

**NYU Steinhardt**

Steinhardt School of Culture, Education, and Human Development

Human Development and Social Intervention  
Master of Arts  
Student Handbook  
2013-2014

Department of Applied Psychology  
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This handbook is intended to provide students with information about program requirements, departmental policies, and NYU Steinhardt policies. **Students are expected to read this handbook in its entirety. Students will be held to the policies contained herein while enrolled in the Human Development and Social Interventions Master of Arts Program at NYU Steinhardt.**

Additional information about NYU Steinhardt policies and procedures can be found online in the **Graduate Student Bulletin** (<http://steinhardt.nyu.edu/bulletin/>). Students are encouraged to ask questions and to maintain a dialogue with faculty and the academic advisor throughout their time in the program. While faculty and the academic advisor strive to provide the most accurate, up-to-date information possible, **students are responsible for keeping track of their courses, units, and other program requirements.**

This handbook is comprised of the following five sections:

Program Goals	Page 2
Advisement	Page 2
Program Standards and Evaluation	Page 6
Policies	Page 8
Additional Resources	Page 11
Appendix A: Area of Specialization Form	Page 14
Appendix B: Externship Agreement	Page 15
Appendix C: Thesis Approval Form	Page 16
Appendix D: Thesis Proposal Review Form	Page 17

*Important Departmental Information*

Dr. Jennifer Astuto, *Interim Program Director*

[http://steinhardt.nyu.edu/appsych/faculty\\_bios/view/Jennifer\\_Astuto](http://steinhardt.nyu.edu/appsych/faculty_bios/view/Jennifer_Astuto)

Erika Y. Jackson, Academic Advisor: (212) 998-5604, [erika.jackson@nyu.edu](mailto:erika.jackson@nyu.edu)

-Appointments can be scheduled online at: <http://steinhardt.nyu.edu/appsych/advisement/advisors/masters>

-Questions regarding registration, pass/fail option, full-time equivalency, dropping/adding courses

Faculty Mentors

-Questions regarding research, the thesis, professional guidance

Faculty contact information and research interests can be found online at:

[http://steinhardt.nyu.edu/appsych/faculty\\_bios/list/Faculty/Applied\\_Psychology](http://steinhardt.nyu.edu/appsych/faculty_bios/list/Faculty/Applied_Psychology).

In order to receive pertinent program information, students must be on the listserv. Subscription to the HDSI listserv is required. Students may sign up here: <http://steinhardt.nyu.edu/appsych/lists/ma/hdsi>

## **Program Goals**

The Human Development and Social Intervention program has two inter-related goals: first, the program seeks to prepare scholars to understand social, cognitive, emotional, and health development across the lifespan as well as the psychological, cultural and socioecological factors that influence the contexts and systems in which people develop (e.g., families, schools, and neighborhoods). Second, the program seeks to prepare students to use evidence-based research to initiate, develop, and manage programs related to the prevention of and intervention with psychological, social, educational and health problems.

## **Advisement**

The academic advisor is available throughout the semester to discuss academic issues, such as registration, areas of study, dropping and adding classes after the registration deadline, etc. Within the first few weeks of the first semester, students are encouraged to meet with the academic advisor to discuss and complete the *Statement of Requirements*, as well as review their course of study. The Statement of Requirements formally records any incoming transfer units or advanced standing. A copy of the Statement of Requirements and the program advising record will be kept on file. Each student should keep a copy of the program advising record, as it is the primary map for the program.

Prior to registering each semester, students should complete a registration form, provided by the academic advisor. This form will inform the advisor of each student's proposed schedule, while enabling student to track their progress and ensure they are fulfilling course requirements. The advisor will review the student's registration form and will "clear" the student by removing the Advisor Approval Hold in Albert; this unlocks the online registration system for the student.

Students are expected to follow the established curriculum as outlined on page 5. Course substitutions are evaluated on a case by case basis under advisement. When planning their programs, students should pay attention to course schedules across at least two years, as certain courses are not offered each semester.

*Please be aware that if you are completing the program on a part-time basis, you must meet with your academic advisor each semester to ensure that you are meeting all requirements, following an appropriate course sequence, and moving along in a timely manner.*

Students should develop a professional relationship with a faculty member who has shared research interests. Students are encouraged to meet with and/or communicate with their faculty mentor regularly. The faculty mentor is available to discuss broad academic, research, and professional issues.

## **Area of Study**

Students should choose an area of study by the end of their first semester. Students take three courses in one area of study. The three areas of study from which students can choose are: Human Development, Methodology, and Health. If a student has a specific interest that reaches beyond these three areas, the student may propose a unique area of study.

This area of study should help define a question for the student's thesis, as well as provide support for the thesis. When choosing an area of study, students should consider the courses offered by the Department of Applied Psychology and other related departments. Students should consider how the area of specialization relates to their research. Once students know which area of study they would like to pursue, they will write a short statement describing their goals and will list at least six courses that support this area, allowing for flexibility if a desired course is not offered or available (Please see Appendix A).

*Sample Electives within the Established Areas of Specialization. (These lists are not comprehensive.)*

Developmental Psychology

- APSY-GE 2115 Psychological Research in Infancy
- APSY-GE 2184 Temperament-Based Intervention
- APSY-GE 2345 Academic Achievement Gaps: Socio-Psychological Dynamics
- APSY-GE 2270 Intervention and Prevention in Early Childhood Contexts
- APSY-GE 2527 Development of Immigrant Origin Youth
- APSY-GE 2528 Transition to Adulthood in Immigrant Origin Populations
- APSY-GE 2832 Child Development and Social Policy

Health

- APSY-GE 2008 Sexual Decision-Making and Risk-Taking in Adolescence
- APSY-GE 2022 Health and Human Development
- APSY-GE 2038 Abnormal Psychology
- APSY-GE 2450 HIV Prevention and Counseling: Psychoeducational Perspectives
- APSY-GE 2691 Drug Use, Abuse, and Addiction: Biopsychosocial Perspectives
- PUHE-GE 2317 Global Issues in Public Health
- PUHE-GE 2355 Social and Behavioral Determinants of Health

Methodology

- APSY-GE 2141 Measurement: Modern Test Theory
- APSY-GE 2222 Cross-Cultural Research Methods: An Introduction
- APSY-GE 2825 Understanding and Measuring Social Contexts for Development
- RESCH-GE 2012 Topics in Advanced Quantitative Methods
- RESCH-GE 2140 Approaches to Qualitative Inquiry
- RESCH-GE 2142 Interview and Observation
- RESCH-GE 2143 Participatory Action Research

*Research*

APSY-GE 2837 Project Research Seminar I and APSY-GE 2838 Project Research Seminar II are designed to support students with the research component of the program. Project Research Seminar I takes place in the first semester and meets 6-8 times. *Though this course is 0 units, students will receive a letter grade.* Project Research Seminar II, which is a 3 credit course, takes place in the second semester and also meets for 6-8 class sessions. Combined, the two courses have 15 class sessions over two semesters.

Students are required to participate in research labs each semester they are matriculated in the program. Students participate in research on-campus during the fall and spring semesters. In the summer prior to the start of the program, students should familiarize themselves with faculty research interests and begin reaching out to faculty members to inquire whether their research teams are open to new students. Once students have obtained a position in a lab, they are expected to spend 10-12 hours per week in the research lab during each semester. If a student obtains a paid position in a research lab, they must work 10 hours unpaid in that lab or choose a different lab to fulfill their required hours.

In order to provide students with a greater breadth of research experience, students also participate in an off-campus research externship during the summer between the first and second years or in their final semester. Students must work 10 hours per week over 14 weeks. Students will meet as a cohort three

times over the summer (or spring semester, for those students completing the externship during the fourth semester). *Students will register for APSY-GE 2686 Special Topics in Research for 0 units for the summer/semester during which they plan to take their externship (Please see Appendix B).*

### *Culminating Experience*

All master's candidates in the HDSI program must complete a thesis as the culminating experience. Students enroll in APSY-GE 2335 HDSI Integrative Seminar for 0 units during the fall semester of their second year. Although they do not register for this course until the second/final year, **students are expected to make significant progress with their thesis prior to taking this course.** This course follows a workshop format and is designed to support students at an advanced stage of the thesis (Please see Appendix C).

To ensure that students are making adequate progress on the thesis, students will be required to participate in a thesis proposal review. Each student's review committee will be comprised of the student's mentor and two other individuals, who will be appointed by the HDSI program.

The proposal should include the thesis question, a literature review that explains the importance of the question, a methods section, and an analysis plan. This outline may be adapted, depending on the type of thesis.

Students can expect to spend an hour in the review. The student will provide a five minute overview of the proposal, followed by conversation with ample time for questions and answers. Students may not use PowerPoint during their presentation, but they may produce up to three pages of handouts if they wish. Students are not required to create handouts.

The written proposal should be no longer than 15 pages (excluding appendices and bibliography) and must follow APA format (1 inch margins, double spaced, 12 pt font, include a title page, etc.).

An abstract and title will be due by the first day of the semester so that review proposals can be scheduled; proposals will be due at the second week of the semester.

Approximately two weeks after the proposal review, the thesis proposal committee will inform the student of the outcome of the proposal review. A Proposal Review Form will indicate whether the student's proposal has received a Pass, Pass with Minor Revisions, or Needs Major Revisions. In the case that a student's proposal is not approved and is in need of significant changes, another review will be scheduled (Please see Appendix D).

# Human Development and Social Intervention Advising Record

Course Number	Course Name	Possible Units
<b>First Semester</b>		
APSY-GE 2105	Culture, Context, and Psychology	3
APSY-GE 2140	Measurement: Classical Test Theory	3
APSY-GE 2271	Survey of Developmental Psychology	3
APSY-GE 2837	Project Research Seminar I	0
RESCH-GE 2086	Basic Statistics II	3
<b>Second Semester</b>		
APSY-GE 2838	Project Research Seminar II	3
APSY-GE 2173 or APSY-GE 2222	Evaluation Methodology in Behavioral Sciences I or Cross-Cultural Research Methods	3
APSY-GE 2094	Development and Prevention Sciences	3
Elective <sup>1</sup>		3
<b>Third Semester</b>		
APSY-GE 2174	Evaluation Methodology in Behavioral Sciences II	3
RESCH-GE 2003 or Elective <sup>1</sup>	Intermediate Quantitative Methods or Elective	3
Elective <sup>1</sup>		3
Elective <sup>1</sup>		3
<b>Fourth Semester</b>		
APSY-GE 2077	Grant Writing and Grant Mgmt for Social Sciences	3
APSY-GE 2279	Risk and Resilience	3
<b>Additional Program Requirements</b>		
APSY-GE 2335 HDSI Integrative Seminar (0 units): Thesis		
On campus research (to be completed each semester)		
APSY-GE 2686 Special Topics in Research (0 units): Off campus research (to be completed in the summer between the first and second year OR during the final semester)		
<b>Total Units:</b>		<b>42</b>

<sup>1</sup>Electives are to be selected from approved areas of study and with advisement

## Program Standards and Evaluation

### *Academic Standards*

Students are expected to: complete the program in a timely manner in compliance with all program, NYU Steinhardt, and University policies and procedures; follow the appropriate coursework sequence; demonstrate creative problem solving, critical thinking skills and intellectual flexibility.

The Department of Applied Psychology requires that Master of Arts students maintain a minimum GPA of a 3.0; this requirement is stricter than NYU Steinhardt's academic standards. Students receiving a grade below B- in a course will be required to repeat the course. Failure to maintain good academic progress will result in an academic action, such as warning, probation, or dismissal. Students must complete all program requirements within 6 years of matriculation. Upon approval of their academic advisor, students can apply for a one-year extension. Please refer to the NYU Steinhardt Graduate Bulletin for more information about academic policies: <http://steinhardt.nyu.edu/bulletin/>.

### *Non-Academic Standards*

In addition to maintaining high scholastic standards, students must develop skills necessary to work effectively with others. Students are required to turn off electronic devices during class time. Students are expected to arrive at class on-time, meet appointments, and honor contracts.

### *Communication*

Students are expected to conduct themselves in a professional manner when interacting with others in person, over the phone, and electronically. The University and Department frequently use email to deliver important information to students; therefore, it is essential that students develop and maintain the habit of checking their NYU email on a regular basis, at least once a day. When submitting any type of written communication, students are encouraged to follow the guidelines for good spelling, grammar, and punctuation.

### *Academic Integrity*

Students must uphold the principles of academic integrity. Violations of academic integrity include but are not limited to: cheating on an exam; submitting the same work for two different courses without prior permission from your professors; receiving help on a take-home examination that calls for independent work; plagiarizing. The full NYU Steinhardt statement on academic integrity can be found here: <http://steinhardt.nyu.edu/scmsAdmin/uploads/000/908/Statement%20on%20Academic%20Integrity%209.10.07.pdf>

### *Academic Action: NYU Steinhardt Warning, Probation, and Dismissal*

According to NYU Steinhardt Policy, academic warning occurs when a student's cumulative grade point average falls between 2.1-2.4 or if a student has more than one incomplete grade in one semester. A student with more than one incomplete grade may be prohibited from registering for new courses until incomplete coursework is resolved.

Academic probation occurs when a student's cumulative grade point average falls below a 2.0. A student placed on probation for two consecutive semesters or three non-consecutive semesters may be recommended for dismissal. If a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- A behavioral description of the problem

- Possible courses of remediation
- Criteria stated in behavioral terms for ending the probationary status
- A time frame for meeting these criteria
- A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation)
- A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all of these points with the student so that there is an understanding of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for meeting the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made from the following:

- Return the student to full graduate status
- Continue the probation (which would necessitate preparation of another set of recommendations as specified above)
- Terminate the student's program (enforced withdrawal)

The program director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation.

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

- Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies
- A summary of the appeal options available to the student

An attempt will be made to clarify all of these points with the student so there is an understanding of the reasons for the termination decision and the options available for appeal. The termination decision will be forwarded by the program co-director to the department chairperson and the Associate Dean for Student Affairs for the Steinhardt School. In order to aid in the transition, alternative career paths and options will be discussed with students who are asked to leave the program.

### *Remediation Procedures*

Faculty may work on an informal basis with students in their courses who are evidencing academic or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences formal remediation procedures may be implemented as described in the following section of this handbook.

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of academic action will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

### Step 1

When a determination is made by a faculty member that a problem cannot be informally resolved, the student will meet with a committee comprised of the concerned faculty member, the student's academic advisor, and the program director. If the issue is related to the student's research team, the research mentor and the Research Training Coordinator will join this committee. The committee and student will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. The meeting date will be set so that the student will have the opportunity to provide to the group any evidence for consideration. The committee will decide whether further remediation is required and/or the student should be placed on probation or dismissed from the program. The program director and/or other designated persons will inform the student of the decision both orally and in writing. This process should allow the student ample opportunity to proactively respond to the acknowledged problem area. If the problem is resolved, no further action is needed.

### Step 2

If the student does not agree with the outcome of the committee meeting, the student may request a meeting with a panel of three members of the program faculty. At that time, the student will have the opportunity to provide additional information or evidence to the panel, either in writing or in person. The panel will vote to decide whether further remediation is required and/or the student should be placed on probation or dismissed from the program. The faculty panel will inform the student of the decision in writing.

### Step 3

The Student will have five working days to respond orally and/or in writing to the decision (for either/both Step 1 or Step 2). If the student does not file a response to the action, the committee or panel recommendation (whichever is most recent) will be considered a final decision. Appeals may be made to the Chair of the Department of Applied Psychology. If the chair upholds the panel's and/or committee's decision, the student may appeal to the Associate Dean for Student Affairs of the Steinhardt School.

### **Policies**

Please refer to Graduate Study/General Requirements in the NYU Steinhardt Graduate Bulletin for a comprehensive list of policies: <http://steinhardt.nyu.edu/bulletin/>. Students are welcome to contact the academic advisor for interpretation or clarification of the policies and procedures listed in the bulletin or this handbook.

### *Statement of Requirements*

The statement of requirements form must be filled out by the student and academic advisor during the first three weeks of the semester. This statement specifies the number of required units for a student's program. Any transfer units, NYU residence units, or prerequisites will also be indicated. Both the student and the advisor sign this sheet. A copy of this form is given to the student, and a copy remains in the student's file for reference.

### *Full Time/Part Time*

Students are encouraged to complete the MA program as a full time student, but exceptions will be made for those who cannot adjust their schedule for full time status. All students are required to participate on a research team each semester and over the summer. Students who are working full time will not be given an exception to this requirement. Students must complete a minimum of three units each semester in order to maintain matriculation. Students who cannot meet that minimum must register to maintain matriculation; this must be discussed with the academic advisor.

### *Email*

Upon matriculation, students are provided with an NYU email address. Students must check their NYU email regularly. They should communicate with faculty and staff with their NYU email address, as opposed to a personal email address. Students should include their NID when contacting the academic advisor so that the advisor can verify the writer's identity and provide accurate advising.

### *Electronic Devices*

Students are prohibited from using electronic devices such as cell phones and MP3 players while in class.

### *Exemptions/substitutions*

If a student has earned a graduate degree prior to attending the HDSI program and took coursework in the previous program that fulfills HDSI program requirements, that student may not be required to repeat the coursework. However, that student must still complete the required number of units (42) for the program.

### *Plagiarism*

Plagiarism is considered a serious violation of academic integrity. Students who are unsure if they are plagiarizing should consult the guidelines of the American Psychological Association. All work must be properly cited in accordance with the APA guidelines.

The following is the University's official statement on plagiarism. The full passage can be found on pages 228-229 in the NYU Steinhardt Graduate Bulletin 2009-2011:

*The Bylaws of the University define as faculty jurisdiction the educational conduct of students. Given this charge, the Steinhardt School of Culture, Education, and Human Development has established the following guidelines to avoid plagiarism, a form of academic misconduct. Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in reading, writing, and discussion. Students are expected—often, required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.\**

*A hallmark of the educated student is the ability to recognize and acknowledge information derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from another's work need to be*

*acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:*

*—Plagiarism is presenting someone else's work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer's work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.*

*—Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.\**

*The Steinhardt School 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 the Steinhardt School's Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development Student Handbook.)*

*\*Adapted from Expository Writing Program, "Statement on Plagiarism," New York University, undated, mimeographed.*

### *Pass/Fail*

Students must see their academic advisor to discuss this option and to fill out the necessary form. The form must be returned to the Registrar before the fifth week of the semester (5<sup>th</sup> class meeting during summer session). Students may not take more than three courses (9 units) on a pass/fail basis.

### *Add/Drop/Withdrawal*

Students may adjust their schedules through the third week of the semester; any course that is dropped beyond the third week will be marked with a "W" on the transcript. No course may be dropped after the ninth week. Students *must* consult with their advisors before making adjustments to their schedule. They will need to complete the "Change of Program" form and "Course Permission" form (if applicable) in order to make any changes to their rosters. Both forms must be signed by their academic advisor.

### *Refund Schedule:*

Students who drop a class within the first two weeks of the fall or spring semester will receive a full refund for the course tuition and any applicable fees. There will be no refund offered after the second week of the semester.

Students dropping a three week summer session course will receive a full tuition and applicable fee refund for a class dropped within the first three days of the session. If the course is dropped beyond the first three days, there will be no refund offered.

### *Leave of Absence/Maintenance of Matriculation*

MA students who are considering a leave of absence are encouraged to talk to their advisor. Students must complete an interview with the Office of Counseling and Student Services. A leave of absence cannot exceed two semesters or one academic year. Students on leave cannot access University facilities during this time. Students who wish to maintain matriculation must register to do so. Maintaining matriculation requires a fee and allows students access to University facilities. This is most often relevant when a student has completed all coursework but is still meeting program requirements, such as the thesis.

## *Grievances*

Under no circumstances should any grievances be discussed on the Listserv. The Student Complaint Procedure should be followed as stated below and at

<http://steinhardt.nyu.edu/policies/procedures#Student%20Complaint%20Procedure>:

1. Students whose complaints relate to academic or nonacademic matters and who seek a review of their complaints should follow the procedures outlined below within six months from the time the action occurred and/or the grade was posted. If a student has exhausted the School's procedures for student complaints and believes that the School's procedure and/or process for receiving the complaint were not implemented as set forth in the Steinhardt School Student Complaint Procedure, he/she may also seek consultation through the ombudsperson. The ombudsperson, a tenured professor who is elected by students, attempts to achieve equitable resolutions to student complaints by ensuring that processes and procedures are followed.
  1. It is recommended that student complaints begin with the person against whom the complaint is being made. If the issue involves the instructor of a course, the complaint is with the instructor. The student shall first contact the instructor and attempt to resolve the complaint. Pertinent documentation should accompany the complaint.
  2. If the complaint is not resolved at the level of the instructor, the student should schedule an appointment with the program director, the next level for the review of complaints.
  3. If the complaint is not resolved at the level of the program director, the next level of appeal is the department chair. The department chair, at his or her discretion, may call a meeting of the instructor, the program director, and the student. If resolution of the complaint is achieved at either stage two or three, the program director or department chair, respectively, will send a confirmatory memo to all those who have been involved.
2. If there is no satisfactory resolution of the student complaint at the departmental level in the judgment of the student or if the nature of the complaint involves a personal or confidential matter, the student may proceed as follows:
  1. The student may bring the complaint to the attention of the Associate Dean for Student Affairs. The Associate Dean is responsible for administering the student complaint procedure and may, when appropriate, make recommendations for the resolution of student complaints.
  2. As a final level of appeal, the student may request a review of the complaint by the Associate Dean for Academic Affairs, who may then refer it to the Dean of the Steinhardt School.

## **Additional Resources**

### *Graduate Steinhardt Bulletin*

Please consult the Graduate Bulletin for questions about policies and procedures.

<http://steinhardt.nyu.edu/bulletin/>

### *University Calendar*

<http://www.nyu.edu/registrar/calendars/university-calendar.html>

### *Graduate Applied Psychology Society*

The Graduate Applied Psychology Society (GAPS) is the student organization for students in the HDSI and Educational Psychology programs. GAPS serves as a liaison between faculty and students. The organization coordinates social and academic events throughout the year.

### *Graduate Student Organization*

The Graduate Student Organization serves as the student government for NYU Steinhardt. Students are automatically members of the GSO. The GSO provides services and activities to strengthen and enhance the student experience.

### *Student Resource Center*

<http://www.nyu.edu/life/resources-and-services/student-resourcecenter.html>

### *Office of Graduate Life*

<http://www.nyu.edu/students/graduates/graduate-life.html>

### *Writing Center*

[http://www.nyu.edu/cas/ewp/html/writing\\_center.html](http://www.nyu.edu/cas/ewp/html/writing_center.html)

### *Housing*

On campus residence hall information: <http://www.nyu.edu/housing/residence.halls>

Off campus housing information: <http://www.nyu.edu/housing/offcampus/>

### *Transportation*

Learn about the safe ride van service.

<http://www.nyu.edu/public.safety/transportation/>

### *Safety*

Familiarize yourself with emergency services so that you are prepared in case of emergency.

<http://www.nyu.edu/public.safety/safety/>

### *International Students and Scholars*

<http://www.nyu.edu/life/student-life/international-students-and-scholars.html>

### *Health Services/Health Insurance*

Be sure to understand the immunization requirements and the health insurance requirements/waiver.

<http://www.nyu.edu/shc> and [www.nyu.edu/shc/about/insurance.html](http://www.nyu.edu/shc/about/insurance.html)

### *University Counseling Services*

Services offered include one-on-one counseling, group counseling, self improvement classes, referrals, and psychiatric medication.

<http://www.nyu.edu/shc/counseling/>

### *The Henry and Lucy Moses Center for Students with Disabilities (CSD)*

<http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>

*Office of Lesbian, Gay, Bisexual, and Transgender Student Services*

<http://www.nyu.edu/life/student-life/diversity-at-nyu/lesbian-gay-bisexual-transgender-and-queer-student-center.html>

*Students with Children*

<http://www.nyu.edu/clubs/studentswithchildren/index.html>

*Military Service/Veteran's Resources*

<http://www.nyu.edu/students/undergraduates/student-information-and-resources/veterans.html>

*The Wasserman Center for Career Development*

<http://www.nyu.edu/careerdevelopment/>

## Appendix A: Area of Specialization Form

### Request for Area of Specialization Approval

Students in the Human Development and Social Intervention program choose an area of specialization that is supported with elective courses. Please use this form to submit your proposed area of specialization and indicate the electives you would like to take toward this area. If you are interested in creating your own area of specialization, please explain your proposed area and include the goals of this area. Your chosen area of specialization and elective course plan must be approved by Dr. Allen.

Name:

NID: N\_-----

Please select your area of specialization:

- Developmental Psychology
- Health
- Methodology
- Other (Contingent upon Dr. Allen's approval)

If you have selected "other," please provide a paragraph about your proposed area of specialization.

Please list classes that will inform your area of specialization. You can look at previous semesters posted in Albert to gain a sense of what is offered and when. List at least six courses in case certain courses are not offered when you are able to take them.

(course number) (course name)

*Please be reminded that your area of specialization and your proposed list of classes are contingent upon the program director's approval.*



Appendix C: Master's Thesis Approval Form

**Student Instructions:** Fill in the student information box and submit this form to your mentor. Once your mentor has approved your thesis and signed below, please submit this form with a printed copy of your thesis to Academic Advisor, Erika Y. Jackson.

**Student Information**

<input type="checkbox"/> Ms			<b>N</b>
<input type="checkbox"/> Mr	First Name	Last Name	ID Number
Street Address		City	Daytime Phone
Department	Program	Email Address	Evening Phone
Thesis Title			

**This is to certify that the above-named Master's thesis has been read and fully approved by the undersigned:**

Research Mentor, Print Name	Research Mentor Signature	Date
HDSI Program Representative, Print Name	HDSI Program Rep, Signature	Date

<b>For NYU Steinhardt Department of Applied Psychology Use Only</b>	In accordance with the regulations, the thesis of the above-named student is filed as approved	
	Approval Signature	Date

Appendix D: Master's Thesis Proposal Review Form

**Student Instructions:** Fill in the student information box and submit this form to your mentor, along with a printed copy of your thesis proposal, by the end of the second week of the fall semester.

**Student Information**

<input type="checkbox"/> Ms			<b>N</b>
<input type="checkbox"/> Mr	First Name	Last Name	ID Number
Street Address		City	Daytime Phone
Department	Program	Email Address	Evening Phone
Thesis Title			

**Proposal Review Outcome**

<input type="checkbox"/> <b>Pass</b> (Review Panel may have offered suggestions, which are not a matter of official record, to the candidate.)
<input type="checkbox"/> <b>Pass with Minor Revisions</b> (Review Panel comments are attached.)
<input type="checkbox"/> <b>Needs Major Revisions</b> (Review Panel comments are attached. The proposal should be submitted for re-review after it has been reworked and approved by the research mentor. A new Proposal Review Form signed by the review committee should be submitted with the revised proposal.)

**Review Committee**

Research Mentor, Print Name	Research Mentor Signature	Date
Committee Member, Print Name	Committee Member Signature	Date
Committee Member, Print Name	Committee Member Signature	Date

<b>For NYU Steinhardt Department of Applied Psychology Use Only</b>	In accordance with the regulations, the proposal of the above-named student is filed as approved.	
	Approval Signature	Date

