Applied Psychology

Art

Education

Health

Media

Music
Steinhardt School of Culture, Education, and Human Development

Announcement for the 119th and 120th Sessions

New York University
Washington Square
New York, New York 10003

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

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

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

For example:

**ENGED-UE.1601**

*ENGED-UE.1601* indicates a course in English Education in the Steinhardt School of Culture, Education, and Human Development for juniors and seniors,

**ENGED** indicates the course is in the Program in English Education

**UE** indicates the course is given at the undergraduate level in the Steinhardt School of Culture, Education, and Human Development

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

**ELIGIBILITY**

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

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Course Number Prefixes

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An Introduction to New York University

A CENTER OF HIGHER LEARNING OPEN TO ALL
Some 177 years ago, Albert Gallatin, the distinguished statesman who served as secretary of the treasury under President Thomas Jefferson, declared his intention to establish “in this immense and fast-growing city . . . a system of rational and practical education fitting for all and graciously opened to all.” This is how New York University came to be founded. At that time—1831—most students in American colleges and universities were members of the privileged classes. Albert Gallatin and the University’s founding fathers planned NYU as a center of higher learning that would be open to all, regardless of national origin, religious belief, or social background.

Albert Gallatin would scarcely recognize New York University today. From a student body of 158, enrollment has grown to over 50,000 students attending 18 schools, colleges, and institutes at major locations in Manhattan, Brooklyn, and Abu Dhabi (UAE). Students come from every state in the union and from many foreign countries.

CEREMONIES, TRADITIONS, AND SYMBOLS

COMMENCEMENT
The spirit of Commencement has remained the same since the first public Commencement took place in 1834 and a procession of students, faculty, and public dignitaries marched from City Hall, through Broadway and Liberty Street, to the Middle Dutch Church. Through the generations, Commencement has signified that no goal is insurmountable provided people respond with enthusiasm, intelligence, and perseverance.

UNIVERSITY SEAL
The University seal is composed of five emblems that embrace the goals and traditions of New York University. MDCCCXXXI is 1831, the year of incorporation for NYU, then known as the University of the City of New-York. “New York University” became the legal name of the institution in 1896, although this was its popular name long before then. The motto, perstare et praestare—to persevere and to excel—underscores the depiction of classic runners. When combined, these symbols represent the continued pursuit of academic excellence. Finally, there is the upheld torch of the Lady of the Harbor, which signifies NYU in service to the “metropolis”—New York City.

UNIVERSITY LOGO
In 1965, the University administration commissioned renowned graphic artist Ivan Chermayeff to design a new logo. The University emblem, the torch, was modernized, and its simple yet elegant lines adorn virtually all NYU publications. From 1966 to the present, this torch has been synonymous with NYU.

UNIVERSITY TORCH
This prized silver heirloom, designed by Tiffany & Company of New York and “symbolic of academic purpose and authority,” was a gift from Helen Miller Gould in 1911. The torch and torchbearer always lead the academic processions in major University ceremonies. At Commencement, it is passed from a senior faculty member to the youngest graduating student.

UNIVERSITY COLOR: VIOLET
NICKNAME: VIOLETS
In the late 1880s, it was the custom to plant violets in the yardwide strip of grass around the buttresses of the old Washington Square buildings that then served as NYU’s campus. It is generally accepted that both the school color and the nickname evolved from the flowers.

ALMA MATER
NYU’s Alma Mater, “New York University Evensong,” was written in 1900 by Duncan MacPherson Genns. “De ar Old NYU” became even more appropriate in 1945 when Dorothy I. Pearce, a Washington Square College student, wrote a third verse. As the earlier verses paid homage to the University Heights campus (part of NYU from 1895 to 1973), Pearce’s verse praised “the archway that ever stands triumphant” and symbolically links NYU to the surrounding community.
The Schools, Colleges, Institutes, and Programs of the University
(In order of their founding)

1832 College of Arts and Science
cas.nyu.edu
1835 School of Law
www.law.nyu.edu
1841 School of Medicine
school.med.nyu.edu
1865 College of Dentistry
www.nyu.edu/dental
(including the College of Nursing [1947], www.nyu.edu/nursing)
1886 Graduate School of Arts and Science
www.gfas.nyu.edu
1890 Steinhardt School of Culture, Education, and Human Development
steinhardt.nyu.edu
1900 Leonard N. Stern School of Business
www.stern.nyu.edu
1922 Institute of Fine Arts
www.nyu.edu/gsas/dep/fineart
1934 School of Continuing and Professional Studies
www.scps.nyu.edu
1934 Courant Institute of Mathematical Sciences
cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu
1960 Silver School of Social Work
www.nyu.edu/socialwork
1965 Tisch School of the Arts
www.tisch.nyu.edu
1972 Gallatin School of Individualized Study
www.nyu.edu/gallatin
1972 Liberal Studies Program
www.liberalstudies.nyu.edu
2006 Institute for the Study of the Ancient World
www.nyu.edu/isaw
2010 New York University Abu Dhabi
nyuad.nyu.edu
1854 Polytechnic Institute of New York University
www.poly.edu (affiliated 2008)

New York University and New York

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

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

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

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

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

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

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

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

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

THE LARGER CAMPUS

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

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

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

Students in science work with their professors on problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation boardrooms and intern as executive assistants in business and financial houses. The schools, courts, hospitals, settlement houses, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

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

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

A PRIVATE UNIVERSITY

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

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

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

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
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Thomas S. Murphy, B.S.M.E., M.B.A.
Herbert M. Paul, B.B.A., M.B.A., J.D., LL.M.
E. John Rosenwald, Jr., B.A., M.B.A.
William R. Salomon

Henry Taub, B.S.
Lillian Vernon
Robert F. Wright, B.A., M.B.A.
Baroness Mariuccia Zerilli Marimò

TRUSTEE ASSOCIATES

Bruce Berger, B.S.
Leonard Boxer, B.S., LL.B.
Jane Eisner Bram, B.A., M.S.W., Ph.D.
Betty Weinberg Ellerin, B.A., J.D.
Norman Goodman, B.A., J.D.
Marvin Leffler, B.S., M.B.A.
NYU Steinhardt offers undergraduate and graduate programs in education, health, applied psychology, media, and the arts. Our school has a long history of connecting theory to applied learning experiences, building communities within and beyond our classrooms, and nurturing the human spirit. Our faculty members are intellectually adventurous and socially conscious. Our undergraduate students study in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratories. They are passionate, empathetic, and mindful of the world around them. Today, our students, faculty, and graduates are applying their creativity and knowledge where they are needed most.

Located in Greenwich Village, one of the most picturesque areas of New York City, the school’s undergraduate division offers the advantages of a medium-sized college, with personal advisement and many small classes. We combine the best career preparation with the finest liberal arts education in the humanities, sciences, and social sciences to help you develop critical thinking and analytical skills and understand the world through a variety of perspectives and points of view. We equip our graduates with the knowledge, insight, and experience necessary to address the challenges they will face at home and abroad.

In the years since its founding in 1890, the Steinhardt School has developed a broad range of undergraduate programs in response to advances in the fields of education, health, the arts, and media. Today, undergraduates can choose from 20 programs in these areas. Steinhardt’s undergraduate programs in education stress the liberal arts preparation in English, history, mathematics, science, and languages essential for all teachers in early childhood, elementary, and secondary education. Specialized courses and supervised classroom observation, student teaching, and fieldwork provide students with the skills necessary to become effective educators and leaders in their profession, particularly attuned to the needs of urban children, youth, and families.

Steinhardt’s programs in health—applied psychology, nutrition and food studies, public health, and communicative sciences and disorders—prepare you to play an important role in these fields, where the need for professionals has increased dramatically in the past decade. The liberal arts component of our health professions programs, which is required for all undergraduates, provides you with the analytical and organizational skills and broad arts and science context necessary for your career. Internships at New York City’s hospitals, health care agencies, social service agencies, schools, community centers, corporations, and publications complement your classroom learning with practical hands-on experience in the field.

NYU Steinhardt’s program in media, culture, and communication prepares you for a career in a variety of settings, including the media industry, education, health services, private industry, or government. Course work is broadly interdisciplinary, based on a foundation in the humanities and social sciences with core courses in media theory and analysis. Students gain a global perspective on intercultural communication, media and globalization, and the culture industries. All course work is augmented by internships in New York City, the media capital of the world.

Steinhardt offers programs in the arts to help you reach your full creative potential and your career goals. Our programs in studio art, music and music professions, and educational theatre encourage you to give full expression to your talents as you develop the skills necessary for success as an arts educator, studio artist, musician, or music professional involved in performance, music business, or music technology.

Administration

Mary M. Brabeck, B.A., M.A., Ph.D., Gale and Ira Drukier Dean

Beth C. Weitzman, B.A., M.A., Ph.D., Vice Dean

Patricia M. Carey, B.A., M.A., Ph.D., Associate Dean for Student Affairs

Perry Halkitis, B.A., M.A., Ph.D., Associate Dean for Research and Doctoral Studies

Robert Allan Knight, B.A., M.B.A., Associate Dean for Administration and Finance

Lindsay Wright, B.S., Ph.D., Associate Dean for Planning and Communication

Erich Dietrich, B.A., M.A., Ph.D., Assistant Dean for Global and Academic Affairs

Barbara Kotlikoff, B.A., Assistant Dean for Development and Alumni Relations

Staff

Claude Blenman, B.A., M.A., Director, Faculty Affairs

Leslie Brown, Executive Director, Financial Planning and Operations

Judith Costello, B.S., Director, Institutional Research

Lee Frissell, B.A., M.A., Director, Field Projects

Bart Grachan, B.A., M.S.T., M.A., Director, Community College Transfer Opportunity Program

Kathy Heins, B.A., M.A., Director, Development

Roger Ho, B.S., Director, Human Resources

John S. Myers, B.A., M.A., Director, Enrollment Management

Debra Weinstein, B.A., M.A., Director, Publications and Creative Projects

David A. Zapotocky, B.S., M.A., Ph.D., Director,
The Bachelor of Science Program in Applied Psychology is an interdisciplinary program designed to teach students to bridge psychological theory, research, and practice in a multicultural world. Applied psychologists work with children, adolescents, families, businesses, and communities and focus on issues such as learning and schooling, race and ethnicity, sexuality, religion, health, and parenting. The program provides students with hands-on learning experiences that help them understand the range of work environments within the human services professions and the many ways that psychology and counseling are applied in both research and real-world settings—valuable knowledge that helps our students make informed career decisions.

The undergraduate major in applied psychology combines a broad-based liberal arts component with required coursework in research skills and various fields across psychology including developmental, social, community, and counseling. Specialization electives allow a student to focus on a specific field within psychology or to explore an area of interest in a related discipline. A three-semester fieldwork sequence offers students the opportunity for continuous career exploration in clinical and research settings, which helps each student build a portfolio of experience valuable for seeking an entry-level position and/or graduate study.

Students who select a supervised field experience in a clinical setting practice and gain essential professional skills as they perform intake interviews at community centers, mentor children or adolescents in schools or after-school programs, or volunteer in hospital settings.

As an alternative, students may elect to pursue the research option by becoming a member of a faculty research team, with whom they collect, code, and analyze data related to an ongoing research project. Applied psychology students have participated in a number of faculty research projects, including a study with Head Start parents on parent involvement in Latino children’s education, a study on the effects of hip-hop music on perceptions of spirituality among African Americans, and a project on how diagnoses of brain disease in young children affect the psychology of their families. This is a unique opportunity for undergraduate students to work side by side with senior faculty members and advanced graduate students.

Students are also permitted to combine the clinical and research options.

All applied psychology majors conclude their studies with a comprehensive research project that links their fieldwork experience to psychological theory and research. Select seniors have an opportunity to present their work to fellow students and faculty in a professional forum, the Applied Psychology Undergraduate Research Conference.

Applied psychology majors with a record of exceptional achievement may apply to our Honors Program. Eligible juniors submit a proposal to conduct an independent research project on a topic of their choice under close mentorship of an applied psychology faculty member.

Applied psychology majors may double major or minor in another subject. Students typically pursue a double major or minor in the social science or humanities discipline they choose for their required sequence. Depending on the choice of second major or minor, students may need additional courses beyond the 128 points required for the bachelor’s degree.

Students may also declare a combined major in global public health/applied psychology.
B.S. in Applied Psychology

The B.S. Program in Applied Psychology requires students to complete a total of 128 points—60 points in the liberal arts and 68 points in the major. In addition to 32 points of specified liberal arts courses, students complete a 12-point concentration of courses in a single social science or humanities discipline of their choice. There are 16 points of liberal arts electives that provide students many opportunities to explore a variety of liberal arts subjects or to declare a minor. The applied psychology major consists of 12 points of required courses in psychology, 12 points of core electives in psychology and counseling, 12 points of research skills courses, 12 points of field experiences, 8 points of specialization electives, and 12 points of unrestricted electives.

Note: The Steinhardt School requires all freshmen and external transfer students to enroll in the 0-point New Student Seminar.

APUG – Applied Psychology (B.S.)

<table>
<thead>
<tr>
<th>Total Points Required</th>
<th>128</th>
</tr>
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<tbody>
<tr>
<td><strong>LIBERAL ARTS REQUIREMENTS</strong></td>
<td>60</td>
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<tr>
<td>Morse Academic Plan (MAP)</td>
<td>32</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>Expository Writing</td>
<td>4</td>
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<tr>
<td>ACE-UE.110</td>
<td>4</td>
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<tr>
<td><strong>Foundations of Contemporary Culture</strong></td>
<td>12</td>
</tr>
<tr>
<td>MAP-UA.04xx</td>
<td>4</td>
</tr>
<tr>
<td>MAP-UA.05xx</td>
<td>4</td>
</tr>
<tr>
<td>MAP-UA.07xx/ LIBAR-UE.xxx</td>
<td>4</td>
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<tr>
<td><strong>Foundations of Scientific Inquiry</strong></td>
<td>8</td>
</tr>
<tr>
<td>MAP-UA.0101</td>
<td>4</td>
</tr>
<tr>
<td>MAP-UA.1xx</td>
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</tr>
<tr>
<td>MAP-UA.2xxx</td>
<td>4</td>
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<tr>
<td>MAP-UA.0306</td>
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<tr>
<td>Other Liberal Arts Requirements</td>
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<tr>
<td>Social Science or Humanities Elective</td>
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<tr>
<td>Choose one discipline in the social sciences or humanities and take one introductory course and two advanced courses in the same discipline.</td>
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<tr>
<td>MAP-UA.6xx</td>
<td>8</td>
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<tr>
<td>MAP-UA.6xx</td>
<td>8</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>16</td>
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<tr>
<td>* Selected by Advisement</td>
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</table>

| **SPECIALIZATION REQUIREMENTS** | 68 |
| Psychology | 24 |
| Required Psychology Core | 12 |
| APSY-UE.2 | 4 |
| APSY-UE.10 | 4 |
| APSY-UE.1050 | 4 |
| **Restricted Psychology and Counseling Electives** | 12 |
| Choose 1 from the following Psychology courses | 4 |
| APSY-UE.19 | 4 |
| APSY-UE.13 | 4 |
| APSY-UE.1214 | 4 |
| APSY-UE.1038 | 4 |
| Choose 1 from the following Counseling courses: | 4 |
| APSY-UE.1012 | 4 |
| APSY-UE.1620 | 4 |
| **Research Skills** | 12 |
| RESCH-UE.1085 | 4 |
| PSYCH-UA.10 | 4 |
| APSY-UE.25 | 4 |
| APSY-UE.1137 | 4 |
| **Field Experiences** | 12 |
| APSY-UE.1123 | 4 |
| APSY-UE.1124 | 4 |
| APSY-UE.1125 | 4 |
| **Specialization Electives** | 8 |
| **Unrestricted Electives** | 13 |
| Additional Requirements | 0 |
| SAHS-UE.1 | 0 |
| Writing Proficiency Examination | 0 |
B.S. in Global Public Health/Applied Psychology

The NYU Global Institute of Public Health (GIPH) crosses disciplinary boundaries to address the world’s most pressing health problems. Drawing from resources across NYU’s schools, the Institute delivers truly interdisciplinary public health education at the undergraduate, master’s, and doctoral level. The Institute also supports cutting-edge and collaborative research on public health issues around the world. The GIPH builds on the global reach of NYU’s unique Global Network University; draws strength from the entrepreneurial spirit of NYU’s many talented faculty and students; and serves as a conduit for groundbreaking research and education that advances and promotes equitable health for all.

The highly selective, demanding undergraduate majors in Global Public Health (GIPH) allow students to choose a course of study that is a combination of public health and an academic discipline or a professional subject area housed in one of four NYU schools: the College of Arts and Science, the College of Nursing, the Silver School of Social Work, and the Steinhardt School of Culture, Education, and Human Development. Global Public Health is not a stand-alone major; rather, students in the various combined majors benefit from instructor, advisers, and courses both in their home school and from across the entire University. The unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both in the U.S. and abroad. The coursework is combined with experiential learning and study away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers.

Students in Steinhardt may choose one of the following combinations for a GPH major:

- Global Public Health/Applied Psychology
- Global Public Health/Environmental Health
- Global Public Health/Public Health Policy
- Global Public Health/Health Education
- Global Public Health/Sociobehavioral Health
- Global Public Health/Internship

In all of these majors, students take one required course in each of the six core public health areas:

- Biostatistics
- Epidemiology
- Health policy
- Environmental health
- Sociobehavioral health
- Internship

Students also take courses in their chosen field within Steinhardt, with the exact number of courses varying by major. Students fill out their coursework with electives in global public health and/or the Steinhardt major field (chosen in consultation with an adviser) to complement individual interests and career paths and study of a foreign language. Study away for one semester at an NYU Global site is a requirement of the GPH combined majors.

The Global Public Health/Applied Psychology major provides interdisciplinary training that bridges psychological theory, research, and practice with public health principles with the goal of improving health outcomes among diverse populations. The major links to the mission of the Department of Applied Psychology to prepare students both to understand and to intervene in human development across contexts and cultures. A hallmark of the major is the extensive fieldwork requirement in both applied psychology and global public health, offering students the opportunity to apply the knowledge gained in lectures and readings to research and other real-world experiences. Students study a wide variety of topics such as developmental, abnormal, and community psychology, sexuality, epidemiology, health policy, research methods, and group dynamics. The major provides excellent preparation for graduate programs in applied psychology, psychology, public health and related areas as well as graduate programs in business and law.
### Global Public Health/Applied Psychology (B.S.)

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Total Points Required</th>
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<tbody>
<tr>
<td>Morse Academic Plan (MAP)</td>
<td>32</td>
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<td>Foreign Language</td>
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<td>Expository Writing</td>
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<td>EXPOS-UA.100</td>
<td>Writing the Essay</td>
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<td>ACE-UE.110</td>
<td>The Advanced College Essay</td>
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<tr>
<td>Foundations of Contemporary Culture</td>
<td>12</td>
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<tr>
<td>MAP-UA.4xx / LIBAR-UE.xxxx</td>
<td>Texts and Ideas</td>
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<tr>
<td>MAP-UA.3xx / LIBAR-UE.xxxx</td>
<td>Cultures and Contexts</td>
</tr>
<tr>
<td>MAP-UA.7xx / LIBAR-UE.xxxx</td>
<td>Expressive Culture</td>
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<tr>
<td>Foundations of Scientific Inquiry</td>
<td>8</td>
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<tr>
<td>PSYCH-UA.100 or LIBAR-UE.101</td>
<td>Statistical Reasoning for the behavioral Sciences or Basic Statistics</td>
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<tr>
<td>MAP-UA.3xx / LIBAR-UE.xxxx or MAP-UA.300</td>
<td>Natural Science or Brain and Behavior</td>
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<td>Other Liberal Arts Requirements</td>
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<tr>
<td>Social Sciences or Humanities Elective **</td>
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<tr>
<td>Choose one discipline in the social sciences or humanities and take one introductory course and two advanced courses in the same discipline.</td>
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<tr>
<td>MAP-UA.3xx / LIBAR-UE.xxxx</td>
<td>Social Science or Humanities (Intro)</td>
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<tr>
<td>MAP-DXX / LIBAR-UE.xxxx</td>
<td>Social Science or Humanities (Advanced)</td>
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<td>Unrestricted Liberal Arts Elective</td>
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<td>** Selected by Advisement</td>
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<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tr>
<td>Public Health Core</td>
<td>16</td>
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<tr>
<td>PUHE-UE.10</td>
<td>Health and Society</td>
</tr>
<tr>
<td>PUHE-UE.1304</td>
<td>Intro to Epidemiology</td>
</tr>
<tr>
<td>PUHE-UE.1305</td>
<td>Environmental Health</td>
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<tr>
<td>UPADM-GP.250</td>
<td>Medial Care &amp; Health Comparative Perspectives</td>
</tr>
<tr>
<td>Psychology Core</td>
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<tr>
<td>APSY-UE.2</td>
<td>Intro to Psychology and its Applications</td>
</tr>
<tr>
<td>APSY-UE.10</td>
<td>Survey of Developmental Psychology: Introduction</td>
</tr>
<tr>
<td>APSY-UE.1050</td>
<td>The Cultures of Psychology</td>
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<tr>
<td>Restricted Psychology Electives</td>
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<tr>
<td>Choose 1 course from the following courses:</td>
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<tr>
<td>APSY-UE.19</td>
<td>Intro to Personality Theories</td>
</tr>
<tr>
<td>APSY-UE.13</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>APSY-UE.1038</td>
<td>Abnormal Psychology</td>
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<tr>
<td>APSY-UE.1214</td>
<td>Psychology of Human Learning</td>
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<tr>
<td>and</td>
<td></td>
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<tr>
<td>Electives (Choose any 2 courses from the list below.)</td>
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<tr>
<td>Public Health Electives</td>
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<tr>
<td>PUHE-UE.1249</td>
<td>Intro to Public Health Research</td>
</tr>
<tr>
<td>PUHE-UE.1305</td>
<td>Hide Behavior and Social Context: Drugs and Violence</td>
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<tr>
<td>PUHE-UE.1315</td>
<td>Intro to Public Health Nutrition</td>
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<tr>
<td>PUHE-UE.1324</td>
<td>Princ. of Health Promotion &amp; Educ.</td>
</tr>
<tr>
<td>PUHE-UE.1310</td>
<td>Intro to Global Public Health</td>
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<tr>
<td>NUTR-UE.1189</td>
<td>Nutrition and Health</td>
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<tr>
<td>UPADM-GP.102</td>
<td>Intro to Public Service</td>
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<td>Psychology Electives</td>
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<tr>
<td>APSY-UE.5</td>
<td>Community Psychology</td>
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<tr>
<td>APSY-UE.1270</td>
<td>Social Intervention in Schools</td>
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<tr>
<td>APSY-UE.1278</td>
<td>Families, Schools, &amp; Child Development</td>
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<tr>
<td>APSY-UE.1279</td>
<td>Child Development &amp; Social Policy in Global Society</td>
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<tr>
<td>Research Skills</td>
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<tr>
<td>APSY-UE.25</td>
<td>Research Methods in Applied Psychology I</td>
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<tr>
<td>APSY-UE.1137</td>
<td>Research Methods in Applied Psychology II</td>
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<tr>
<td>Field Experiences</td>
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<td>APSY-UE.1123</td>
<td>Fieldwork in Applied Psychology I</td>
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<tr>
<td>APSY-UE.1124</td>
<td>Fieldwork in Applied Psychology II</td>
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<tr>
<td>PUHE-UE.1330</td>
<td>Community Public Health Internship</td>
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<tr>
<td>Other Requirements</td>
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<tr>
<td>SAHS-UE.1</td>
<td>New Student Seminar</td>
</tr>
<tr>
<td>Writing Proficiency Examination</td>
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</tbody>
</table>
MINOR IN AMERICAN SIGN LANGUAGE

The Department of Applied Psychology offers a course sequence in American Sign Language (ASL) by level: ASL I (introductory, requiring no prior knowledge), ASL II, ASL III, and ASL IV. ASL satisfies the foreign language requirement in the Steinhardt School of Culture, Education, and Human Development. ASL may be declared as a minor if the student takes the full four-course sequence. ASL I and II are offered each fall and spring semester. ASL III is offered only in the fall; ASL IV is offered only in the spring.

REQUIRED COURSES (POINTS)
ASL-UE.0091 American Sign Language: Level I • 4 (60 hours)
ASL-UE.0092 American Sign Language: Level II • 4 (60 hours)
ASL-UE.0093 American Sign Language: Level III • 4 (60 hours)
ASL-UE.0094 American Sign Language: Level IV • 4 (60 hours)
TOTAL 16

MINOR IN CHILD DEVELOPMENT AND SOCIAL INTERVENTION

This 16-point minor introduces students to the primary factors that influence the contexts in which children and adolescents develop. The program exposes students to the prevention and intervention efforts addressing psychological, social, educational, and health problems. Students who successfully complete the minor will have gained a solid knowledge base that will help prepare them for graduate studies in psychology.

This minor is open to all undergraduate students at NYU with the exception of students majoring in Applied Psychology through Steinhardt.

Prerequisite: APSY-UE.0002 Intro to Psychology and Its Applications or PSYCH-UA.0001 Intro to Psychology or any college-level introductory course in Psychology or AP psychology course taken during high school with a test score of 4 or 5 or International Baccalaureate with a score of a 6 or 7 on the Higher Level Exams only.

REQUIRED COURSES (4 POINTS EACH)
APSY-UE.0010/LIBAR-UE.0631 Survey of Developmental Psychology
APSY-UE.0005 Introduction to Community Psychology

ELECTIVES
APSY-UE.1270 Social Intervention in Schools and Communities
APSY-UE.1278 Families, Schools, and Child Development
APSY-UE.1279 Child Development and Social Policy in a Global Society
CAMHS-UA.0101 Child and Adolescent Psychopathology
CAMHS-UA.0134 Behavior Problems in School Settings: From Impairment to Intervention
CAMHS-UA.0202 Global Perspectives in Child and Adolescent Mental Health
TOTAL 16

FACULTY


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


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


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


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

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

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


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

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


Shabnam Javdani, Assistant Professor of Applied Psychology. B.A. 2004, California (Berkeley), MA 2008 Illinois (Urbana-Champaign) Ph.D. 2012 Illinois (Urbana-Champaign)


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


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


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

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


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


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

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


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

COURSES

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

APSY-UE: APPLIED PSYCHOLOGY

Introduction to Psychology and Its Applications
APSY-UE.0002 • 60 hours: 4 points. Fall, spring, summer.

Introduction to Community Psychology
APSY-UE.0005 • 60 hours: 4 points. Spring.

Survey of Developmental Psychology: Introduction
APSY-UE.0010 • 60 hours: 4 points. Fall.

Social Psychology
APSY-UE.0013 • 60 hours: 4 points. Spring.

Theories of Personality
APSY-UE.0019 • 60 hours: 4 points. Fall.

Human Development I
APSY-UE.0020 • 30 hours plus 10 hours of field experience: 2 points. Course meets first half of spring semester. Non-majors only.

Human Development II: Application for Early Childhood Educators
APSY-UE.0021 • 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: APSY-UE.0020. Non-majors only.

Human Development II: Application for Childhood Educators
APSY-UE.0022 • 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: APSY-UE.0020. Non-majors only.

Human Development II: Applications for Educators of Early Adolescents and Adolescents
APSY-UE.0023 • 30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: APSY-UE.0020. Non-majors only.
Research Methods in Applied Psychology I
APSY-UE.0025 • 60 hours: 4 points. Fall, spring. Program/departmental majors only.

The Counseling Interview
APSY-UE.1012 • 60 hours: 4 points. Fall, spring. Program/departmental majors only.

Educational Psychology
APSY-UE.1014 • 60 hours: 4 points. Fall, even years. Prerequisite: a course in general psychology.

Fieldwork in Applied Psychology I
APSY-UE.1123 • 60 hours, plus 4 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only.

Fieldwork in Applied Psychology II
APSY-UE.1124 • 60 hours, plus 104 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: APSY-UE.1123.

Fieldwork in Applied Psychology III
APSY-UE.1125 • 60 hours, plus 104 hours of fieldwork: 4 points. Fall, spring. Program/departmental majors only. Prerequisite: APSY-UE.1124.

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

Psychology of Human Learning
APSY-UE.1214 • 60 hours: 4 points. Fall. Prerequisite: a course in general psychology.

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

Developmental Psychology Across the Life Span
APSY-UE.1271 • 45 hours: 3 points. Fall, spring. Non-majors only. Prerequisite: a course in general psychology.

Adolescent Development
APSY-UE.1272 • 60 hours: 4 points. Spring. Prerequisite: a course in general psychology.

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

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

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

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

Honors Seminar in Applied Psychology
APSY-UE.1995, 1996 • 60 hours: 4 points each semester. Fall and spring. Select departmental/program seniors only.

PUHE-UE: PUBLIC HEALTH

Health and Society: An Introduction to Public Health
PUHE-UE.0070 4 points: 60 hours. Fall.

Introduction to Epidemiology
PUHE-UE.1306 4 points: 60 hours. Fall.

Introduction to Global Public Health
PUHE-UE.1310 4 points: 60 hours. Spring.

Introduction to Public Health Nutrition
PUHE-UE.1315 4 points: 60 hours. Spring.

Principles of Health Promotion and Education
PUHE-UE.1321 60 hours: 4 points. Fall. Prerequisite: PUHE-UE.0070.

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

Understanding Risk Behavior and Social Context
PUHE-UE.1325 60 hours: 4 points. Spring.

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

Public Health Internship
PUHE-UE.1330 60 hours: 4 points. Spring. Prerequisite: PUHE-UE.1327.

Medical Care and Health
Comparative Perspectives
UPADM-GP.230 60 hours: 4 points. Fall.