkeley).

American political history, history of social movements, and history of education. Author of *The Free Speech Movement: Reflections on Berkeley in the 1960s*, selected as one of the *Los Angeles Times Book Review's* "100 Best Books of 2002" and selected for its "Best in the West" list of the best books published on the West in 2002; *Dear Mrs. Roosevelt: Letters from Children of the Great Depression* in 2002; and *When the Old Left Was Young: Student Radicals and America's Mass*

Student Movement, 1929-1941, named an Outstanding Academic Book for 1994 by *Choice*.

Sean Corcoran, *Assistant Professor of Educational Economics*. B.B.A. 1996, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.

Research emphasizing the economics of school funding, the political economy of school choice, and the labor market for elementary and secondary school teachers. Recent publications include articles in the *American Economic Review*, *Journal of Public Policy and Management*, and the *Journal of Urban Economics*.

James W. Fraser, *Professor of History and Education (with a joint appointment in Teaching and Learning)*. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

History and education in the United States, teaching history/teaching democracy in public schools, religion and public education. Author of *TEACH: A Question of Teaching* (McGraw-Hill), *The School in the United States: A Documentary History* (Routledge), *Preparing America's Teachers: A History* (Teachers College Press), *Between Church and State: Religion and Public Education in a Multicultural America* (Palgrave-Macmillan), among others.

Lynn D. Gordon, *Visiting Associate Professor*. B.A. 1968, Barnard College; M.A. 1974, Ph.D. 1980, Chicago.

History of American education; women's history; American foreign relations; history of journalism. Publications in *History of Education Quarterly*, *American Quarterly*, and *Higher Education Annual*; author of *Gender and Higher Education in the Progressive Era*.

Floyd M. Hammack, *Associate Professor*. B.A. 1966, M.A. 1969, Oregon; Ph.D. 1973, Florida State.

Specialist in sociology of education, with a special interest in education's links with occupations and professions and with inequality. Author of articles and reviews; coeditor of *Education and Society: A Reader*, editor of *The Comprehensive High School Today*, and coauthor of the recently published 6th edition of *Sociology of Education: A Systematic Analysis*. He coedited an issue of *Teachers College Record* on research on small secondary high schools. His current work is focused on issues concerning reform in public high schools and their links with higher education.

Jennifer Hill, *Associate Professor*. B.A. 1991, Swarthmore College; M.A. 1995, Rutgers; M.S. 1997, Ph.D. 2000, Harvard.

Research and instruction primarily focused on statistical methodology for causal inference and missing data. Interests also

include social and educational policy. She is coauthor 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. B.A. 1962, Wayne State; M.A. 1964, Ph.D. 1969, Michigan.

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. Ph.D. (Public Policy) 2005, Princeton; Ph.D. (Statistics) 2009, North Carolina (Chapel Hill).

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 infer-

ence (article "Bayesian and Likelihood Inference for 2x2 Ecological Tables: An Incomplete Data Approach"), analysis of legislative behavior using court vote records data and congressional roll call data (article "Understanding Complex Legislative Behaviors via Hierarchical Ideal Point Estimation"), and classification methods (article "Lifelong Menstrual Histories Are Typically Erratic and Trending—A Taxonomy").

Joan Malczewski, Assistant Professor. B.A. 1985, Michigan; M.A. 1995, Ph.D. 2002, Columbia.

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. B.A. 1994, Cornell; M.A. 1999, M.P.P. 2000, Ph.D. 2003, Michigan.

Research interests: citizenship and national identity, youth and ethnic conflict, civic and vocational education in international and comparative contexts, internationalization of higher education, sociology of education. Recent publications: *Blood and Culture: Race, Youth, Right-Wing Extremism, and National Belonging in Contemporary Germany* (Duke University Press, 2009); "Transnational Higher Education: Offshore Campuses in the Middle East," *Comparative Education* (forthcoming, with Elizabeth Hanauer); "Everyday Understanding of Citizenship in Germany,"

Citizenship Studies 10, no. 5 (November 2006): 536-62; with Jon Fox, "The 'Here and Now' of Everyday Nationhood," *Ethnicities* 8, no. 4 (December 2008): 573-76.

Erin Murphy-Graham, Assistant Professor. B.A. 1998, Tufts; M.A. 1999, Oxford; Ed.D. 2005, Harvard.

Research interests: education and social justice, gender, secondary education, international development, Latin America, and program evaluation. Recent publications: "And When She Comes Home: Education and Women's Empowerment in Intimate Relationships (forthcoming in *International Journal of Educational Development*); "Constructing a New Vision: Undoing Gender Through Secondary Education in Honduras" (forthcoming in *International Review of Education*); "Opening the Black Box: Women's Empowerment and Innovative Secondary Education in Honduras," *Gender and Education* 20, no. 1 (January 2008): 31-50.

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).

Elizabeth M. Norman, Professor. B.S. 1973, Rutgers; M.A. 1977, Ph.D. 1986, New York.

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.

Amy Ellen Schwartz, Professor of Public Policy and of Economics and Education (with a joint appointment in the Robert F. Wagner Graduate School of Public Service). B.S. 1983, Cornell; M.A. 1985, M.Phil. 1986, Ph.D. 1989, Columbia.

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).

Marc Scott, Associate Professor. B.A. 1986, Cornell; M.A. 1993, Hunter College (CUNY); Ph.D. 1998, New York.

Research and instruction in statistical methodology for longitudinal data, postsecondary outcomes, wage inequality, labor economics, and health. He has published *Divergent Paths: The Structure of Mobility in the New American Labor Market* (Russell Sage, 2000). His articles include "Pitfalls in Pathways: Some Perspectives on Competing Risks Event History Analysis in Education Research" and "Modeling Growth and Decline in Lung Function in Duchenne's Muscular Dystrophy with an Augmented Linear Mixed-Effects Model."

Leanna Stiefel, Professor of Economics and Education Policy (joint appointment with the Robert F. Wagner School of Public Service). B.A. 1967, Michigan-Ann Arbor; Ph.D. 1972, Wisconsin-Madison; Adv.Prof.Cert. (Finance) 1984, New York.

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*.

Lisa M. Stulberg, Associate Professor. B.A. 1992, Harvard; M.Soc.Sci. 1994, Birmingham (UK); M.A. 1996, Ph.D. 2001, California (Berkeley).

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.

Marcelo M. Suárez-Orozco, Courtney Sale Ross University Professor of Globalization and Education. B.A. 1980, M.A. 1981, Ph.D. 1986, California (Berkeley).

Areas of scholarly interest: psychological anthropology, cultural psychology, immigration, and globalization.

Forthcoming publication: *Educating the Whole Child for the Whole World* (with Carolyn Sattin-Bajaj). He is the Fisher Membership Fellow, Institute for Advanced Study, Princeton, NJ (www.nyu.edu/education/immigration).

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

Research interests include the education of American Jews, minority access to U.S. higher education, and college and university governance. He codirects NYU's Ph.D. and master's programs in education and Jewish studies. Publications include *Access to Success in the Urban High School: The Middle College Movement* (Teachers College Press, 2001), *Jewish Learning in American Universities: The First Century* (Indiana University Press, 1994), and *The Qualified Student: A History of Selective College Admission in America* (1977).

Sharon Lawner Weinberg, *Professor (Applied Statistics and Psychology)*. B.A. 1968, Ph.D. 1971, *Cornell*.

Author of over 50 articles, books, and reports on statistical methodology, statistical education, and evaluation and on such applied areas as clinical and school psychology, special education, and higher education. She is the recipient of several major grants from federal agencies, including the National Science Foundation, the National Institute on Drug Abuse, and the Office of Educational Research and

Improvement. A second edition of her book, *Statistics Using SPSS: An Integrative Approach*, coauthored with Sarah Knapp Abramowitz of Drew University, was recently published (2008) by Cambridge University Press. She is under contract with Routledge Press to coedit "Diversity in American Higher Education: Toward a More Comprehensive Approach," with her NYU colleague Lisa Stulberg. She is an invited member of the Editorial Advisory Board of *Educational Researcher*, an official journal of the American Educational Research Association. In January 2006, she completed six and one-half years as vice provost for faculty affairs at NYU. She currently is president of the board of the Jewish Foundation for Education of Women (JFEW). She is a member of the President's Council of Cornell Women, where she chaired the Development Committee and the University Relations Committee. She also is on the administrative board of the Cornell University Council and has served as chair of the NYU Faculty Senators Council, as president of the Special Interest Group of Educational Statisticians of the American Educational Research Association, as a member of the board of directors of the Classification Society, and as an elected member of the Society of Multivariate Experimental Psychologists.

Jonathan Zimmerman, *Chair and Professor*. B.A. 1983, *Columbia*; M.A. 1990, Ph.D. 1993, *Johns Hopkins*.

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? Culture Wars in the Public Schools* (Harvard, 2002).

Affiliated Faculty

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

Matthew Wiswell, *Assistant Professor*, Department of Economics, Faculty of Arts and Science

Faculty Emeriti

Joy Gould Boyum, *Arts and Humanities*

Berenice Fisher, *Philosophy of Education*

Donald Johnson, *Global Education*

Gabriel Moran, *Religious Education*

Department of Media, Culture, and Communication

Full-Time Faculty 2010-2011

Arjun Appadurai, *Goddard Professor of Media, Culture, and Communication*. B.A. 1970, *Brandeis*; Ph.D. (*Social Thought*) 1976, *Chicago*.

Author/editor of *Fear of Small Numbers* (2006), *Globalization* (2004), *Modernity at Large* (1996), *The Social Life of Things* (1986), *Worship and Conflict*

Under Colonial Rule (1981). Cofounding editor of *Public Culture*; fellow, American Academy of Arts and Sciences; senior research fellow, Max Planck Institute for the Study of Religious and Ethnic Diversity (Göttingen, Germany). Research areas: globalization; violence and social order; media and sustainable cities.

Rodney Benson, *Associate Professor*. B.A. 1983, *Iowa State*; M.I.A. 1992, *Columbia*; M.A. 1994, Ph.D. 2000, *California (Berkeley)*.

Comparative media systems; sociology of news; globalization; media and immigration; alternative media. Coeditor of *Bourdieu and the Journalistic Field* (Polity, 2005); author of numerous book chapters, articles in the *American Sociological Review*, *Political Communication, Theory and Society*, and other journals and the forthcoming *Framing Immigration: How the French and American Media Shape Public Debate* (Cambridge). Awarded European Union "MediaCity" fellowship at the Bauhaus University in Weimar, Germany (2005), and "Top Paper—Political Communication," International Communication Association Conference (with Dan Hallin, 2005).

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

books, including *Listening in Everyday Life* (University Press of America, 1991); *Conflict Management: A Communication Skills Approach* (Allyn & Bacon, 1998); *The Power to Communicate: Gender Differences as Barriers* (Waveland Press, 1998); *Women and Men Communicating: Challenges and Changes* (Waveland Press, 2001); and numerous book chapters and journal articles. Named Distinguished Research and Teaching Fellow by the Eastern Communication Association. Received the Distinguished Teaching Award from New York University in 2004. Named Centennial Scholar by the Eastern Communication Association in 2009.

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*.

Allen Feldman, Associate Professor. B.A. 1974, M.A. 1984, Ph.D. 1988, New School for Social Research.

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); interpretive/ethnographic methodologies. Publications in communication and education journals; author of *Growing Up with Television: Everyday Learning Among Urban Adolescents* (Temple, 2002).

Alexander R. Galloway, Associate Professor. B.A. 1996, Brown; Ph.D. 2001, Duke.

Scholarly interests include critical theory, semiotics, aesthetics, digital media, networks, software, new media art, games, and film. An author and programmer, he is also a founding member of the software collective RSG and creator of the Carnivore and Kriegspiel projects. The *New York Times* recently described his work as "conceptually sharp, visually compelling and completely attuned to the political moment." He is the author of *Protocol: How Control Exists After Decentralization* (MIT, 2004), *Gaming: Essays on Algorithmic Culture* (Minnesota, 2006), and a book coauthored with Eugene Thacker called *The Exploit: A Theory of Networks* (Minnesota, 2007).

Brett Gary, Associate Professor. B.A. 1982, Montana State; M.A. 1985, Ph.D. 1992, Pennsylvania.

Liberalism, public intellectuals, democratic theory, propaganda, censorship policy, and history of consumer culture. Author of *The Nervous Liberals: Propaganda Anxieties from World War I to the Cold War* (Columbia, 1999). Currently at work on a study of Morris L. Ernst and the emergence of the anti-censorship tradition within American liberalism.

Lisa Gitelman, Associate Professor. M.A. 1985, Ph.D. 1991, Columbia.

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, Assistant Professor. B.A. 1998, Brown; Ph.D. 2004, Stanford.

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.

Charlton McIlwain, *Associate Professor*. B.A. 1994, Oklahoma Baptist; M.H.R. 1996, Ph.D. 2001, Oklahoma.

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.

Mark Crispin Miller, *Professor*. B.A. 1971, Northwestern; M.A. 1973, Ph.D. 1978, Johns Hopkins.

Modern propaganda, history and tactics of advertising, American film, and media ownership. Books include *Boxed In: The Culture of TV* (Northwestern University Press, 1988); *Seeing Through Movies* (ed.) (Pantheon, 1990); *The Bush Dyslexicon: Observations on a National Disorder* (W. W. Norton, 2002); *Cruel and Unusual: Bush/Cheney's New World Order* (W. W. Norton, 2004);

Fooled Again: The Real Case for Electoral Reform (Basic Books, 2005); and *Loser Take All: Election Fraud and the Subversion of Democracy, 2000-2008* (ed.) (Ilg Publishing, 2008). Also serves as series editor for *Icons of America* (Yale).

Nicholas Mirzoeff, *Professor*. B.A. (hons.) 1983, Oxford; Ph.D. 1990, Warwick (UK).

Visual culture theorist with research interests in the critical genealogies of visibility, digital culture, performance, dis/ability, and diaspora. Current research projects: *The Right to Look: A Counterhistory of Visuality* (publication 2011); networking visual culture, a collaborative digital intervention; and the visual culture of climate change. Publications range from art history and contemporary art to media studies and critical visual culture, including *An Introduction to Visual Culture: Second Edition* (2009); *Seinfeld: A Critical Reading of the Series* (2007); and *Watching Babylon: The War in Iraq and Global Visual Culture* (2005).

Terence P. Moran, *Professor*. B.S. 1964, M.A. 1965, Ph.D. 1971, New York.

History of communication, technology and culture, and propaganda analysis. Coauthor of *Selling War to America: From the Spanish American War to the Global War on Terror* (Praeger, 2007) and numerous scholarly articles. Executive producer of documentaries

including *McSorley's New York* (1987 Emmy Award) and *Sons of Derry. Coeditor, Language in America* (Pegasus, 1969). Teaching Excellence Award, NYU Steinhardt (2005-2006).

Susan Murray, *Associate Professor*. B.A. 1989, Wisconsin (Madison); M.A. 1994, New School for Social Research; Ph.D. 1999, Texas (Austin).

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.

Victor Pickard, *Assistant Professor. Ph.D. 2008, Illinois.*

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.

Juan Piñon, *Assistant Professor. B.A. 1986, M.A. 1996, Iberoamericana (Mexico); Ph.D. 2007, Texas (Austin).*

Globalization, political economy, television studies, and social and cultural practices; the intersection of Latin American transnational media corporate dynamics with the established mode of production of U.S. Latino media and the effects of Latinos' representations. He has worked in TV production in Mexico, taught at the Monterrey Tec, Mexico City Campus, where he was appointed media center director, and is currently participating as the U.S. representative for the Observatory of Televisual Fiction in the Ibero-American Space (OBI-TEL). He is currently conducting research on the emergence of new players within the U.S. Latino television field and on media and migration.

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

Globalization, political economy and culture, critical theory, social history of technology, South Asia. Author of *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India* (Cambridge, 2001). Winner of the Ananda Kentish Coomaraswamy Prize from the Association of Asian Studies in 2003. Member, School of Social Science at the Institute of Advanced Study in Princeton, 1998-1999. Editor of *America and Its Others: Cosmopolitan Terror as Globalization* (2004).

Erica Reyna Robles, *Assistant Professor. B.S. 2001, Ph.D. 2008, Stanford. Symbolic Systems: Computer Graphics & Animation*

Trained as both an experimental psychologist and a cultural historian, Robles conducts research that focuses on the role media technologies play in the production of space. In particular, she concentrates on configurations that enable a sense of public, collective, or shared experience, especially through the structuring of visibility and gaze. Her current project, *Mediating Eternity: The Crystal Cathedral and God's Place in a Networked World*, looks at the role a traditional cultural institution, the church, plays in reframing the communal and sacred experience through technological appropriations of screens, automobiles, broadcast, and network technologies, alongside modern architectural materials like concrete, steel, and glass. Previously, she worked as a postdoctoral research fellow in new media and architecture in joint affiliation with the Department of Art History and the Humanities and Technology Laboratory (HUMLab) at the University of Umeå, Sweden.

Martin Scherzinger, *Associate Professor. B.Mus. 1992, Ph.D. 2001, Columbia.*

Composer; musicologist whose interests include sonic culture, music, media and politics of the 20th and 21st centuries, the poetics of copyright law, queer the-

ory 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).*

Cultural studies, visual culture, consumer culture, cultural memory, and national identity. Author of *Tangled Memories: The Vietnam War, the AIDS Epidemic and the Politics of Remembering* (California, 1997), coauthor of *Practices of Looking: An Introduction to Visual Culture* (Oxford, 2001, revised and expanded Second Edition, 2009), author of *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero* (Duke, 2007), winner of the ASU Transdisciplinary Humanities Award.

Helga Tawil-Souri, *Assistant Professor. B.A. 1992, McGill; M.A. 1994, Southern California; Ph.D. 2005, Colorado (Boulder).*

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.*

Research interests include 19- and 20th-century American newspapers, media, architecture, urban space, crime and media, advertising and its history. A Social Sciences and Humanities Research Council Doctoral Fellow (1996-1998) and Fulbright Foundation Fellow (1998-2000). Author of *Newspapers and the Making of Modern America: A History* (Greenwood Press, 2005) and *Media Capital* (University of Illinois Press, 2010) as well as articles in *Journalism History*; *Philosophy and Geography*; *Space and Culture*; *Crime, Media, Culture*; and the *Journal of Visual Culture*.

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 Brulin
Finn Brunton
Craig Burton
Alison Butler
Aaron Cohen
Sorin Cucu
James Devitt
Mark Edelman
Mara Einstein
Sal Fallica
Kenneth Farrall

Michelle Fawcett
Billy Felz
Susan Fox
Steve Goodman
Elizabeth Heard
Marjorie Heins
Bill Herman
Stephanie Hill
J. P. James
Edna Johnson
Joel Johnson
Jelena Karanovic
Amy LeClair
Liel Leibovitz
Michelle Litsky
Ivan Makar
Joshua Margulies
Kathy Miriam
Jay Murray
Manos Pantelidis
Mary Panzer
Ben Peters
David Poltrack
Marshall Raines
Joseph Reagle
Bob Richter
Martin Roberts
MJ Robinson
Faye Rogaski
Stacy Rosenberg
Alan Ross
Sydney Scott
Gene Secunda
Bonnie Selterman
Beth Seplow
Nicole Stahlmann
Shawn Threadgill
Joost Van Dreunen
Dawn Werner
Karen White
Cynthia Wiseman
Mushon Zer-Aviv

Department of Music and Performing Arts Professions

Full-Time Faculty 2010-2011

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 Ayllon, the Lima Philharmonic, the Peruvian National Symphony, Bill Watrous, John Thomas, Russ Ferrante, and Alex Acuna. Webby award-winning Web site, www.gabrielalegria.com. Artistic director, Jazz Peru International (www.jazzperu.org).

Stephanie Baer, *Teacher. B.M. 1998, M.M. 2000, Mannes College of Music.*

Violist who studied with William Primrose, Karen Tuttle, Michael Tree, Dorothy DeLay, and Karen Ritcher. Chamber music with Guarneri and Juilliard Quartets. Member, Metamorphosis Piano

Quartet, Mostly Mozart Orchestra, and Orchestra of St. Luke's.

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.

Cathy Kassell Benedict, *Assistant Professor. B.A. 1979, Loretto Heights College; M.M.E. 1987, Holy Names College; M.Ed. 1996, Ed.D. 2004, Columbia.*

Certified K-12 music teacher, taught 15 years in both urban and private institutions. Master's degree in Kodály, Holy Names College, as well as Level III Orff with Grace Nash at University of Northern Arizona. Recent presentations include "Chasing Legitimacy: The National Music Standards" and "Standards and Curriculum: The Hidden Constraints of Seemingly Invaluable Intentions." Currently serving as vice president for a regional chapter of the College Music Society.

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

At Juilliard he was a student of Homer Mensch. A member of both the New York City Opera Orchestra and the Mostly Mozart Festival Orchestra for 20 years, he is also the principal double bassist of the Brooklyn Philharmonic and the American Composers Orchestra, having served under the music direction of Lukas Foss, Dennis Russell Davies, Robert Spano, and Stephan 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.

Meg Bussert, *Master Teacher. B.A. 1998, SUNY (Purchase); M.A.T. 1999, Manhattanville.*

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.

David J. Elliott, *Professor. B.M. 1971, B.Ed. 1972, M.M. 1973, Toronto; Ph.D. 1983, Case Western Reserve.*

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).

Morwared Farbood,

Visiting Assistant Professor. B.A. 1997, Harvard; M.S. 2001, Ph.D. 2006, Massachusetts Institute of Technology.

Research encompasses topics in music theory and cognition and the computational modeling of a harpsichordist. Awards and honors include First Prize at the Prague International Harpsichord Competition and the Pro Musicis International Award.

Lawrence Ferrara, *Director and Professor. B.A. 1971, Montclair State; M.M. 1973, Manhattan School of Music; Ph.D. 1978, New York.*

Pianist and author with expertise in music theory, aesthetics, music history, music research methodologies, and music copyright. Winner, Presidential Fellowship and Daniel E. Griffiths Research Awards. Author of numerous journal articles and book chapters as well as books, including *Philosophy and the Analysis of Music* (Greenwood) and *Keyboard Harmony and Improvisation* and coauthor of multiple editions of *Research in Music Education*. Recordings for Orion and Musique Internationale. Forensic music copyright consultant for every major recording and publishing company and many artists,

including Andrew Lloyd Webber, Gloria Estefan, Billy Joel, Paul McCartney, Mariah Carey, Elton John, James Brown, Ludacris, Kanye West, 50 Cent, Eminem, Jay Z, Dr. Dre, Prince, Toby Keith, Beastie Boys, and Jennifer Lopez.

John V. Gilbert, *Associate Professor. B.A., Mus.B. 1960, Texas Technological College; M.A. 1962, Ed.D. 1969, Columbia.*

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 Vocology 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 Billis in *South Pacific*, the Beast in Vittorio Gianni's *Beauty and the Beast*, the Witch in *Hansel and Gretel*, and Lord Evelyn Oakleigh in *Anything Goes*. Played bass and sang with Grammy-nominated country band The Moody

Brothers. Students currently singing at the Met, New York City Opera, on many Broadway tours, the U.S. Army Soldiers' Chorus, and many of the Young Artist Apprentice Programs throughout the U.S. and abroad.

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

Principal percussionist—American Symphony Orchestra; principal timpanist—Aspen Chamber Orchestra, American Composers Orchestra. Performances with all major ensembles in New York City. President of Sunset Records, Kettles and Company, and Gemini Music Productions. Performed and recorded with Emerson, Lake and Palmer. Grammy Award-winner as percussionist with Zappa's Universe and Aerosmith, Michael Bolton, and Black Sabbath. International tours with major orchestras as a solo timpanist, including more than 50 performances of Philip Glass's Concerto Fantasy for Two Timpanists and Orchestra, dedicated to Haas by Glass. Works closely with percussion industry manufactures Yamaha, Promark, and Zildjian.

Dianna Heldman, *Master Teacher*. B.M. 1982, SUNY (Potsdam); M.M.Ed. 1990, North Texas; Artist Dipl. (opera performance) 1991, Cincinnati.

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*.

Susan Koff, *Clinical Associate Professor*. B.F.A. 1977, Arizona; M.A. 1982, Columbia; Ed.D. 1995, Temple.

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.

Esther Lamneck, *Clinical Associate Professor*. B.M. 1973, M.M. 1974, D.M.A. 1980, Juilliard School.

Winner of Naumburg Scholarship, awarded Pro Musicis Soloist sponsorship. Performs as soloist with orchestras and chamber music ensembles. Specialization in new music performance.

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

Development of theory and clinical approaches to drama therapy. Editor-in-chief emeritus of the journal *The Arts in Psychotherapy*. Author of 11 books, including *The Couch and the Stage: Integrating Words and Action in Psychotherapy* (2008). Recipient, Distinguished Teaching Award and Griffiths Research Award, NYU.

Richard Magill, *Visiting Professor*. B.S. 1966, Philadelphia College of Bible; Ed.M. 1969, Temple; Ph.D. 1974, Florida State.

Interests include motor skill acquisition processes and how practice-related variables influence skill acquisition, especially forms of instruction, augmented feedback, and practice schedules. Investigated how explicit and implicit learning processes are involved in motor skill acquisition and the influence of contextual interference in motor skill learning. Author of *Motor Learning and Control: Concepts and Applications* (McGraw-Hill), now in its eighth edition.

Christina Marín, *Assistant Professor*. B.S. 1992, *Northwestern*; Ph.D. 2005, *Arizona State*.

Educator, performer, and director whose work has been conducted on an international level in Colombia, Ecuador, Mexico, Ireland, and South Africa. Recipient of the 2004-2005 American Dissertation Fellowship.

Panayotis Mavromatis, *Assistant Professor*. B.A. 1987, *Dipl. Advanced Study in Mathematics* 1988, M.A. 1991, *Cambridge*; M.A. 1995, *Boston*; Ph.D. 2005, *Eastman School of Music*.

Interests include computational models, music perception and cognition, Schenkerian theory, post-tonal theory, Greek music. Publications in the *Journal of Music Theory*, *Harvard Dictionary of Music*.

David Montgomery, *Clinical Assistant Professor*. B.A. 1999, *Marymount Manhattan College*; M.A. 2001, Ph.D. 2007, *New York*.

Specialist in drama education, theatre for young audiences, directing, student teaching, and integrated arts. His research interests are in drama pedagogy, arts partnerships, and teacher education. His forthcoming *International Handbook of Educational Theatre* (coauthored with Robert Landy) will be published by Palgrave Macmillan.

Catherine Moore, *Clinical Associate Professor*. B.A. 1976, *Bishop's (Canada)*; Ph.D. 1991, *Liverpool (UK)*.

Research interests include the interaction of culture and

industry, international cultural trade policy, strategic music marketing, 17th-century Italian music, genre evolution, and music in the media business. Music critic and author of *The Composer Michelangelo Rossi*.

Marilyn Nonken, *Assistant Professor*. B.M. 1992, *Eastman School of Music*; M.A. 1995, M.Phil. 1995, Ph.D. 1999, *Columbia*.

Pianist with scholarly interests in contemporary music and performance practice, music perception and cognition, and music and ecological physiology. Cofounder and artistic director of Ensemble 21 Contemporary Music Performance Group. Recordings on Tzadik, Innova, Divine Art, New World, Bridge, CRI, Mode, Lovely Music, Albany, Metier, Cairos, New Focus, Neos, and BMOP Sound. A Steinway artist.

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 nation-

al 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 Phillipines, the Caribbean, and China. He is the director of the NYU Summer Brass Intensive and conductor of the NYU Brass Choir.

Agnieszka Roginska, *Assistant Professor*. B.M. 1996, *McGill*; M.M. 1998, *New York*; Ph.D. 2004, *Northwestern*.

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.

Robert Rowe, *Professor*. B.M. 1976, *Wisconsin*; M.A. 1978, *Iowa*; Ph.D. 1991, *Massachusetts Institute of Technology*.

Composer, winner of Bourges Competition, 1990. Author of *Interactive Music Systems: Machine Listening and Composing* (MIT Press, 1993) and *Machine Musicianship* (MIT Press, 2001).

Ronald Sadoff, *Associate Professor*. B.M. 1976, *North Carolina*; M.M. 1978, *Juilliard School*; Ph.D. 1986, *New York*.

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.

Joe Salvatore, *Teacher. B.A. 1995, Delaware; M.F.A. 1998, Massachusetts-Amherst.*

Director, playwright, educator. Artistic/education director of Learning Stages, a nonprofit youth theatre company in New Jersey. Former education and humanities manager for Brooklyn Academy of Music. Research interests: evaluation and assessment in performance courses, devising original works with young people, Shakespeare, queer theatre, and interview theatre. Artistic director of Steinhardt's Shakespeare Initiative. Recipient of the Steinhardt Teaching Excellence Award, 2006.

David Schroeder, *Music Assistant Professor. B.Ed. 1983, Northern Iowa; M.M. 1986, New England Conservatory of Music; D.A. 1993, New York.*

Director, Jazz Studies Program. He is the producer and artistic director for NYU Jazz Masterclass Series and host for the Jazz Masters Series at the Blue Note Jazz Club. He has also acted as jazz education consultant for Verve Music Group and vice president for Laurel Tree Records. He has performed or recorded with seminal jazz artists and ensembles including the Vanguard Orchestra, Kenny Werner, Don Friedman, Oscar Castro-Neves, Airto Moreira, Teo Macero, etc. and is the leader for Combo Nuvo, the NYU Artist-in-Residence Ensemble (www.combonuvo.com). He has produced education

videos for artists, including Joe Lovano, Kenny Werner, Jonah Jones, and Mike Mainieri as well as the NYU Jazz Masterclass DVD Series featuring jazz legends Hank Jones, Clark Terry, Phil Woods, Cecil Taylor, Barry Harris, Toots Thielemans, and Jimmy and Percy Heath. Additionally he has published articles in *Philosophy of Music Education Review*, *Journal of the International Society of Bassists*, and *Jazz Educators Journal*.

Nancy Smithner, *Teacher. B.A. 1976, Antioch College; Ph.D. 2002, New York.*

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.

Philip Taylor, *Associate Professor. B.Ed. 1980, Rusden State College (Australia); M.A. 1988, Ph.D. 1992, New York.* Research interests include applied theatre, drama and arts education, qualitative inquiry, and reflective praxis. Books include *Structure and Spontaneity*, *Assessment in Arts Education*, *Applied Theatre: Creating Transformative*

Encounters in the Community, *Researching Drama and Arts Education: Paradigms and Possibilities*, *The Drama Classroom: Action, Reflection, Transformation*, and *Redcoats and Patriots: Reflective Practice in Drama and Social Studies*. Award winner and frequent presenter at worldwide conventions. Former director, Centre for Applied Theatre Research, Griffith University, Australia. Recipient of the Steinhardt Teaching Excellence Award, 2004.

David Spear, *Associate Professor. B.A. 1975, California (Los Angeles).*

Film music composition. Conductor and orchestrator of film scores for Elmer Bernstein including *Animal House*, *Airplane*, *Ghostbusters*, *Heavy Metal*, and *The Great Santini*. Broadway debut in 1982 as music director of *Merlin, the Magical Musical*. Composer for three Academy Award-nominated films: *Rainbow War* (1986), *The Courage to Care* (1986), and *Ballet Robotique* (1983). Composer of Emmy Award-winning National Geographic documentary, *Surviving Everest*. Conducted the Royal Philharmonic, London Symphony, Munich Philharmonic, Vancouver Symphony. Conducted Indianapolis Symphony in the 2008 premiere of Ron McCurdy's *The Langston Hughes Project*, featuring Ice-T. Served on the faculties of Berklee College of Music (1991-1995) and USC Thornton's Scoring for

Motion Pictures and Television (1995-2006).

Matt Sullivan, *Director, Double Reed Studies.*

Attended Southern Illinois University and University of Miami. Studied with Ray Still and Marc Lifshay. Performed with St. Louis Symphony, Miami Philharmonic, and St. Luke's; member of Quintet of the Americas.

Anton Vishio, *Visiting Assistant Professor. B.A. 1989, Princeton; Ph.D. 2008, Harvard.*

Music theorist. Has taught at McGill University, the University of Buffalo, and Vassar College.

Grant Wenaus, *Master Teacher. B.M. 1985, Regina; M.M. 1992, Indiana; D.M.A. 1997, Michigan.*

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

Ernest MacMillan Canadian National Endowment for Piano Accompanying. Recordings: R. Murray Schafer's *Apocalypse*, CBC/Soundstreams.

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,

Spoletto, 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 DillerScofidio+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.

Brann J. Wry, *Associate Professor*. B.A. 1963, *Holy Cross*; J.D. 1967, *Georgetown*; M.B.A. 1973, *California (Los Angeles)*. Former executive director of the New Jersey State Council on the Arts; fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.

Distinguished Performers and Composers-in-Residence

Milton Babbitt (1987-1989)

Leo Kraft (1989-1991)

Anatol Vieru (1992-1993)

George Perle (1993-1994)

Leonard Rosenman (1994-1995)

Roger Reynolds (1995-1996)

Robert Craft (1996-1997)

Morton Subotnick (1996-1997)

Leo Kraft (1997-1998)

George Crumb (1997-1998)

Steven Schick (1997-1998)

Maya Beyser (1997-1998)

Sukhi Kang (1998-1999)

Violeta Di Nescu (1998-1999)

Morton Subotnick (1998-1999)

Brentano Quartet (1995-2003)

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., M.A., 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 Marín, 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.

Nancy Foell Swartzell,
B.S., M.A., M.F.A., D.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 Piano

Don Friedman

Gil Goldstein, B.A., M.M.,
Ph.D.

Vijay Iyer

Andy Milne

Jean-Michel Pilc

Kenny Werner

Voice

Jeremy Aye, B.M., M.M.

Edith Bers, B.A., M.A.

Brian Gill, B.M., M.M.,
D.M.A.

Kimberly Gill, B.M., M.M.

Dianna Heldman, B.M.,
M.M.Ed.; Artist Dipl.

Linda Larson, B.M., M.M.,
D.M.A.

Scott Murphree, B.M.,
M.M., D.M.A.

Christine Reimer, B.M.

Michael Ricciardone, B.S.,
M.M.

Matthew Shepard Smith,
B.M., M.M.

Rosa Vento, B.M., M.M.

Grant Wenaus, B.A.,
M.M., D.M.A.

Robert C. White, Jr., B.S.,
M.M., Ed.D.

Jazz Guitar

Bruce Arnold, B.M.

Peter Bernstein, B.F.A.

Pat Cerasiello

Randy Johnston, B.M.

John Scofield

Jazz Trombone

Robin 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 Nesin

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.T.*

Frederick Curry, *B.A., M.A.*

Andrea Markus, *B.A.*

Evan Mueller, *B.A., M.F.A.*

Cynthia Reynolds, *B.S.*

Frank Schiro, *B.A., M.A.*

John Simpkins, *B.M., M.A.*

William Wesbrooks, *B.A.*

Music Theory

Justin Dello Joio, *B.M., M.M., D.M.A.*

Lawrence Ferrara, *B.A., M.M., Ph.D.*

Panayotis Mavromatis, *B.A., M.A., Ph.D.*

Matthew McDonald, *B.A., Ph.D.*

Robert Rowe, *B.M., M.A., Ph.D.*

Music Education

Cathy Kassell Benedict, *B.A., M.M.E., M.Ed., Ed.D.*

David J. Elliott, *B.M., B.Ed., M.M., Ph.D.*

John V. Gilbert, *B.A., B.M., M.A., Ed.D.*

Susan Glass, *B.A., M.M., Ed.D.*

Amy Goldin, *B.S., M.S.*

John Daly Goodwin, *B.A., M.A., D.M.A.*

Dianna Heldman, *B.M., M.M.Ed.; Artist Dipl.*

Jamie Jacobs, *B.S., M.A.*

Jerry Kerlin, *B.S., M.A., Ph.D.*

Anna Kovacs, *B.S., M.A.*

Barbara Murray, *M.A.*

Francisco Nuñez, *B.S., Grand Artist Dipl.*

William Rayner, *B.A., M.A., Ph.D.*

Michael Rotello, *B.S., M.A.T.*

Ira Shankman, *B.S., M.M.*

Nancy Shankman, *B.S., M.M.*

Marissa Silverman, *B.A., M.A., Ph.D.*

Elise Sobel, *B.A., M.A.*

Sarah St. Onge, *B.M., M.M.Ed.*

Robert Susman, *B.M., M.A.*

Music Technology

Juan Bello, *B.S., Ph.D.*

Tom Beyer, *B.M., M.M.*

Sujetlana Bukvich-Nichols, *B.A., M.M.*

Joel Chadabe, *B.M., M.M.*

Rich Cirminello, *B.M., M.M.*

Isabel Diaz-Cassou, *B.A., M.M.*

Nicholas Didkovsky, *B.A., M.A., Ph.D.*

Tom Doczi, *B.A., M.M.*

Gary Filadelfo, *B.M.*

Joshua Fried, *M.M.*

Paul Geluso, *B.S.E.E., M.M.*

Jake Glanz, *B.S., M.E.*

Barry Greenhut, *B.M., M.M.*

Dafna Naphtali, *B.M., M.M.*

Kenneth J. Peacock, *B.A., M.A., Ph.D.*

Agnieszka Roginska, *B.M., M.M., Ph.D.*

Robert Rowe, *B.M., M.A., Ph.D.*

Ron Sadoff, *B.M., M.M., Ph.D.*

Tim Starnes, *B.M., M.M.*

Sascha Von Ortzen, *Tonmeister*

Leszek Wojcik, *Tonmeister*

Flute

Robert Dick, *B.A., M.M.*

Brad Garner, *B.M., M.M., D.M.A.*

Suzanne Gilchrest, *B.A., M.A.*

Susan Glaser, *B.S., M.M., D.M.A.*

Kathleen Nester, *B.A., M.M.*

Keith Underwood, *B.M., M.A.*

Eugenia Zuckerman, *B.A.*

Oboe

Vicki Bodner, *B.M.*

Rob Botti, *B.M., M.M.*

Humbert Lucarelli, *B.M.*

Matt Sullivan, *B.A.*

Liang Wang, *B.M.*

Trombone: Classical

Per Brevig, *B.M., M.M., D.M.A.*

Tom Hutchinson

Sean Scot Reed, *B.M., M.M., D.M.A.*

Bass Trombone: Classical

John Rojak, *B.M.*

Clarinet

Stanley Drucker

Larry Guy, *B.M., M.M., Postgraduate Dipl.*

David Krakauer, *B.A., M.M.*

Esther Lamneck, *B.M., M.M., D.M.A.*

Bass Clarinet

Dennis Smylie, *B.M., M.M.*

Bassoon

Leonard Hindell, *B.M., M.M.*

Mark Timmerman, *B.M.*

Saxophone: Classical

Paul Cohen, *B.M., M.M., D.M.A.*

Tim Ruedeman, *B.M., M.A., Ph.D.*

Saxophone: Jazz

George Garzone, *B.M.*

Terrence Goss, *B.M., M.A., Ph.D.*

Ralph Lalama, *B.M.E.*

Joe Lovano, *hon.: D.M.*

Lenny Pickett

Dave Pietro, *B.M.E., M.A.*

Chris Potter, *B.A.*

David Schroeder, *B.Ed., M.M., D.A.*

French Horn

Joe Anderer, *B.M., M.M.*

Ann Ellsworth, *B.M., B.A., M.M.*

Barbara Oldham, *B.M., M.M.*

Trumpet: Classical

Laurie Frink, *B.M.*

Tim Hoyt, *B.M., M.M., D.M.A.*

David Krauss, *B.M., M.M.*

Vincent Penzarella, *B.M.*

Trumpet: Jazz

Gabriel Alegria, *B.A., M.A., D.M.A.*

Ralph Alessi, *B.M., M.M.*

Brian Lynch, *B.M., M.A.*

Tuba

Marcus Rojas, B.M.

Percussion

Simon Boyar, B.A.**Jonathan Haas, B.A.,
M.M.**

Jazz Percussion

Guillermo Acevedo**Billy Drummond, B.M.****John Hadfield, B.M.,
M.M.****Anthony Moreno, B.M.****Dafnis Prieto****Antonio Sanchez, B.A.**

Harp

**Emily Mitchell,
Performer's Cert.**

Violin

Martin Beaver, Artist Dipl.**Nina Beilina, B.M., M.M.****Stephanie Chase****Arturo Delmoni, B.M.****Pamela Frank, B.M., M.M.****Gregory Fulkerson, B.M.,
B.A., M.M., D.M.A.****Burton Kaplan, B.M.****Anton Miller, B.A., M.M.****Laura Seaton-Finn, B.A.,
M.M.****Ann Setzer, B.M., M.M.****Sally Thomas****Neil Weintrob, B.M.,
M.M.****Chee Yun**

Viola

**Stephanie Baer, B.M.,
M.M.****Lawrence Dutton, B.M.****Martha Strongin Katz**

Cello

**Marion Feldman, B.S.,
M.S.****Clive Greensmith, B.A.**

Double Bass

**Joseph Bongiorno, B.M.,
M.M.****Jeff Curney, B.M., M.M.**

Bass: Jazz

Richard Bona**Ron McClure, B.M.****Mike Richmond, B.A.****Martin Wind, B.M., M.M.**

Performing Arts Administration

**Timothy A. McClimon,
B.A., M.A., J.D.****Anthony Patton, B.A.,
M.A.****Wende Persons, B.A.,
M.A.****Linda Shelton, B.A.****Duncan Webb, B.A.,
M.B.A.****Brann J. Wry, B.A.,
M.B.A., J.D.**

Performing Arts Therapies

*Drama Therapy***Jason Butler, B.A., M.A.;
RDT, LCAT****Jonathan Fox, B.A., M.A.****Antonina Garcia, B.A.,
M.A., M.S.W., Ed.D.****Maria Hodermarska,
M.A.; RDT, LCAT****Robert J. Landy, B.A.,
M.S., Ph.D.; RDT, LCAT****Lucy McLelland, B.A.,
M.A.; RDT, LCAT****Sara McMullian, B.A.,
M.A.; RDT, LCAT****Anna Marie Weber,
B.F.A., M.A.; RDT, LCAT***Music Therapy***Diane Austin, B.A., M.A.,
D.A.; ACMT, LCAT****Jacqueline Birnbaum,
B.S., M.A., M.S.Ed.; MT-BC,
NRMT, LCAT****Francis Bosco, B.S., M.A.;
MT-BC, LCAT, LMT, RPP, SEP****Alla Braverman, B.A.,
M.A.; MT-BC, NRMT, LCAT****Susan Feiner, B.A., M.A.;
MT-BC, LMSW, LCAT****Dan Gormley, B.A., M.A.;
CMT, NRMT****Barbara Hesser, B.A., B.S.,
M.S.; CMT, LCAT, FAMI****Peter Jampel, B.A., M.A.,
D.A.; MT-BC, LCAT****Michele Ritholz, B.A.,
M.A.; MT-BC, NRMT, LCAT****Clive Robbins, hon.:
D.H.L., Dr.Med.Mat.; MT-BC****Nir Sadovnik, B.A., M.A.;
MT-BC, LCAT****Benedikte Scheiby, M.M.,
M.Med.; DPMT, CMT, LCAT****Noah Shapiro, B.A., M.A.;
MT-BC, NRMT, LCAT****Alan Turry, B.S., M.A.,
D.A.; MT-BC, NRMT, LCAT****Terry Watson, B.A., B.S.,
M.A., M.S.; CMT, LCAT**

**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 industri-
alization; 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 assess-
ment methods; nutrition
epidemiology.

Judith A. Gilbride, *Chair and Professor. B.S. 1966, Framingham State; M.A. 1970, Ph.D. 1981, New York; RD.*

Nutrition assessment; nutrition in gerontology; clinical nutrition management; genetics education of health professionals.

Sally Guttmacher, *Professor. B.S. 1963, Wisconsin; M.Phil. 1973, Ph.D. 1976, Columbia.*

Policy and prevention of chronic and infectious diseases; poverty and public health; women's health; global health issues.

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

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

Farzana Kapadia, *Assistant Professor. B.S. 1995, SUNY (Binghamton); M.P.H. 1997, New York; Ph.D. 2005, Columbia.*

Social and behavioral determinants of HIV/STI transmission; behavioral interventions

for HIV/STI prevention; unintended pregnancy and other reproductive health outcomes among young adults and adolescents.

Kristie J. Lancaster, *Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; RD.*

Chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology; neighborhood food availability and diet.

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.

Gabriella M. Petrick, *Assistant Professor. B.A. 1989, College of the Holy Cross; A.O.S. 1991, Culinary Institute of America; M.M.H. 1996, Cornell; M.A. 1999, Carnegie Mellon; Ph.D. 2006, Delaware.*

History of food technology; science and industrialization; history of taste; history of dietary change and obesity; environmental and agricultural history.

Domingo J. Piñero, *Clinical Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón 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.

Krishnendu Ray, *Assistant Professor. B.A. 1984, M.A. 1986, Delhi; M.A. 1996, Ph.D. 2001, SUNY (Binghamton).*

Contemporary issues in food studies; food theory; social and cultural aspects of food; food identity and migration.

Yumary Ruiz, *Clinical Assistant Professor. B.S. 1996, California (Los Angeles); M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.*

Electronic advocacy; sociopolitical empowerment; social determinants of health; migrant health.

Aoife Ryan, *Assistant Professor. B.Sc. 2000, Ph.D. 2008, Trinity College Dublin.*

Research interests include immunonutrition; clinical nutrition trials; and metabolic syndrome, obesity, and cancer risk.

Lisa Sasson, *Clinical Associate Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD.*

Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.

Diana Silver, *Assistant Professor. B.A. 1982, Bates College; M.P.H. 1990, Hunter College (CUNY); Ph.D. 2006, New York.*

Design, implementation, and evaluation of community health interventions in urban areas; role of local government in promoting health outcomes for children and families.

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.

Sarah W. Beck, *Associate Professor. B.A. 1991, Harvard; M.F.A. 1993, Washington (St. Louis); Ed.D. 2002, Harvard.*

Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; discourse analysis.

Jason B. Blonstein, *Urban Master Teacher. B.S. 1965, Hobart College; M.A. 1969, New York; M.A. 1996, Fordham.*

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).*

American political history, history of social movements, and history education. Author of *The Free Speech Movement: Reflections on Berkeley in the 1960s*, selected as one of the *Los Angeles Times Book Review's* "100 Best Books of 2002" and selected for its "Best in the West" list of the best books published on the West in 2002; *Dear Mrs. Roosevelt: Letters from Children of the Great Depression* in 2002; and *When the Old Left Was Young: Student Radicals and America's Mass Student Movement, 1929-1941*, named an outstanding Academic Book for 1994 by *Choice*.

Patricia M. Cooper, *Assistant Professor. B.A. 1972, SUNY (Purchase); M.A. 1978, Chicago; M.Ed. 1980, Erikson Institute (Loyola); Ph.D. 2001, Emory.*

Research interests include multicultural education, literacy education, early literacy development, early childhood development, children's literature, teacher education, education of black children.

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, parenting values and beliefs about education, and family, school, and community partnerships.

Miriam Eisenstein-Ebsworth, *Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, Graduate Center (CUNY).*

Specialist in second language acquisition, language variation, and 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.

Maura Gouck, *Master Teacher*. B.A. 1967, Fordham; M.A. 1970, New York.

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; socio-cultural perspectives on identity formation; university and community collaborations; urban education; globalization and education.

James J. Kemple, *Research Professor*. Ed.M. 1986, Ed.D. 1989, Harvard.

Executive director, Research Alliance for New York City Schools. Research interests: K-12 education policy, randomized controlled trials and rigorous evaluations of policy reforms, high school interventions. Publications include *Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood* (MDRC, 2008);

coeditor of the Future of Children volume *America's High Schools* 19, no. 1 (MDRC, 2009); coauthor of *Who Will Teach? Policies That Matter* (Harvard University Press, 1991).

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.

Maris H. Krasnow, *Clinical Assistant Professor*. B.A. 1971, Emerson College; M.A. 1972, Ed.D. 1982, Columbia.

Research interests: school reform, special education, curriculum design, professional development.

Joanna Labov, *Clinical Assistant Professor*. B.A. 1985, California State (Dominguez Hills); M.S. 1988, Ph.D. 2000, Pennsylvania; Cert. TESOL 1986, California (Los Angeles).

Specialist in teaching English as a second and foreign language (TESFL). ESL methodology and second language phonology. Research interests: ESL teacher preparation and retention, pre- and in-service language teaching, and second language phonology.

Mary J. Leou, *Clinical Associate Professor*. B.A. 1985, M.Ed. 1989, Ed.D. 1997, Columbia.

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.

Joan Malczewski, *Visiting Assistant Professor*. B.A. 1985, Michigan; M.A. 1995, Ph.D. 2002, Columbia.

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

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

Elizabeth McDonald, *Master Teacher. B.A. 1974, Rutgers; Ed.M. 1977, Lesley; C.A.S. 1991, Harvard.*

Elementary and special education, school administration, professional development, preservice school administration, professional development, preservice education. Coauthor of *The Power of Protocols: An Educator's Guide to Better Practice*, 2003.

Joseph McDonald, *Professor. B.A., Scranton; M.A.T., Ed.D. Harvard.*

School reform, teacher education, urban education, English education. Author of *Going to Scale with New School Designs* (2009), *Power of Protocols* (2007), and several other books on schooling and teaching.

Catherine Milne, *Associate Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Queensland); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology.*

Experiences: taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historical-cultural analysis of learning environments, learning to teach, and using design experiments.

Carole Guss Mulligan, *Master Teacher. B.A. 1963, Xavier; M.A. 1978, St. John's College. Graduate studies in early childhood education, City College; graduate studies in mathematics education, Bank Street College of Education.*

Research interest: the role that limited language acquisition plays in the black-white achievement gap.

Shondel Nero, *Associate Professor. B.A. 1984, Concordia (Canada); M.A. 1990, Ed.M. 1994, Ed.D. 1997, Columbia.*

Specialist in teaching English as a second language (TESOL), teaching standard English as a second dialect (SESD), literacy development of Caribbean Creole English and world English speakers, sociolinguistics, and language and identity. Author of *Englishes in Contact: Anglophone Caribbean Students in an Urban College* (Hampton Press, 2001), as well as several articles on teaching standard English to Caribbean Creole English speakers and on language and identity. Editor of *Dialects, Englishes, Creoles, and Education* (Erlbaum, 2006).

Pedro A. Noguera, *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).

Erin O'Connor, *Assistant Professor. B.A. 1996, Georgetown; Ed.M. 2000, Columbia; Ed.D. 2005, Harvard.*

Research focuses on the influences of mothers and teachers on children's social and academic development in early and middle childhood. Currently conducts research on the National Institute of Child and Human Development Study of Early Care and Youth Development. Principal investigator on a project examining children's relationships with teachers in child-care situations in the United States and Hungary.

Harriet Y. Pitts, *Clinical Assistant Professor. B.A. 1972, Hunter College (CUNY); M.S. 1976, Ed.D. 1984, Rutgers.*

Worked in several capacities at the Department of Education—classroom teacher; funded teacher; staff developer; early childhood coordinator; Success for All facilitator; literacy coach. Currently teaches Language and Literacy in the Early Years at the undergraduate level. Principal investigator for the Early Career Project funded by Wachovia. Supervises student teachers.

Joseph Rafter, *Clinical Assistant Professor. B.A. 1967, Fairfield; M.S.T. 1971, Fordham; M.A. 1973, New School; Ph.D. 1993, New York.*

Met-Life Fellow of Impact II's National Teacher Policy Institute. Taught extensively in the New York City public school system, Hudson County Community College, and St. Peter's College. Current focus is on field placement activities, including the recruitment of schools and districts for partnership and the supervision of student teachers. Research interests include professional development of student teachers and the effect of for-profit charter schools on public education.

Patricia A. Romandetto, *Master Teacher. B.S. 1965, M.S. 1966, St. John's; M.S. 1975, Lehman College (CUNY).*

Thirty-seven years of teaching and supervising with the New York City Department of Education (last six years as community superintendent); practical knowledge and a thorough understanding of how schools work and how to

best prepare teachers to serve students better academically, emotionally, and socially.

Joan Rosenberg, *Clinical Assistant Professor. B.S. 1965, M.A. 1968, New York; Ed.D. 1984, Columbia.*

Former teacher, guidance counselor, assistant principal for the Department of Education, New York City.

Barbara Schwartz, *Clinical Associate Professor. B.A. 1969, Case Western Reserve; M.S. 1971, Bank Street College of Education; M.A. 1977, Ph.D. 1987, New York.*

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.

Martin A. Simon, *Professor. B.A. 1972, New York; M.A. 1976, St. Mary's; Ed.D. 1986, Massachusetts.*

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.

Frank Lixing Tang, *Clinical Professor. B.A. 1968, M.A. 1981, Shanghai Teachers; Ph.D. 1989, New York.*

Second/foreign language teacher development; second and foreign language teaching methodology; language learning strategies; cross-cultural studies.

Robert Tobias, *Clinical Professor. B.A. 1967, Queens College (CUNY); M.A. 1969, Temple.*

Director, Center for Research in Teaching and Learning. Research interests include standards-based education, assessment, education of special populations. Former executive director of assessment and accountability, New York City Board of Education; member, New York State Assessment Panel.

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.

Rose K. Vukovic, *Assistant Professor. B.A. (Hon.) 2001, Mount Allison; M.A. 2003, Ph.D. 2006, British Columbia.*

Learning disabilities, numeracy development, reading development, at-risk learners, child development, special education, school psychology.

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.

Adjunct Faculty

Anne Beitlers, *B.A., M.A.*

Wendy Biderman, *B.A., M.A., Ed.M., Ph.D.*

Faye Bowie, *B.S., M.A.*

Marisa Brown, *B.A., M.A.*

Paul Camhi, *B.A., Ph.D.*

Robert L. Chapman, *B.A., M.A., Ph.D.*

Paul Cinco, *B.S., M.S.*

Anthony DeFazio, *B.A., M.M.A., M.A.*

Diane M. Duggan, *B.A., M.S., Ph.D.*

Timothy Ebsworth, *Ph.D.*

Damion W. Frye, *B.A., M.A.*

Mami Fujisaki, *B.A., M.A.*

Judith Geller-Marlowe, *B.A., M.A.*

George Gross, *B.A., M.A.*

Elif Gure, *B.A., M.A.*

David Hankin, *B.S., M.S.*

William Heller, *B.A., M.A., Ph.D.*

Susan Hershman, *B.A., M.A.*

Darrell Hucks, *B.A., M.A., Ph.D.*

Jill V. Jeffrey, *B.A., M.A.*

Patricia Juell, *B.A., M.A.*

Jeong Y. Kim, *B.S., M.A., Ph.D.*

Sherry J. Koslov, *B.A., M.S.*

Linda Ann Kunz, *B.S., M.A., Ed.D.*

Yishen Lan, *B.A., M.A.*

Michelle Land, *B.A., M.A., J.D.*

Tsongjin Lee, *B.A., M.A., Ed.D.*

Kenneth Levinson, *B.A., M.Ed., M.A., Ed.D.*

Erica Lee Lewis, *B.A., M.A., Ph.D.*

Leona Marsh, *B.A., M.A., Ph.D.*

Suzanne Marten, *B.A., M.A.*

Edwin I. Mayorga, *B.A., M.A.*

Gisella McSweeney, *B.A., M.A., Ph.D.*

Ellen Meltzer, *B.A., M.A.*

Rebecca Mercer-White, *B.F.A.*

Michael Michelson, *Ed.D.*

Carol Montgomery, *M.A.T., Ph.D.*

Malka Moscona, *M.S., Ph.D.*

Sarah M. 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†

Program Titles	HEGIS*
<u>BACHELOR OF FINE ARTS (B.F.A.)</u>	
Studio Art	1002

Program Titles	HEGIS*
<u>BACHELOR OF SCIENCE (B.S.)</u>	
Studio Art and Teaching Art, All Grades—Dual Degree	
B.S./M.A.	1002/0831
B.F.A .	1002

Communication Programs	
Media, Culture, and Communication	0601

Health-Related Programs	
Applied Psychology	2101
Nutrition and Food Studies	1306
Areas of Concentration	
Food and Restaurant Management	
Food Studies	
Nutrition and Dietetics	
Public Health	1214
Communicative Sciences and Disorders	1220

Program Titles	HEGIS*
Other Study Options	
Professional Studies	4901

<u>BACHELOR OF MUSIC (Mus.B.)</u>	
Instrumental Performance	1004
Piano Performance	1004
Theory and Composition	1004.10
Vocal Performance	1004
Music Business	1099
Music Technology	1099
Teaching Music, All Grades	1005

Program Titles	HEGIS*
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Teacher Certification Programs	
Childhood Education and Childhood Special Education (Dual Certification)	0802
Early Childhood Education and Early Childhood Special Education (Dual Certification)	0823
Educational Theatre, All Grades	1007
Teaching English, 7-12	1501.01
Teaching a Foreign Language, 7-12	
Chinese	1107.01
French	1102.01
German	1103.01
Hebrew	1199.01
Italian	1104.01
Japanese	1108.01
Latin	1109.01
Russian	1106.01
Spanish	1105.01
Teaching Mathematics, 7-12	1701.01
Teaching Music, All Grades	1005
Teaching Biology, 7-12	0401.01
Teaching Chemistry, 7-12	1905.01
Teaching Physics, 7-12	1902.01
Teaching Earth Science, 7-12	1917.01
Teaching Social Studies, 7-12	2201.01

*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

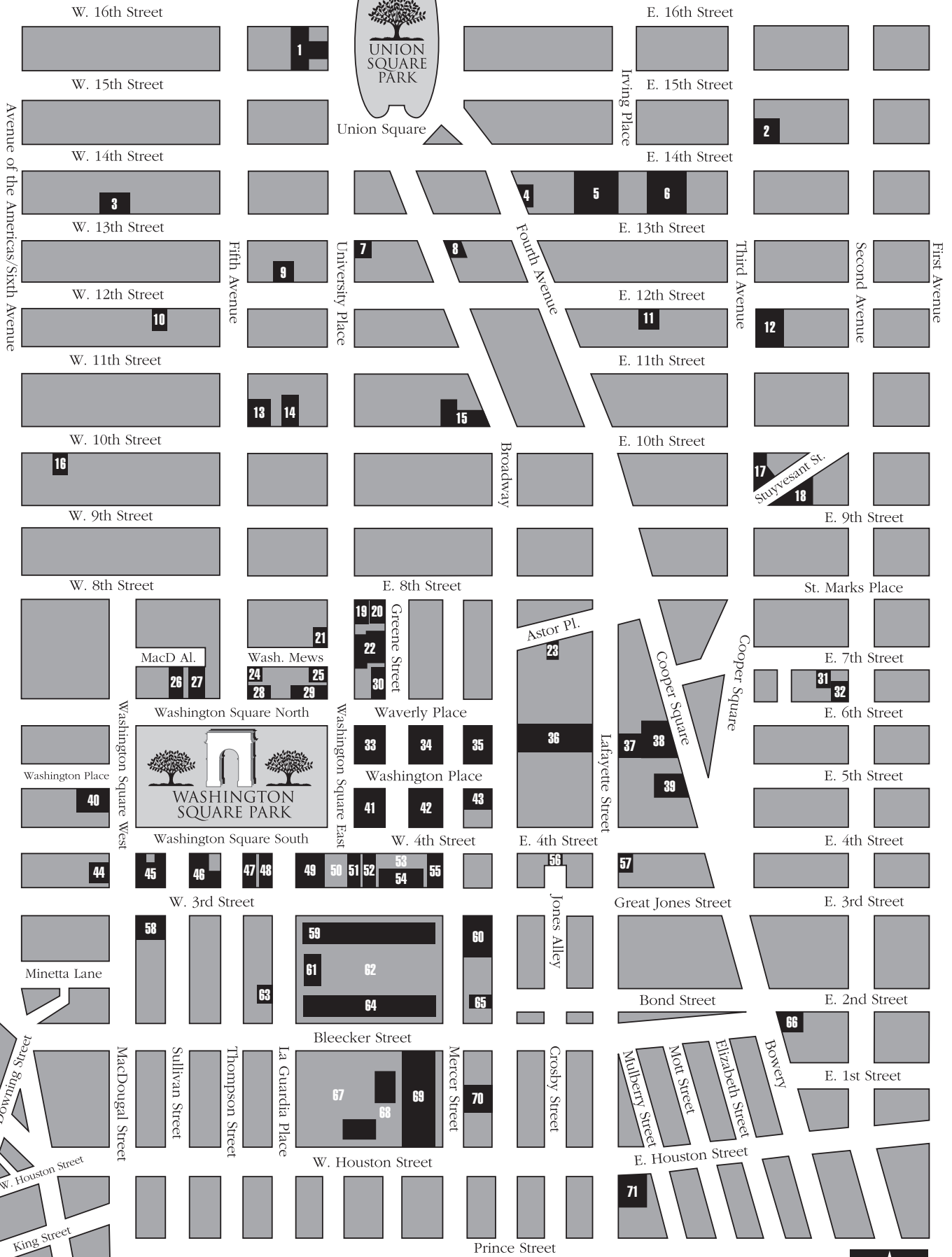
Bus numbered 8 to University Place. Walk south to Washington Square.

BROADWAY BUS

Bus numbered 6 to Waverly Place. Walk west to Washington Square.



WASHINGTON SQUARE CAMPUS



Key to Buildings

- 1 **Carlyle Court**
25 Union Square West
- 2 **Coral Towers**
129 Third Avenue
- 3 **Thirteenth Street Residence Hall**
47 West 13th Street
- 4 **145 Fourth Avenue**
- 5 **University Hall**
110 East 14th Street
- 6 **Palladium Hall**
140 East 14th Street
 - a **Wasserman Center for Career Development**
133 East 13th Street
- 7 **113 University Place**
- 8 **838 Broadway**
- 9 **7 East 12th Street**
- 10 **Casa Italiana Zerilli-Marimò**
24 West 12th Street
- 11 **Founders Hall**
120 East 12th Street
- 12 **Third Avenue North Residence Hall**
75 Third Avenue
- 13 **Rubin Residence Hall**
35 Fifth Avenue
- 14 **Bronfman Center**
7 East 10th Street
- 15 **Brittany Residence Hall**
55 East 10th Street
- 16 **Lillian Vernon Creative Writers House**
58 West 10th Street
- 17 **Alumni Hall**
33 Third Avenue
- 18 **Barney Building**
34 Stuyvesant Street
- 19 **13 University Place**
- 20 **Cantor Film Center**
36 East Eighth Street
- 21 **Deutsches Haus**
42 Washington Mews
- 22 **Weinstein Residence Hall**
11 University Place
- 23 **10 Astor Place**
- 24 **Glucksman Ireland House**
1 Washington Mews
- 25 a **Institute of French Studies**
15 Washington Mews
 - b **La Maison Française**
16 Washington Mews
- 26 **Straus Institute for the Advancement of Law and Society**
22 Washington Square North
- 27 **19 Washington Square North—NYU Abu Dhabi**
- 28 **One-half Fifth Avenue**
- 29 **1-6 Washington Square North**
 - a **Silver School of Social Work**
1 Washington Square North
 - b **Graduate School of Arts and Science**
6 Washington Square North
- 30 **Rufus D. Smith Hall**
25 Waverly Place
- 31 **Seventh Street Residence Hall**
40 East Seventh Street
- 32 **111, 113A Second Avenue**
- 33 **Silver Center Block**
 - a **Silver Center for Arts and Science**
100 Washington Square East/
33 Washington Place
 - b **Grey Art Gallery**
100 Washington Square East
 - c **Waverly Building**
24 Waverly Place
 - d **Brown Building**
29 Washington Place
- 34 **Kimball Block**
 - a **Kimball Hall**
246 Greene Street
 - b **Torch Club**
18 Waverly Place

- c **285 Mercer Street**
- d **Copy Central**
283 Mercer Street
- 35 **Broadway Block**
 - a **715 Broadway**
 - b **719 Broadway**
 - c **721 Broadway**
 - d **1 Washington Place**
 - e **5 Washington Place**
- 36 **726 Broadway**
 - a **College of Nursing**
 - b **Liberal Studies Program**
 - c **Student Health Center**
 - d **Moses Center for Students with Disabilities**
 - e **Bookstore**
 - f **Housing**
- 37 **411 Lafayette Street**
- 38 **48 Cooper Square**
- 39 **20 Cooper Square**
- 40 **Hayden Residence Hall**
33 Washington Square West
- 41 **Education Block**
 - a **Pless Hall**
82 Washington Square East
 - b **Pless Annex**
82 Washington Square East
(26 Washington Place)
 - c **East Building**
239 Greene Street
 - d **Education Building**
35 West Fourth Street
 - e **Faye's @ the Square**
45 West Fourth Street
 - f **Goddard Hall**
79 Washington Square East
- 42 **Student Services Block**
 - a **25 West Fourth Street**
 - b **240 Greene Street**
 - c **242 Greene Street**
 - d **Public Safety**
14 Washington Place
 - e **14A Washington Place**
 - f **10 Washington Place**
 - g **8 Washington Place**
 - h **19 West Fourth Street**
- 43 **Meyer Block**
 - a **Meyer Hall**
4 Washington Place
 - b **Psychology Building**
6 Washington Place
- 44 **133 MacDougal Street**
 - a **Wilf Hall**
 - b **Provincetown Playhouse**
- 45 **Vanderbilt Hall**
40 Washington Square South
- 46 **Judson Block**
 - a **Kevorkian Center**
50 Washington Square South
 - b **Skirball Department**
53 Washington Square South
 - c **King Juan Carlos I Center**
53 Washington Square South
 - d **Furman Hall**
245 Sullivan Street
- 47 **58 Washington Square South**
- 48 **Kimmel Center for University Life**
60 Washington Square South
 - a **Skirball Center for the Performing Arts**
- 49 **Bobst Library**
70 Washington Square South
- 50 **Schwartz Plaza**
- 51 **Shimkin Hall**
50 West Fourth Street
 - a **Jeffery S. Gould Welcome Center**
- 52 **Kaufman Management Center**
44 West Fourth Street
- 53 **Gould Plaza**
- 54 **Tisch Hall**
40 West Fourth Street
- 55 **Courant Institute**
251 Mercer Street

- 56 **Silk Building**
14 East Fourth Street
- 57 **383 Lafayette Street**
 - a **Card Center**
- 58 **D'Agostino Hall**
110 West Third Street
- 59 **561 La Guardia Place**
- 60 **Mercer Street Residence**
240 Mercer Street
- 61 **Mail Services**
547 La Guardia Place
- 62 **Washington Square Village, 1-4**
- 63 **530 La Guardia Place**
- 64 **Off-Campus Housing**
4 Washington Square Village
- 65 **665 Broadway**
- 66 **Second Street Residence Hall**
1 East Second Street
- 67 **University Plaza**
- 68 **Silver Towers**
100, 110 Bleecker Street
- 69 **Coles Sports and Recreation Center**
181 Mercer Street
- 70 **194, 196 Mercer Street**
- 71 **Puck Building**
295 Lafayette Street
 - a **Wagner Graduate School of Public Service**

NOT SHOWN

- Broome Street Residence**
400 Broome Street
- Butterick Building**
161 Sixth Avenue
- Gramercy Green**
316 Third Avenue
- Greenwich Hotel**
636 Greenwich Street
- Lafayette Street Residence**
80 Lafayette Street
- Twenty-sixth Street Residence**
334 East 26th Street
- University Court**
334 East 25th Street
- Woolworth Building**
15 Barclay Street

Alphabetical List

(Numbers in parentheses correspond to the Key to Buildings and map)

BY BUILDING NAME

- Alumni Hall**
33 Third Avenue (17)
- Barney Building**
34 Stuyvesant Street (18)
- Bobst Library**
70 Washington Square South (49)
- Bookstore**
726 Broadway (36e)
- Brittany Residence Hall**
55 East 10th Street (15)
- Bronfman Center**
7 East 10th Street (14)
- Broome Street Residence**
400 Broome Street (*not shown*)
- Brown Building**
29 Washington Place/
245 Greene Street (33d)
- Butterick Building**
161 Sixth Avenue (*not shown*)
- Cantor Film Center**
36 East Eighth Street (20)
- Card Center (ID Card)**
383 Lafayette Street (57a)
- Carlyle Court**
25 Union Square West (1)
- Casa Italiana Zerilli-Marimò**
24 West 12th Street (10)
- Coles Sports and Recreation Center**
181 Mercer Street (69)
- Copy Central**
283 Mercer Street (34d)
- Coral Towers**
129 Third Avenue (2)
- Courant Institute**
251 Mercer Street (55)
- D'Agostino Hall**
110 West Third Street (58)
- Deutsches Haus**
42 Washington Mews (21)
- East Building**
239 Greene Street (41c)
- Education Building**
35 West Fourth Street (41d)
- Faye's @ the Square**
45 West Fourth Street (41e)
- Founders Hall**
120 East 12th Street (11)
- Furman Hall**
245 Sullivan Street (46d)
- Glucksman Ireland House**
1 Washington Mews (24)
- Goddard Hall**
79 Washington Square East (41f)
- Gould Plaza (53)**
- Hayden Residence Hall**
33 Washington Square West (40)
- Housing**
726 Broadway (36f)
- Institute of French Studies**
15 Washington Mews (25a)
- Kaufman Management Center**
44 West Fourth Street (52)
- Kevorkian Center**
50 Washington Square South (46a)
- Kimball Hall**
246 Greene Street (34a)
- Kimmel Center for University Life**
60 Washington Square South (48)
- King Juan Carlos I Center**
53 Washington Square South (46c)
- La Maison Française**
16 Washington Mews (25b)
- Lafayette Street Residence**
80 Lafayette Street (*not shown*)
- Lillian Vernon Creative Writers House**
58 West 10th Street (16)
- Mail Services**
547 La Guardia Place (61)
- Mercer Street Residence**
240 Mercer Street (60)
- Meyer Hall**
4 Washington Place (43a)
- Moses Center for Students with Disabilities**
726 Broadway (36d)
- Off-Campus Housing**
4 Washington Square Village (64)
- Palladium Hall**
140 East 14th Street (6)
- Pless Annex**
26 Washington Place (41b)
- Pless Hall**
82 Washington Square East (41a)
- Provincetown Playhouse**
133 MacDougal Street (44b)
- Psychology Building**
6 Washington Place (43b)
- Public Safety**
14 Washington Place (42d)
- Puck Building**
295 Lafayette Street (71)
- Rubin Residence Hall**
35 Fifth Avenue (13)
- Rufus D. Smith Hall**
25 Waverly Place (30)
- Schwartz Plaza (50)**
- Second Street Residence Hall**
1 East Second Street (66)
- Seventh Street Residence Hall**
40 East Seventh Street (31)

- Shimkin Hall**
50 West Fourth Street (51)
- Silver Center for Arts and Science**
100 Washington Square East/
33 Washington Place (33a)
- Silver Towers**
100, 110 Bleecker Street (68)
- Skirball Department**
53 Washington Square South (46b)
- Straus Institute for the Advancement of Law and Society**
22 Washington Square North (26)
- Student Health Center**
726 Broadway (36c)
- Student Services Center**
25 West Fourth Street (42a)
- Third Avenue North Residence Hall**
75 Third Avenue (12)
- Thirteenth Street Residence Hall**
47 West 13th Street (3)

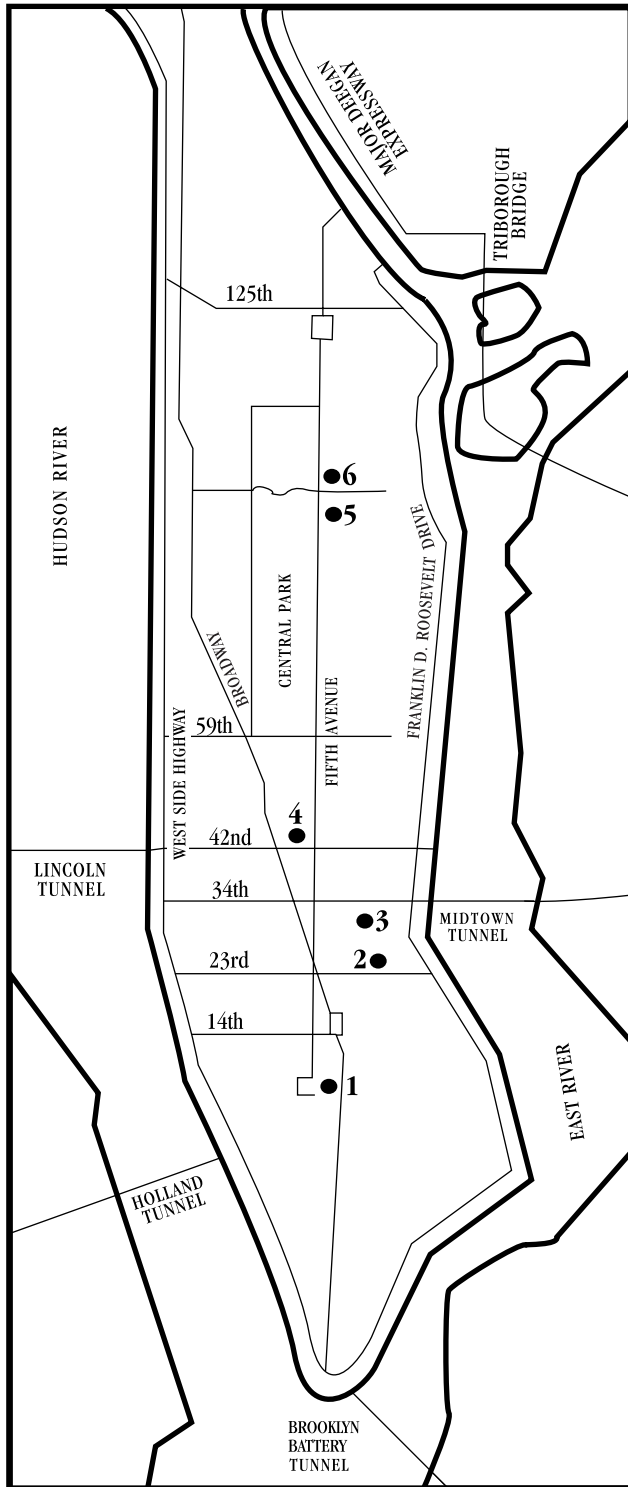
- Tisch Hall**
40 West Fourth Street (54)
- Torch Club**
18 Waverly Place (34b)
- Twenty-sixth Street Residence**
334 East 26th Street (*not shown*)
- Undergraduate Admissions**
Gould Welcome Center
50 West Fourth Street (51a)
- University Court**
334 East 25th Street (*not shown*)
- University Hall**
110 East 14th Street (5)
- University Plaza (67)**
- Vanderbilt Hall**
40 Washington Square South (45)
- Washington Square Village, 1-4 (62)**
- Wasserman Center for Career Development**
133 East 13th Street (6a)
- Waverly Building**
24 Waverly Place (33c)
- Weinstein Residence Hall**
11 University Place (22)
- Woolworth Building**
15 Barclay Street (*not shown*)

BY STREET

- 10 Astor Place (23)**
- 665 Broadway (65)**
- 715 Broadway (35a)**
- 719 Broadway (35b)**
- 721 Broadway (35c)**
- 838 Broadway (8)**
- 20 Cooper Square (39)**
- 48 Cooper Square (38)**
- 7 East 12th Street (9)**
- One-half Fifth Avenue (28)**
- 14 East Fourth Street (56)**
- 145 Fourth Avenue (4)**
- 240 Greene Street (42b)**
- 242 Greene Street (42c)**
- 411 Lafayette Street (37)**
- 530 La Guardia Place (63)**
- 561 La Guardia Place (59)**
- 194, 196 Mercer Street (70)**
- 285 Mercer Street (34c)**
- 111, 113A Second Avenue (32)**
- 13 University Place (19)**
- 113 University Place (7)**
- 1 Washington Place (35d)**
- 5 Washington Place (35e)**
- 8 Washington Place (42g)**
- 10 Washington Place (42f)**
- 14, 14A Washington Place (42d,e)**
- 1-6 Washington Square North (29)**
- 19 Washington Square North (27)**
- 22 Washington Square North (26)**
- 58 Washington Square South (47)**
- 19 West Fourth Street (42h)**
- 25 West Fourth Street (42a)**



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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Calendar

2010

All dates inclusive

Fall-term registration begins	April 12	Monday
Summer Sessions I	May 17-June 4	Monday-Friday
II	June 7-25	Monday-Friday
III	June 28-July 16	Monday-Friday
IV	July 19-August 6	Monday-Friday
Memorial Day: holiday	May 31	Monday
Independence Day: holiday (observed)	July 5	Monday
Labor Day: holiday	September 6	Monday
Fall-term classes begin	September 7	Tuesday
Last day to register without payment of late fee	September 13	Monday
Last day for drop/add	September 20	Monday
No classes scheduled	October 11	Monday
Last day for withdrawing from a course	November 8	Monday
Spring term registration begins	November 15	Monday
Thanksgiving recess	November 25-27	Thursday-Saturday
Legislative Days	December 14	Tuesday (classes meet on a Thursday schedule)
	December 15	Wednesday (classes meet on a Monday schedule)
Last day of classes	December 15	Wednesday
Reading Day	December 16	Thursday
Fall-term final examinations	December 17-23	Friday-Thursday
Winter recess	December 24-January 22	Friday-Saturday

* All Monday classes will meet on Wednesday, November 26. Therefore, Wednesday classes do not meet on this day.

2011*All dates inclusive*

Winter Session classes begin	January 3	Monday
Dr. Martin Luther King, Jr. Day: holiday	January 17	Monday
Winter Session classes end	January 22	Saturday
Spring classes begin	January 24	Monday
Presidents' Day: holiday	February 21	Monday
Spring recess	March 14-19	Monday-Saturday
Last day for withdrawing from a course	March 21	Monday
Fall-term registration begins	April 11	Monday
Last day of classes	May 9	Monday
Reading Day	May 10	Tuesday
Spring-term final examinations	May 11-17	Wednesday-Tuesday
Commencement: Conferring of degrees	May 19	Thursday
Summer Sessions I	May 23-June 10	Monday-Friday
II	June 13-July 1	Monday-Friday
III	July 5-22	Tuesday-Friday
IV	July 25-August 12	Monday-Friday
Memorial Day: holiday	May 30	Monday
Independence Day: holiday	July 4	Monday
Labor Day: holiday	September 5	Monday
Fall-term classes begin	September 6	Tuesday
Last day for withdrawing from a course	November 7	Monday
Spring registration begins	November 14	Monday
Thanksgiving recess	November 24-26	Thursday-Saturday
Legislative Day	December 14	Wednesday (classes meet on a Monday schedule)
Last day of classes	December 16	Friday
Fall-term final examinations	December 19-23	Monday-Friday
Winter recess	December 24-January 21	Saturday-Saturday

2012*All dates inclusive*

Winter Session classes begin	January 2	Monday
Dr. Martin Luther King, Jr. Day: holiday	January 16	Monday
Winter Session classes end	January 21	Saturday
Spring classes begin	January 23	Monday
Presidents' Day: holiday	February 20	Monday
Spring recess	March 12-17	Monday-Saturday
Last day for withdrawing from a course	March 23	Friday
Last day of classes	May 7	Monday
Reading Day	May 8	Tuesday
Spring-term final examinations	May 9-15	Wednesday-Tuesday
Commencement: Conferring of degrees	May 17	Thursday
Summer Sessions I	May 21-June 8	Monday-Friday
II	June 11-29	Monday-Friday
III	July 2-20	Monday-Friday
IV	July 23-August 10	Monday-Friday
Memorial Day: holiday	May 28	Monday
Independence Day: holiday	July 4	Wednesday





Frequently Called Numbers

www.nyu.edu

Admissions (Undergraduate) Processing Center

998-4500
665 Broadway, 11th Floor

Admissions (Graduate)

998-5030
Joseph and Violet Pless Hall,
82 Washington
Square East, 3rd Floor

Bobst Library (Information)

998-2505
70 Washington Square South

Bookstore, Main

998-4667, 4668
726 Broadway

Bursar

998-2800
25 West Fourth Street, 1st Floor

Career Development, Wasserman Center for

998-4730
133 East 13th Street, 2nd Floor

Counseling and Student Services

998-5065
Joseph and Violet Pless Hall,
82 Washington Square East,
2nd Floor

Counseling Services, University

998-4780
726 Broadway, Suite 471

Disabilities, Moses Center for Students with

998-4980
726 Broadway, 2nd Floor

Financial Aid

998-4444
25 West Fourth Street, 1st Floor

Gould Welcome Center, Jeffrey S.

998-4636
Shimkin Hall, 50 West Fourth
Street, 1st Floor

Health Center, University

443-1000
726 Broadway, 3rd and 4th Floors

Higher Education Opportunity Program

998-5690
East Building, 239 Greene Street,
Room 800

Housing (University)

998-4600
726 Broadway, 7th Floor

Housing (Off-Campus)

998-4620
4 Washington Square Village,
East Lobby

International Students and Scholars, Office for

998-4720
561 La Guardia Place

Lost and Found

998-1305
Protection and Transportation
Services,
14 Washington Place

Registrar, Office of the University

998-4850
25 West Fourth Street, 1st Floor

Registration Services

998-5054
Joseph and Violet Pless Hall,
82 Washington Square East,
2nd Floor

Safety, Campus

998-2222
14 Washington Place

The Steinhardt School of Culture, Education, and Human Development Graduate Departments

Administration, Leadership, and Technology

998-5520
East Building, 239 Greene Street,
Suite 300

Applied Psychology

998-5555
Kimball Hall, 246 Greene Street,
Suite 800

Art

998-5700
Barney Building, 34 Stuyvesant
Street, Suite 300

Communicative Sciences and Disorders

998-5320
665 Broadway, 9th floor

Humanities and Social Sciences in the Professions

998-5636
Kimball Hall, 246 Greene Street,
Suite 300

Media, Culture, and Communication

998-5191
East Building, 239 Greene Street,
Suite 700

Music and Performing Arts Professions

998-5424
Education Building, 35 West
Fourth Street, 7th Floor

Nutrition, Food Studies, and Public Health

998-5580
Education Building, 35 West
Fourth Street, 10th Floor

Occupational Therapy

998-5825
Education Building, 35 West
Fourth Street, 11th Floor

Physical Therapy

998-9400
380 Second Avenue, 4th Floor

Teaching and Learning

998-5470
East Building, 239 Greene Street,
Suite 200

NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

82 Washington Square East
New York, NY 10003-6680



NEW YORK UNIVERSITY