New York University Bulletin

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

Applied Psychology

Art

Communication

Education

Health

Music
Steinhardt School of Culture, Education, and Human Development

Graduate

ANNOUNCEMENT FOR THE 117TH AND 118TH SESSIONS

NEW YORK UNIVERSITY
WASHINGTON SQUARE, NEW YORK, NEW YORK 10003

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 or college, programs, classes, or activities; the relocation 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.

Cover photo: Holger Thoss
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## Calendar

### 2007

**Graduation application deadline for September 2007 degrees**  
June 8  
Friday

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<td>Summer I</td>
<td>May 14-June 1</td>
<td>Monday-Friday</td>
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<tr>
<td>Summer II</td>
<td>June 4-22</td>
<td>Monday-Friday</td>
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<tr>
<td>Summer III</td>
<td>June 25-July 13</td>
<td>Monday-Friday</td>
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<tr>
<td>Summer IV</td>
<td>July 16-August 3</td>
<td>Monday-Friday</td>
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**Independence Day: holiday**  
July 4  
Wednesday

**Registration for fall term**  
Begins April 16  
Monday

**Labor Day: holiday**  
September 3  
Monday

**Fall-term classes begin**  
September 4  
Tuesday

**Last day to register**  
September 10  
Monday

**Last day for drop/add**  
September 24  
Monday

**Graduation application deadline for January 2008 degrees**  
October 5  
Friday

**No classes scheduled**  
October 8  
Monday

**Legislative Day**  
November 21  
Wednesday (classes meet on a Monday schedule; therefore, Wednesday classes do not meet)

**Thanksgiving recess**  
November 22-24  
Thursday-Saturday

**Legislative Day**  
December 11  
Tuesday (classes meet on a Thursday schedule; therefore, Tuesday classes do not meet)

**Last day of classes**  
December 12  
Wednesday

**Reading Day**  
December 13  
Thursday

**Fall term examinations**  
December 14-21  
Friday-Friday

**Winter recess**  
December 22-January 19  
Saturday-Saturday
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<tr>
<td>Martin Luther King, Jr.’s Birthday: holiday</td>
<td>January 21</td>
<td>Monday</td>
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<td>Spring classes begin</td>
<td>January 22</td>
<td>Tuesday</td>
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<tr>
<td>Last day to register without payment of late fee</td>
<td>January 28</td>
<td>Monday</td>
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<td>Graduation application deadline for May 2008 degrees</td>
<td>February 1</td>
<td>Friday</td>
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<tr>
<td>Last day for drop/add</td>
<td>February 11</td>
<td>Monday</td>
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<tr>
<td>Presidents’ Day: holiday</td>
<td>February 18</td>
<td>Monday</td>
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<tr>
<td>Spring recess</td>
<td>March 17-22</td>
<td>Monday-Saturday</td>
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<tr>
<td>Last day of classes</td>
<td>May 5</td>
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<tr>
<td>Reading Day</td>
<td>May 6</td>
<td>Tuesday</td>
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<tr>
<td>Spring term examinations</td>
<td>May 7-14</td>
<td>Wednesday-Wednesday</td>
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<tr>
<td>Commencement: Conferring of degrees</td>
<td>May 15</td>
<td>Thursday</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>May 26</td>
<td>Monday</td>
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<tr>
<td>Graduation application deadline for September 2008 degrees</td>
<td>June 6</td>
<td>Friday</td>
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<tr>
<td>Summer Sessions I</td>
<td>May 19-June 6</td>
<td>Monday-Friday</td>
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<td>II</td>
<td>June 9-27</td>
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<td>III</td>
<td>June 30-July 18</td>
<td>Monday-Friday</td>
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<td>IV</td>
<td>July 21-August 8</td>
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<td>Event</td>
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<tr>
<td>No classes scheduled</td>
<td>October 13</td>
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<td>Legislative Day</td>
<td>November 26</td>
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<td>Thanksgiving recess</td>
<td>November 27-29</td>
<td>Thursday-Saturday</td>
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<td>Legislative Day</td>
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<td>July 3 (observed)</td>
<td>Friday</td>
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

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

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from 133 foreign countries.

The University includes 14 schools and colleges at six major centers in Manhattan. In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although overall the University is large, the divisions are small-to-moderate-sized units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions of the University ranges between 115 and 6,850. While some introductory classes in some programs have large numbers of students, many classes are small. More than 2,500 courses are offered, leading to more than 25 different degrees.

**FOUNDING DATES**

1832
College of Arts and Science
1835
School of Law
1841
School of Medicine
1865
College of Dentistry
1886
Graduate School of Arts and Science
1890
Steinhardt School of Culture, Education, and Human Development
1900
Leonard N. Stern School of Business
1934
School of Continuing and Professional Studies
1938
Robert F. Wagner Graduate School of Public Service
1948
Post-Graduate Medical School
1960
School of Social Work
1965
Tisch School of the Arts
1972
Gallatin School of Individualized Study
1963
Mount Sinai School of Medicine (affiliated July 1, 1999)
The College of Arts and Science offers the Bachelor of Arts degree in a wide range of programs in the humanities, science, social sciences, and foreign languages and literatures and, in some departments, the Bachelor of Science degree. Joint programs of study currently involve NYU’s Robert F. Wagner Graduate School of Public Service; Graduate School of Arts and Science; Steinhardt School of Culture, Education, and Human Development; School of Social Work; School of Medicine; and College of Dentistry, as well as Stevens Institute of Technology.

The School of Law is one of the oldest law schools in the United States. It offers a comprehensive first professional program leading to the degree of Juris Doctor and a graduate curriculum leading to the degrees of Master of Laws and Doctor of Juridical Science. The law school is a leader in providing scholarships, judicial clerkships, and research opportunities for law students that comprise the College of Dentistry are housed within several buildings, including the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building. The center is located on First Avenue, from East 24th Street to East 34th Street, in the midtown area of one of the nation’s most renowned health sciences complexes, which extends from East 14th Street to East 34th Street. Located within the College of Dentistry is the College of Nursing, one of the top programs in the country. Graduates assume positions in leading health care institutions and universities and practice in areas including acute care, community health care, pediatrics, geriatrics, mental health, and emergency care. The College offers B.S., M.S., and Ph.D. degree programs. A B.S./M.S. dual degree program and an M.S./M.S. joint degree program with the Wagner Graduate School of Public Service are also available.

The Graduate School of Arts and Science offers the degrees of Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy in most areas of the humanities, social sciences, and natural sciences. Several certificate programs are also offered. The NYU in Paris and NYU in Madrid M.A. programs are based in centers in Paris and Madrid. Dual degree programs of study currently involve the School of Law, the School of Medicine, the Leonard N. Stern School of Business, and the Robert F. Wagner Graduate School of Public Service. Courses are offered in the late afternoon and evening as well as during the day.

The Steinhardt School of Culture, Education, and Human Development offers a broad range of innovative undergraduate preprofessional and professional programs and advanced graduate study in applied psychology, art, communication, education, health, and music. Undergraduate programs lead to the Bachelor of Science, Bachelor of Music, or Bachelor of Fine Arts degree and combine a solid foundation in the liberal arts with specialized course work and fieldwork, clinical practice, or internships in a wide variety of settings throughout New York City. Graduate students may enroll in master’s, advanced certificate, and doctoral programs in a wide variety of disciplines. Courses are given weekdays, evenings, and summers to full-time, part-time, and special students. Study abroad is available for undergraduates during the academic year and for graduate students during the summer and January intersession. Applied research opportunities abound for all students.

The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimmel Halls and the Henry Kaufman Management Center. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., and Ph.D. degrees. Students may specialize in accounting; economics; finance; information systems; international business; management; marketing; operations management; statistics; and actuarial science. Joint graduate-level programs are offered with the School of Law, Wagner Graduate School of Public Service, and the Graduate School of Arts and Science. Enrollment in the graduate program may be full or part time.

The Undergraduate College of the Stern School of Business administers the undergraduate business program. This program offers an innovative curriculum that integrates liberal arts studies with business studies. Through this course of study, students are exposed to the international dimensions of business; develop strong interpersonal and team-building skills; gain a sense of professional responsibility; and undertake cross-disciplinary course work while retaining a strong individualized component through elective course work. The undergraduate curriculum is a full-time course of study.

The School of Continuing and Professional Studies (SCPS) has for over 70 years provided courses and professional credentials to meet the cultural and career needs of today’s adult population. SCPS offers approximately 2,000 noncredit classes each semester in business and marketing; entertainment, technology, and digital arts; international studies; real estate and construction; hospitality; philosophy; the creative arts; and more. SCPS also offers credit-bearing programs, including associate’s and bachelor’s degrees geared toward adults returning to college. For professionals seeking career advancement in specific industries, SCPS offers 13 Master of Science degree programs. Flexible scheduling, convenient class locations, and online offerings through the Virtual College™ draw thousands of adult students to SCPS every semester.
The Robert F. Wagner Graduate School of Public Service offers curricula covering domestic and international issues including nonprofit management, financial management, public policy analysis, urban policy studies, urban planning, and health policy and management. Master's and doctoral degree programs are offered. The Advanced Professional Certificate Programs and the Master of Science in Management Program offer career development opportunities for experienced professionals. Joint degree programs are available with the College of Arts and Science, Graduate School of Arts and Science, the Leonard N. Stern School of Business, the School of Law, the School of Medicine, the College of Nursing, and the School of Social Work. Courses for full-time and part-time students are offered in the late afternoon and evening and on Saturdays.

The School of Social Work offers Bachelor of Science, Master of Social Work, and a Doctor of Philosophy degrees. The bachelor's program prepares students for beginning social work practice immediately on graduation and for admission to graduate programs with advanced standing. The master's program prepares students for the core mission of social work and provides an advanced concentration in clinical social work. The doctoral program offers a concentration in clinical social work. It prepares graduates to assume leadership positions as researchers, advanced practitioners, and educators. The school also offers a Post-Master's Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients.

The Tisch School of the Arts, founded in 1965, provides undergraduate and graduate training in aspects of the performing and visual arts. Departments and programs offering professional training are acting, dance, design, drama, performance studies, film and television, cinema studies, photography and imaging, dramatic writing, musical theatre writing, recorded music, and interactive telecommunications. Degrees offered are the B.A., B.F.A., M.F.A., M.P.S., M.A. (moving image archiving and preservation), and through the Graduate School of Arts and Science, the M.A. (performance studies or cinema studies) and Ph.D.

The Gallatin School of Individualized Study offers Bachelor of Arts and Master of Arts degrees in individualized programs of study. Gallatin provides an innovative and student-centered liberal arts education in which students create and hone their own plans of study under the mentorship of faculty advisers. The Gallatin model encourages students to integrate their studies in traditional disciplines and professions by combining Gallatin course work with independent studies, internships, and courses at other schools within NYU. Gallatin's interdisciplinary courses focus on significant texts from around the world and engage students with major historical and philosophic traditions. Programs in the arts, writing, and community learning offer students opportunities to utilize New York City as their extended classroom and to explore the relationship between theory and practice as they develop their capacity for critical thinking, effective communication, and creative work.

The Mount Sinai School of Medicine offers the M.D. and Ph.D. degrees in addition to a combined M.D.-Ph.D. program in a rigorous intellectual environment focused on collaboration between faculty and students. The school is committed to training students to be not only outstanding clinicians and scientists but compassionate individuals who also serve science and society. The school, founded in 1963, became affiliated with New York University on July 1, 1999.
The extraordinary growth of the University’s academic programs in recent years, along with the rapid expansion of electronic information resources, has provided an impetus for new development in NYU’s libraries, and they continue to enhance their services for NYU students and faculty and to strengthen research collections.

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 is comprised primarily of late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

THE LARGER CAMPUS

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

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

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

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

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, small-scale, European style of living. New York University itself 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 nearly 2,000 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 governmental sources, 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 e. Frances White, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, telephone 212-998-2370, for faculty; to Josephine Katcher, Senior Director of the Office of Employee Relations, New York University, 7 East 12th Street, New York, NY 10003-4475, telephone 212-998-1242, for employees; and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer and Section 504 Coordinator, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, telephone 212-998-4403, for students. 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; 215-662-3500). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
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M.A. (Cantab.), Ph.D.; hon.: D.F.A.,
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School of Arts and Science
Edward J. Sullivan, B.A., M.A., Ph.D.,
Dean for Humanities, Faculty of Arts and Science
Mariët Westermann, B.A., M.A., Ph.D.,
Director, Institute of Fine Arts
Susanne Woford B.A.; B.Phil. (Oxon.),
Ph.D., Dean, Gallatin School of Individual-
ized Study (beginning July 1, 2007)
Steinhardt School of Culture, Education, and Human Development

The Steinhardt School is a professional school with a wide range of both undergraduate and graduate programs, all designed to advance knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Our integration of education, communication, health, and the arts into a single college makes us unique in the nation and offers unrivaled opportunities for inquiry and exploration. We are a leading center for research and field-based practice. Many of our programs are especially committed to activities aimed at improving the urban environment for children, families, and communities.

The school’s primary purpose is to prepare students from a diverse range of backgrounds and experiences for careers in education, health, communications, and the arts. The school also serves as a source of continuing education for working professionals who seek career advancement and enrichment.

At the graduate level, we offer specialized professional and scholarly education within the context of one of the country’s premier centers for applied research. Our students find a warm and supportive environment in which they can explore new ideas and practices with faculty and student colleagues. They work with researchers, scholars, and teachers who are intellectually adventurous and socially conscious. They learn in the expansive environment of a great research university and use the urban neighborhoods of New York City and countries around the world as their laboratory. They embrace the challenges of our complex and interconnected world.

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

By mid-century, the school had become a diverse and comprehensive institution educating both aspiring and current professionals from throughout the country and across the world in many areas of human development, including health, the arts, culture, and media in addition to teacher education, leadership, and applied psychology.

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

Welcome to NYU Steinhardt. We are proud to have you be part of our tradition of excellence and our vision for the future.
RESEARCH AND SERVICE CENTERS
Following is a list of some of the major local-, regional-, and national-scope projects conducted by the Steinhardt School of Culture, Education, and Human Development:

**America Reads and America Counts**
For the past 10 years, NYU has conducted the largest public school tutorial program of any university in the country, placing 1,000 NYU undergraduate and graduate students as America Reads and America Counts tutors in 95 New York City public schools annually. The tutors working via this federally supported initiative provide close to 10,000 hours of academic assistance each week for children in grades pre-K through 9. The Steinhardt Office of Field Projects recruits tutors, orients them, and assigns them to their schools. All America Reads and America Counts tutors must have a federal work-study allotment as part of their financial aid package. For more information, visit [www.steinhardt.nyu.edu/americareads](http://www.steinhardt.nyu.edu/americareads).

**Center for Career Advancement**
The Center for Career Advancement develops and supports continuing education experiences for the variety of professions served by NYU Steinhardt. The center, utilizing the school’s extensive faculty resources, offers a variety of experiences designed to assist the professional in keeping abreast of the recent knowledge and skill development in a particular field. Programs are presented during the year in a variety of settings, including seminars, conferences, and extended institutes. For information on upcoming conferences, consult Helen J. Kelly, Director of Special Programs, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 5th Floor, New York, NY 10003-6680; telephone: 212-992-9380; or visit [www.steinhardt.nyu.edu/appsych](http://www.steinhardt.nyu.edu/appsych).

**The Center for Health, Identity, Behavior, and Prevention Studies (CHIBPS)**
The Center for Health, Identity, Behavior, and Prevention Studies is a behavioral research center that conducts formative and intervention-based research in the areas of health, identity, and disease prevention, with an emphasis on the HIV and drug abuse epidemics. Our approach is multidisciplinary and examines the intersection of biological, contextual, cultural, and psychosocial factors. One of our principal missions is to identify and promote strategies to prevent the spread of these epidemics and to improve the lives of people living with these conditions. For more information, visit [www.steinhardt.nyu.edu/psych](http://www.steinhardt.nyu.edu/psych).

**The Center for Research on Culture, Development, and Education**
The Center for Research on Culture, Development, and Education at New York University focuses on examining the intersections among cultural beliefs and practices, social settings, and developmental processes in infants, children, and youth from diverse ethnic, racial, and socioeconomic backgrounds. Our work focuses on multiple domains of children’s development and learning: cognitive, language, social, and emotional, with particular focus on children’s school readiness and academic engagement and performance. We con-
sider development to be a socially embedded process and study the ways in which home, school, and neighborhood experiences shape children’s development. Our research includes children and families from diverse backgrounds in New York City as well as urban centers around the world (e.g., China and Mexico). The center is located at 246 Greene Street, 5th Floor, New York, NY 10003-6677. For more information, visit www.steinhardt.nyu.edu/crcde.

The Center for Research on Teaching and Learning
The Center for Research on Teaching and Learning (CRTL) was organized to support the Department of Teaching and Learning’s teacher education programs in fulfilling their commitment to develop professional educators who have a broad and deep understanding of their practice, along with a moral commitment to equity and social justice. CRTL works with NYU faculty and staff to coordinate, design, and implement research and evaluation projects that will help to inform and improve our preservice and in-service teacher development efforts. CRTL also serves as a forum for faculty and staff to share ideas and discuss the critical issues in urban education. In all research endeavors, CRTL focuses on the processes and causes that underlie the ultimate goal of the work of education: effective teaching resulting in high student achievement. The center is located at 82 Washington Square East, 3rd Floor Annex, New York, NY 10003-6680. For more information, call 212-998-5872.

The Child and Family Policy Center
The Child and Family Policy Center conducts and disseminates applied research that can inform the design of programs and policies affecting children from infancy through emerging adulthood. Under the direction of Dr. LaRue Allen, the center’s recent work has focused on improving the quality of early childhood education, promoting effective parent involvement in young children’s development, and investigating the development of civic attitudes, behavior, and knowledge among adolescents and young adults in the U.S. and France. Current initiatives include a federally funded Early Reading First project that is creating Preschool Centers of Excellence in New York City and a study of factors affecting adolescent development among immigrant youth in France, funded by the Jacobs Foundation. Through training, consultation, and advisory activities, the center staff brings research on effective supports for children in school, community, and family settings to diverse stakeholders and policy planners. The center is located at 726 Broadway, 5th Floor, and 246 Greene Street, 4th Floor (rear). For more information, call 212-998-5174 or 212-998-5628.

The Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE)
Faculty members in NYU Steinhardt’s Consortium for Research and Evaluation of Advanced Technologies in Education Lab are currently engaged in research on the design, critique, and evaluation of online advanced visual technologies for learning. The mission of this center is to advance the cognitive science and sociocultural foundations of the educational use of these advanced technologies; develop methods and approaches for the design of technology-based materials based on principles derived from theoretically sound foundations; implement models, frameworks, and examples of constructionist and instructional applications based on these methods and principles; and develop and apply methods and criteria for the evaluation (and e-VALUE-ation) of such environments. CREATE fosters collaboration of scholars nationally and internationally and provides a range of research opportunities for doctoral and advanced master’s degree students at NYU. The consortium is located at 239 Greene Street, 3rd Floor, New York, NY 10003-6674. For more information, visit http://create.alt.ed.nyu.edu or call 212-998-5658.

Immigration Studies @ NYU
Codirected by Marcelo Suárez-Orozco and Pedro Noguera, the Institute for Globalization and Education in Metropolitan Settings (IGEMS) coordinates under a single umbrella the scholarly and outreach activities of the Metropolitan Center for Urban Education and Immigration Studies @ NYU. IGEMS serves to coordinate basic research, policy work, and dissemination linking precollege and tertiary education. IGEMS works to advance the scientific and scholarly understanding of education in global cities and to examine the most promising best practices and policy options for improving education in rapidly changing environments. The institute is located at 726 Broadway, 5th Floor, New York, NY 10003-9580. For more information, visit www.steinhardt.nyu.edu/igems.

Institute for Human Development and Social Change
Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming the majority of children in the U.S., bringing linguistic and cultural diversity to the institutions with which they come in contact. Technological developments will proceed at a pace that may outstrip school systems’ capacity to adequately prepare children. The homes of children, youth, and adults will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.
How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change at New York University will address these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from professional schools and the Faculty of Arts and Science.

For more information, e-mail to cybele.raver@nyu.edu.

Metropolitan Center for Urban Education
Under the leadership of Pedro Noguera, professor of teaching and learning, the Metro Center strengthens the quality of public education and the bonds between schools and the communities they serve. The center's initiatives include the New York State Technical Assistance Center, which assists the State Department of Education and local school districts; the New Futures Program, a one-on-one tutoring and drop-out prevention program; and Team Success, which focuses on providing reading support for elementary and middle school students. The center will undertake new research initiatives on violence prevention in schools, immigration and schooling, and parental involvement. The center is supported by an array of federal, state, and local public agencies, private foundations, and corporations. The center is located at 726 Broadway, New York, NY 10003-9502. For more information, call 212-998-5100 or visit www.steinhardt.nyu.edu/metrocenter.

The Nordoff-Robbins Center for Music Therapy
The Nordoff-Robbins Center for Music Therapy at NYU is an internationally recognized treatment, training, and research facility where specially trained music therapists use music to help children and adults overcome the limitations imposed by a variety of emotional, intellectual, and physical disabilities. The center has also brought music therapy to people in the community, including men and women who are suffering the devastating physical and emotional consequences of HIV/AIDS; elderly clients coping with problems of aging; hearing impaired children with cochlear implants; multiply handicapped children; and those with autism spectrum disorders. The center is located at 82 Washington Square East, 4th Floor Annex, New York, NY 10003-6680. For more information, call 212-998-5151 or visit www.steinhardt.nyu.edu/nordoffrobbins.

The Ruth Horowitz Center for Teacher Development
The Ruth Horowitz Center for Teacher Development is committed to a continuum of quality teacher education with a focus on the professional learning needs of teachers, preserve through in-service. Based in the Department of Teaching and Learning, the center seeks to develop innovative programs in key areas of teacher professional development: early career support systems for new educators; effective teaching in the content areas; building professional learning communities that support teachers' development; and mid-career learning opportunities for teachers as mentors, coach teachers, or staff developers. The center draws on the extensive skills of its resident, field-based projects, including the Early Career Support Network, the New Educator Support Team, Reading Recovery, Training for All Teachers, and the U.S. History Project. Evaluation of these initiatives contributes important insights about teacher development and school improvement, particularly in the context of the New York City public schools. The center is located at 34 Struvesont Street, Suite 501, New York, NY 10003-7599. For more information, call 212-998-5474.

The Steinhardt Institute for Higher Education Policy
The Steinhardt Institute for Higher Education Policy seeks to define and assess the critical challenges facing colleges and universities in the present era. The institute supports research and sustained dialogue that enhance our understanding of higher education as an institution that both reflects and influences social, cultural, racial, and economic difference. The institute's programs encourage collaborative relationships among scholars, institutional leaders, and policy makers in an effort to raise public awareness about the essential roles of colleges and universities in the organization of modern societies. The institute is committed to the ideal of the university as an institution that advances the public interest. It is located at 82 Washington Square East, 7th Floor Annex, New York, NY 10003-6680. For more information, call 212-998-5860 or visit www.steinhardt.nyu.edu/sihbps.
COMMISSION ON GENDER, RACE, AND SOCIAL JUSTICE

The Commission on Gender, Race, and Social Justice of the Steinhardt School of Culture, Education, and Human Development is committed to challenging oppression and discrimination in their many forms through teaching, scholarship, and other academic pursuits. Commission activities support critical inquiry into hierarchies of power affecting the interweaving social locations of gender, race, class, sexual orientation, age, ability, culture, nationality, religion, and related areas. In this spirit, the commission seeks to promote interchange among faculty concerned with social justice and to work toward the following goals.

• To create arenas in which to address issues pertaining to gender, race, and social justice and, in particular, to encourage the professions represented in the Steinhardt School of Culture, Education, and Human Development to become more responsive to these issues.

• To foster and integrate feminist and other critical scholarship that focuses on hierarchies of privilege as they affect individuals and groups in diverse social locations.

• To encourage teaching that addresses social justice issues in the various disciplines and professions, as these issues impact on both individuals and communities.

• To provide a supportive and collegial context for faculty interested in issues of gender, race, and social justice within the school, the University, and the broader community.

The commission is currently housed in the Department of Humanities and Social Sciences in the Professions. See page 64 for further information.

Commission Members

Pamela Fraser-Abder, B.S., M.Ed., Ph.D.
Associate Professor, Science Education
Judith L. Alpert, B.A., M.A., Ph.D.
Professor, Applied Psychology
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Associate Dean for Student Services and Public Affairs
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Professor, Applied Psychology
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Professor, Applied Psychology
Mary McRae, B.A., M.S., Ed.D.
Associate Professor, Counseling Education
Mary Sue Richardson, B.A., Ph.D.
Professor, Applied Psychology
Lisa Stulberg, B.A., M.Soc.Sci., M.A., Ph.D.
Assistant Professor, Educational Sociology
Lisa Suzuki, B.A., M.Ed., Ph.D.
Associate Professor, Applied Psychology

Related Courses

Practicum for Teaching English in Secondary Inner-City Schools E11.2049
For description, see page 192.

Multicultural Perspectives in Social Studying E25.2011
For description, see pages 190-91.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity E36.2000
For description, see pages 196, 200.

Psychology of Women E63.2014
For description, see page 153.

Women and Mental Health E63.2041
For description, see page 154.

Current Perspectives on Women’s Development E63.2671
For description, see page 157.

Trauma: Theoretical and Clinical Perspectives E63.2500
For description, see page 156.

Special Topics in Counseling: Cross-Cultural Counseling E63.2682
For description, see page 158.

The Politics of Multicultural School Communities E65.2342
For description, see page 35.

Gay, Lesbian, and Bisexual People: Individual Study, E63.2892
For description, see page 159.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth E63.2895
For description, see page 159.

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults E63.2896
For description, see page 159.

Current Issues in Art Education E90.2070
For description, see page 56.
## University and School Award Recipients for Teaching

### The Steinhardt School of Culture, Education, and Human Development Teaching Excellence Award for Full-Time Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Faculty Award Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Henry Perkinson</td>
</tr>
<tr>
<td>1981</td>
<td>Norma Thompson</td>
</tr>
<tr>
<td>1982</td>
<td>Robert Berlin</td>
</tr>
<tr>
<td>1983</td>
<td>John Phillips</td>
</tr>
<tr>
<td>1984</td>
<td>Laura Brittain</td>
</tr>
<tr>
<td>1985</td>
<td>Nancy Esibill</td>
</tr>
<tr>
<td>1986</td>
<td>Martin Hamburger</td>
</tr>
<tr>
<td>1987</td>
<td>Gilbert Trachtman</td>
</tr>
<tr>
<td>1988</td>
<td>Robert Wasson</td>
</tr>
<tr>
<td>1989</td>
<td>Claudette Lefebvre</td>
</tr>
<tr>
<td>1990</td>
<td>Michael Bronner</td>
</tr>
<tr>
<td>1991</td>
<td>Christine Nyström</td>
</tr>
<tr>
<td>1992</td>
<td>Constantine Georgiou</td>
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<tr>
<td>1993</td>
<td>Charles Hayes</td>
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<tr>
<td>1994</td>
<td>Arnold Grossman</td>
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<tr>
<td>1995</td>
<td>Kenneth Goldberg</td>
</tr>
<tr>
<td>1996</td>
<td>Carol Noll Hoskins</td>
</tr>
<tr>
<td>1997</td>
<td>Bridget N. O'Connor</td>
</tr>
<tr>
<td>1998</td>
<td>Lawrence Balter</td>
</tr>
<tr>
<td>1999</td>
<td>Joyce Hauser</td>
</tr>
<tr>
<td>2000</td>
<td>Constantine Georgiou</td>
</tr>
<tr>
<td>2001</td>
<td>Deborah Borisoff</td>
</tr>
<tr>
<td>2002</td>
<td>Miriam Eisenstein-Eisworth</td>
</tr>
<tr>
<td></td>
<td>Catherine Tamis-LeMonda</td>
</tr>
<tr>
<td>2003</td>
<td>Elizabeth Ayello</td>
</tr>
<tr>
<td></td>
<td>Robin Means-Coleman</td>
</tr>
<tr>
<td></td>
<td>Maurice H. Miller</td>
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<tr>
<td>2004</td>
<td>Perry Halkitis</td>
</tr>
<tr>
<td></td>
<td>Ted Magder</td>
</tr>
<tr>
<td></td>
<td>Philip Taylor</td>
</tr>
<tr>
<td>2005</td>
<td>Radha Hegde</td>
</tr>
<tr>
<td></td>
<td>Nancy Smithner</td>
</tr>
<tr>
<td></td>
<td>Niobe Way</td>
</tr>
<tr>
<td>2006</td>
<td>Brett Gary</td>
</tr>
<tr>
<td></td>
<td>Gigliana Melzi</td>
</tr>
<tr>
<td></td>
<td>Terence Moran</td>
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<tr>
<td></td>
<td>Joseph Salvatore</td>
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<tr>
<td>2007</td>
<td>Mark Alter</td>
</tr>
<tr>
<td></td>
<td>L. Beth Dixon</td>
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<td></td>
<td>Ron Esposito</td>
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<tr>
<td></td>
<td>Domingo Piñero</td>
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</tbody>
</table>

### The Steinhardt School of Culture, Education, and Human Development Teaching Excellence Award for Part-Time Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Part-Time Faculty Award Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Dan Hahn</td>
</tr>
<tr>
<td></td>
<td>Jennifer Meyer</td>
</tr>
<tr>
<td></td>
<td>Rebecca Packer</td>
</tr>
<tr>
<td>2001</td>
<td>Judy Lisf-Recalde</td>
</tr>
<tr>
<td></td>
<td>Gisella McSweeney</td>
</tr>
<tr>
<td></td>
<td>Manos Pantelidis</td>
</tr>
<tr>
<td>2002</td>
<td>Dianna Heldman</td>
</tr>
<tr>
<td></td>
<td>C. Michael Nina</td>
</tr>
<tr>
<td></td>
<td>Krisbendu Ray</td>
</tr>
<tr>
<td>2003</td>
<td>Elaine Gates</td>
</tr>
<tr>
<td></td>
<td>Eugene Secunda</td>
</tr>
<tr>
<td></td>
<td>Deborah Winfield</td>
</tr>
<tr>
<td>2004</td>
<td>Beverly Semmes</td>
</tr>
<tr>
<td></td>
<td>Michael St. John</td>
</tr>
<tr>
<td></td>
<td>Salvatore Fallica</td>
</tr>
<tr>
<td>2005</td>
<td>Anthony De Fazio</td>
</tr>
<tr>
<td></td>
<td>Sandra Mix Meyer</td>
</tr>
<tr>
<td></td>
<td>Fernando Naiditch</td>
</tr>
<tr>
<td>2006</td>
<td>Offiong Aqua</td>
</tr>
<tr>
<td></td>
<td>Michael Ricciardone</td>
</tr>
<tr>
<td></td>
<td>Cynthia Shor</td>
</tr>
</tbody>
</table>

### The University Distinguished Teaching Medal

<table>
<thead>
<tr>
<th>Year</th>
<th>Distinguished Teaching Medal Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>Neil Postman</td>
</tr>
<tr>
<td>1991</td>
<td>Henry Perkinson</td>
</tr>
<tr>
<td>1994</td>
<td>Lenore H. Ringler</td>
</tr>
<tr>
<td>1999</td>
<td>John Mayher</td>
</tr>
<tr>
<td>2001</td>
<td>Joseph Giacquinta</td>
</tr>
<tr>
<td>2004</td>
<td>Deborah Borisoff</td>
</tr>
</tbody>
</table>
Steinhardt School of Culture, Education, and Human Development
Academic Departments and Programs

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# Academic Programs

## Program and Concentration Codes

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<tr>
<th>Program and Concentration</th>
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* Leads to New York State certification.
† Professional license qualifying.
‡ Students are no longer admitted into this program (beginning fall 2005).
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| Child/School Psychology                      | PSCH   | Psy.D.‡,‡ |}

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## Teacher Certification Programs

### Preservice Leading to Initial Certification

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

**DOCTORAL PROGRAMS**
- D.P.T. program PTPS (summer only)—December 1
- D.P.S. program OTHS (fall only)—March 1
- All other doctoral programs (fall only)—December 15

**MASTER’S AND ADVANCED CERTIFICATE PROGRAMS**
- Summer/fall—February 1
- Spring—November 1

**Special Deadlines**
- Early decision option—January 6 (currently available for M.A. in music business and M.A. in speech-language pathology only)
- M.A. in higher education/student personnel (HISG, full-time study)—January 6

Fast track option (summer only)—January 6 (for select programs in the Department of Teaching and Learning only)
- M.A. in studio art (ARST) (summer only)—March 1

**SPRING SEMESTER PROGRAMS**
Doctoral study begins in the fall semester only (D.P.T.-PTPS begins in the summer only). There are a handful of master’s and advanced certificate programs that review applications mid-year in the spring semester. For the most up-to-date list on the availability of spring-entry programs, please visit www.steinhardt.nyu.edu/deadlines.
The following pages contain descriptions of the courses offered at the Steinhardt School of Culture, Education, and Human Development. Within a given unit, courses are listed in numerical order. Each course in the Steinhardt School of Culture, Education, and Human Development is assigned the letter E as a prefix followed by a two-digit unit identifier and a four-digit course number.

For example:

E11.1601

E indicates the course is given at the Steinhardt School of Culture, Education, and Human Development. 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 = freshman, sophomore
1 = junior, senior
2 = master's, doctoral
3 = doctoral

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

E11.1601, therefore, indicates a course in English Education for juniors, seniors, and graduate students only.

- A hyphen between numbers (e.g., E90.0322-0323) indicates that neither term of the course may be taken for credit without the other term.
- A comma between numbers (e.g., E12.1023,1024) 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.
The Department of Administration, Leadership, and Technology prepares leaders, multimedia specialists, researchers, teaching faculty, and trainers for schools, colleges, non-profit agencies, and business settings. Our programs lead to master's and doctoral degrees and the Certificate of Advanced Study. Courses of study address the needs of the increasingly diverse clientele served by urban institutions. Our students acquire knowledge and expertise to be effective leaders in a variety of educational settings. They think critically about how organizations function. They learn to identify the needs of the individuals they will serve. They develop technological competence and appropriate research and evaluation skills to promote equitable, humane, and effective educational practice in their chosen fields.

Faculty

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.

Mary Erina Driscoll, 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.

Steven Hubbard, Clinical Assistant Professor. B.S. 1991, Iowa State; M.A. 1996, Iowa; Ph.D. 2006, New York. Research focuses in student learning, assessment, faculty development, and LGBT college students. Before coming to NYU, he worked for 10 years as a student affairs administrator at the University of Iowa and Hamline University. He is coordinator of the master’s degree program in higher education.

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). Research at the intersection of cognitive science, computer science, and design to further our understanding of the effective use of multimedia and the Web for learning and instruction. Current focus on cognitive load in multimedia learning, the effects of individual differences on second language acquisition and on the comprehension of scientific materials. Interests also include the design and development of instructional multimedia and Web applications and particularly issues of information architecture, interaction design, and information design.

Richard C. Richardson, Jr., Chair and 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. Educational design research for and production of video learning environments; critical evaluation of instructional materials. Current research is on the effects of theoretically grounded video design principles on health-related attitudes and practices.

Janelle T. Scott, Assistant Professor. B.A. 1991, California (Berkeley); Ph.D. 2002, California (Los Angeles). Examines the politics of urban education with an emphasis on issues of race, class, and equity. Research includes charter schools, educational privatization, and the impact of school choice reforms on high-poverty communities of color. Recent publications include School Choice and Diversity: What the Evidence Says (Teachers College Press, 2005).

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, Assistant 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

Lynee P. Brown, B.A., M.A., Ph.D.
Patricia Carey, B.A., M.A., Ph.D.
Barbara Ebenstein, B.A., M.A., J.D.
Alicia Hurley, B.A., M.A., Ph.D.
Judy Jackson, B.A., M.A., Ed.D.
Minchi Kim, B.A., M.A., Ph.D.
Leonard Majzlin, B.S.
Joan Malczewski, B.A., M.A., Ph.D.
Frank Migliorelli, B.A., M.A.
Terrence J. Nolan, B.A., J.D., LL.M.

Robert Riccobono, B.S., M.B.A.
Eugene Tobin, B.A., M.A., Ph.D.
Kim Yousey, B.M.E., M.E., Ph.D.
Matthew Zimmerman, B.A., M.A.

AFFILIATED FACULTY

Floyd M. Hammad, Associate Professor, Humanities and Social Sciences. B.A., M.A., Ph.D.

Leslie Santee Siskin, Research Professor, Institute for Education and Social Policy. B.A., M.A., Ph.D.

Mitchell Stevens, Associate Professor, Humanities and Social Sciences. B.A., Ph.D.

Harold Wechsler, Professor, Humanities and Social Sciences. B.A., M.A., Ph.D.
The Program in Educational Leadership is committed to supporting the work of school leaders through a program of advanced study and inquiry that is relevant, engaging, challenging, and authentically linked to both the daily and enduring challenges of professional practice. The demands of effective and responsive professional practice in educational leadership are increasingly complex. Our curriculum addresses these complexities with a solid grounding in multiple perspectives on professional practice in a multicultural environment. Our graduate students participate in the critical examination of the conceptual, organizational, political, social, interpersonal, and technical dimensions of schools, taking roles as leaders and policy makers in a variety of educational settings.

The program reflects the following beliefs: the school is the critical unit for the delivery of educational programs; schools of high quality are places where all children learn and grow in an atmosphere that is engaging, affirming, responsible, and just; effective school leaders work collaboratively and inclusively with teachers, parents, students, community members, public agencies, and business to create productive learning environments for all children and youth; and public elementary and secondary education is an essential dimension of a democratic society and is entitled to serious, continuous, and meaningful support from its postsecondary partners.

We believe that high-quality advanced graduate study relevant to urban educational issues and leadership requires an inquiry-based orientation to professional learning, grounded in the contemporary context of educational practice, enabled by the habits of scholarship that are vital to stimulating intellectual growth and enhancing practical wisdom. Our courses integrate the everyday practice of schools and the best of research to make sense of and inform today’s educational practice.

**DEGREE REQUIREMENTS**

**Master of Arts Degree in Educational Leadership: School Building Leader**

The master’s program consists of 36 points of course work and continuous leadership experiences. Consistent with the hallmarks of our program, each course incorporates multiple perspectives, themes of equity and social justice, a focus on the needs and experiences of diverse children and youth, and implications for leadership. Twenty-one of the 36 points included in the program are required courses that focus on the content requirements, and 3 points are linked to the culminating internship. The additional 12 points represent electives in which candidates, on the recommendation of their advisers, pursue additional study relevant to the content requirements based on their individual expertise and experience. Electives may be selected from courses in the Educational Leadership Program or from courses in related areas such as teaching and learning, applied psychology, educational foundations, public policy, communications, etc.


Candidates are required to develop a portfolio that provides evidence of the competencies they have developed, reflections on their field experiences, and their plans for continuous learning. Candidates who complete the program will be eligible for the Master of Arts degree in Educational Leadership: School Building Leader. Candidates recommended for the certificate of School Building Leader will have successfully completed the state assessment requirements.

**Certificate of Advanced Study in Educational Leadership: School District Leader**

The Certificate of Advanced Study consists of 24 points, including 21 points of course work, continuous leadership experiences, and a 3-point culminating internship. Prior to admission to the program, candidates must have completed both a master’s degree in education and the requirements for a certificate in School Building Leadership (or its equivalent). The program is appropriate for individuals interested in leadership opportunities as a superintendent, associate superintendent, or other district-level administrator.

CAREER OPPORTUNITIES

Graduates are in key leadership roles in education. Among the alumni are superintendents, principals, directors, supervisors of various programs, school business administrators, assistant principals, university professors, and policy researchers throughout New York, New Jersey, Connecticut, and cities across the country.

**Doctoral Programs**

The Doctor of Education (Ed.D.) degree program in educational leadership is designed for individuals who intend to pursue leadership positions in the practicing profession. The Doctor of Philosophy (Ph.D.) program is designed for those who wish to pursue careers as professors or researchers. Course work emphasizes critical analysis of contemporary problems of practice in collaborative study environments with professors, school administrators, and colleague doctoral students. The Ed.D. and Ph.D. programs require a minimum of 42 points beyond the Certificate of Advanced Study.

**Administrative Core** (15 points): Organizational Theory II E95.2054, Professional Seminar in Administration I and II E65.3097,3098, Seminar in Theories of Administration E65.3015, Educational Policy Analysis E65.3005.

**Cognates** (6 points): electives in teaching and learning, technology, educational communications, counseling, and educational foundations.


**DEPARTMENT OF ADMINISTRATION, LEADERSHIP, AND TECHNOLOGY**

Steinhardt School of Culture, Education, and Human Development Bulletin 2007-2009
The Educational Communication and Technology Program was established in 1946. For its central framework, the program focuses on cognitive science and constructivist views of learning and instruction and their implications for the design and use of educational media and technologies. Other theoretical perspectives are drawn from the fields of human symbolization, human development, communication, aesthetics, and curriculum. Current and potential developments in educational technology are situated in historical context, both of the field itself and of wider educational and social trends, movements, and reforms.

Related interests of the program include the social dimension of technology-based learning experiences and environments; the roles and values of alternative forms of educational experiences; the special value and function for learning of particular technologies, symbol systems, and forms of interactivity; and the multiple levels of meaning in the content, form, and use of media and technologies used for educational purposes.

The ECT program and faculty focus on the intersection of design, cognition, and culture to inform the design of technology-based learning environments. Design research involves theory-based design, development, use, and evaluation of educational media, including multimedia and DVD programs, Web environments, television and video programs, and applications for related wireless and handheld technologies. Cognition research involves the study of human cognitive architecture and how it processes technology-based learning environments, to suggest implications for their effective design. Cultural research involves study of cultural contexts and social dimensions of learning environments as they interact with, influence, and impact the use of educational media.

ECT is the home of CREATE, the Consortium for Research and Evaluation of Advanced Technologies in Education. CREATE is engaged in research on the design and evaluation of online learning and other emerging advanced technologies. The mission of CREATE is to advance the cognitive science foundation of the educational use of online learning and other advanced technologies. CREATE works to develop approaches to the design of technology-based instructional materials based on principles derived from theoretical foundations, implement models and examples of instructional applications based on these methods and principles, and develop and apply methods and criteria for the evaluation of such instructional environments. Faculty research projects are ongoing in CREATE, and students have opportunities to participate.

**CAREER OPPORTUNITIES**

The program prepares professionals for leadership roles in the design and production, evaluation, and use of educational materials and environments for various technologies: computer-based multimedia, online telecommunications, television, new handheld and remote network devices, and the blending of these. The program is concerned with this work as it applies to many content areas, types of learners, and settings in which media and technology are used for educational purposes. These include educational institutions at all levels; cultural centers; corporate organizations and training centers; health and social service institutions; government and public service agencies; publishing companies; broadcast institutions; independent educational media design and production companies; educational technology and research organizations; distance learning, teleconferencing, and online service organizations; and so on. In such settings, graduates of the program assume positions as educational media specialists and producers, instructional writers and designers, instructional media researchers and evaluators, and as administrative leaders and faculty members in educational technology.

**DEGREE REQUIREMENTS**

ECT courses are organized in several categories: general foundation, design foundations, media design electives, advanced media design electives, media research, professional applications, and final Master of Arts project. Students in the program participate with faculty on special media design and evaluation projects, and wide-ranging internship opportunities and K-12 technology specialist placements in the New York City metropolitan area are available.

**Master of Arts**

Master of Arts students must complete a minimum of 36 points. This includes 6 required general foundations, design foundations, and thesis courses (18 points) and 6 electives selected from ECT courses in media design, advanced media design, media research, and professional applications and from other courses in the University. Within this 36-point requirement, 24 points must be completed in residence (at NYU). Theses may be approved by advisers, typically a maximum of 9-11 points, if they meet criteria established by the Steinhardt School of Culture, Education, and Human Development. Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have six years in which to complete the degree.

**Certificate of Advanced Study in Education**

Certificate students must complete a minimum of 30 points, including 24 specialization points (courses in the ECT program) and 6 elective points. Within this 30-point requirement, 24 points must be completed in residence (at NYU). Transfer points may be approved by advisers, typically a maximum of 6 points, if they meet criteria established by the Steinhardt School of Culture, Education, and Human Development. Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have six years in which to complete the certificate.

**Doctor of Philosophy**

Doctoral students must complete a minimum of 57 points, including 21 specialization points (courses in the ECT program) and 36 points. General degree requirements established for all doctoral students in the Steinhardt School of Culture, Education, and Human Development (electives, educational foundations, research, content seminar, dissertation proposal seminar). Within the 57-point requirement, 6 points must be completed in residence (at NYU). Students must maintain a minimum 3.0 grade point average. Students, who must maintain “active” status from the semester of matriculation through the semester of graduation, have 10 years in which to complete the degree.

**CERTIFICATION**

Students interested in applying for educational technology or media specialist certifications or for permanent teacher
certification in their provisional areas are given special advisement to plan their curricula accordingly. Graduates must apply as individuals for certification to the state of their choice.

SUPPLEMENTAL APPLICATION REQUIREMENTS

See general admission section, page 204.

Master of Arts

Applicants to the Master of Arts program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit it to the Office of Graduate Admissions. Applicants must submit two letters of recommendation that address the applicant’s academic work or professional accomplishments. They must also submit half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the Master of Arts program? (3) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (4) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

Applicants may also provide samples of previous academic or professional work in the field. Finally, applicants attend an admissions interview.

Certificate Program

Applicants to the certificate program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit it to the Office of Graduate Admissions. Applicants must also submit two letters of recommendation that address the applicant’s ability to pursue and complete graduate studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. They must also submit half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the certificate program? (3) What professional work experiences in education and technology have you had, and how will this certificate program contribute to your professional development? (4) In your view, what are several of the strengths of media and technology when designed and used for educational purposes? (5) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

Applicants may also provide samples of previous academic or professional work in the field. Finally, applicants attend an admissions interview.

Doctoral Program

Applicants to the Ph.D. program must complete the standard application to the Steinhardt School of Culture, Education, and Human Development graduate programs and submit both the application and the scores on the Graduate Record Examination (GRE) to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. They must also submit half-page essay responses to the following points: (1) What are your professional goals? (2) What areas of knowledge and skills do you expect to develop while in the doctoral program, and how will these be useful to your professional plans and goals? (3) What academic, personal, or professional experiences have led to your interest in pursuing a doctorate in educational communication and technology? What considerations led to your decision? (4) Summarize the area of knowledge, set of issues or problems, and body of literature in the field of educational communication and technology or related fields with which you are most conversant. In what areas do you have an interest in research and theory? (5) In what content areas or for which audiences do you have an interest in designing educational media programs? What experiences led to these interests? (6) Describe your position on what is effective instruction, the relation of media and technology to instruction, and the theoretical or conceptual frameworks you find most powerful and useful to support your position. (7) Describe one or more significant academic or professional situations in which you have encountered the problem of improving learning or instruction. How did you identify and analyze the problem, and how did you or would you have solved it? (8) Describe one or two crucial problems that, in your view, impede effective learning or instruction in a particular setting or type of institution. Outline briefly how you would approach research on these problems, including useful theoretical frameworks and methodology. (9) What technology skills do you have, e.g., skills in computer-based multimedia, Web, or productivity tools; in videography or editing?

Applicants may also submit samples of previous academic or professional work in the field. Finally, applicants attend an admissions interview.

SPECIAL OPPORTUNITIES

The program offers an excellent array of educational media field internships in over 100 institutions in the greater metropolitan area. Students assist faculty in research, design, and production projects in all media with which the program is concerned; these may be externally funded media projects, projects produced for departments within the University, or media programs developed for schools and other community organizations. In addition, students may participate in ongoing research projects conducted by the Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE). The program hosts guest speakers, an alumni panel event, and M.A. student presentations and Doctoral Colloquia throughout the year.
Higher Education

Director
Ann Marcus

East Building,
Suite 300
212-998-5276
Fax: 212-995-4041

Degree
M.A., Ph.D.

Certificates:
Postbaccalaureate Advanced Certificate, Post-Master’s Certificate of Advanced Study

Faculty
Hubbard, Marcus, Mayhew, Moja, O’Connor, Richardson, Stage, Tanenb

Affiliated Faculty
Hammack, Stevens, Wechsler

Advisory Faculty
Brown, Carey, Hurley, Jackson, Malczewski, Nolan, Tobin, Yousey

The Program in Higher Education prepares individuals for leadership and service in a variety of postsecondary settings. The Master of Arts program focuses on entry- and midlevel positions in student activities, enrollment management, financial aid, housing and residence life, student life, career services, and similar opportunities in student affairs. Doctoral programs help individuals develop competencies in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, and international higher education. Students benefit from strong links with two- and four-year institutions in the metropolitan New York area as well as the frequent and close interaction among students, faculty, and NYU administrators.

The Master of Arts Program in Teachers of Business in Higher Education and the Advanced Certificate in Workplace Learning program focus on careers as teachers of business subjects in community colleges and private (for profit) business schools and as training specialists who can develop curriculum, administer instruction, and teach within business, industry, and government.

The Doctoral Program in Higher and Postsecondary Education helps individuals develop the skills and knowledge necessary to serve as research faculty, as teaching faculty, and as administrators in such areas as urban college leadership, policy analysis, student affairs, institutional research, fiscal management, postsecondary teaching and learning, and international higher education.

CAREER OPPORTUNITIES
Graduates of the M.A. Program in Student Personnel Administration are employed in entry-level and middle-management positions in colleges and universities throughout the country. They hold positions as assistant deans, directors, and assistant directors of offices and programs in a broad spectrum of positions in student affairs and services.

Graduates of the master’s degree Program in Teachers of Business in Higher Education, the Advanced Certificate in Workplace Learning, and the post-master’s Advanced Certificate in Business Education are employed in both postsecondary education and organizational training environments. Those emphasizing teaching teach business subjects in community colleges, private business schools, and four-year colleges and as training specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master’s degree, 36 points are required in the following areas:

DEGREE REQUIREMENTS

Master of Arts
Master of Arts in Student Personnel Administration in Higher Education

The M.A. Program in Student Personnel Administration in Higher Education blends academic study with practice through intensive internships at NYU and throughout the New York City metropolitan areas. Part-time students combine academic study with their practice in current higher education positions.

The M.A. program allows students to select a program of study from a wide range of interdisciplinary courses. The 36-point program includes 18 required points in higher education and 18 points in electives and areas of interest, such as counseling, international education, educational technology, or human resource management.

Academic course work is applied to practice through a two-year internship taken in the first years of study unless the individual is currently working in the field. During the final semester of study, students must complete a capstone project that integrates student experiences in the program into a portfolio that communicates their developing areas of interest. Full-time students generally complete the master’s degree in two years or less.


Master of Arts in Teachers of Business Education in Higher Education

The M.A. Program in Teachers of Business Education in Higher Education prepares students for careers as teachers of business subjects in community colleges, private business schools, and four-year colleges and as training specialists who can develop curriculum, administer instruction, and teach within business, industry, and government. For completion of the master’s degree, 36 points are required in the following areas:

Foundations (9 points): Foundations courses can come from higher education as well as educational psychology and educational sociology. Content (9 points): Courses in the business discipline specialization, such as accounting, marketing, management, finance, and information systems. Courses may be taken in the graduate division of the Leonard N. Stern School of Business or the Robert F. Wagner Graduate School of Public Service.

Certificate of Advanced Study
The program offers two Certificates of Advanced Study. The postbaccalaureate Certificate Program in Workplace Learning provides opportunities for organizational learning and performance professionals to study in an integrated curriculum that has immediate applicability to their professional responsibilities. Courses are chosen from among Workplace Learning E98.2122, Designing and Managing Organizational Learning Programs E98.2351, Research Approaches and Techniques in Postsecondary Education, E98.2088, Learning in Higher and Workplace Education E98.2122, Evaluation of Current Literature in Business and Business Education E98.2404, and Colloquium in Workplace Education E98.2070.

Doctoral Program
The Ph.D. Program in Higher and Postsecondary Education Administration helps promote student understanding of changes that affect the meaning and processes of higher education around the world as well as the changing conceptions of the individual roles of those who serve as teachers, researchers, and administrators and policy makers in community colleges, colleges, universities, higher education agencies, and other postsecondary settings. The program is designed to offer an integrated experience that helps students see each aspect in relation to their final objectives. Students enroll in the Doctoral Seminar E98.3009 during their initial semester in which they are introduced to scholarly inquiry and assisted with strategic planning to help them make the best use of available resources.
Courses

The courses listed herein are to be offered in 2007-2009.

DEPARTMENTAL COURSES/E95

Courses established by the department to be used by one or more programs as elective or required offerings.

SPECIAL OPPORTUNITIES

The Department of Administration, Leadership, and Technology, in conjunction with the University of Pretoria in South Africa, offers an intensive 6-point summer study abroad program that focuses on education reforms that have been implemented following major social reforms in South Africa. The course is relevant for people with broad interests in education reform issues, including educational administrators, teachers, researchers, policy analysts, and anyone interested in learning about other cultures and other educational systems.

Organizational Theory I
E95.2053  Astuto. 30 hours: 3 points. Spring.
Basic principles of design and explication of theory about organizing. Surveys theories on the structure and design of organizations, with emphasis on application of theories and concepts to educational organizations.

Organizational Theory II
E95.2054  Astuto. 30 hours: 3 points. Fall. Prerequisite: E95.2053 or permission of instructor.
Examination of theories of individual, interpersonal, and group behavior in organizations. Emphasis on development of skills in analyzing theory and research to understand and study complex organizations.

Applications of Computers to Administrative Problems
E95.2428  Staff. 30 hours: 3 points. Fall, spring.
Provides a basic understanding of computers and telecommunications. Initial competencies are developed in using the computer to meet the administrative and research needs of education.

Quantitative Methods in Organizational and Administrative Studies
E95.3027  Driscoll. 30 hours: 3 points. Spring.
"The application of quantitative methods to organizational analysis, problem solving, and research. Utilizes appropriate computer hardware and software technology for analyzing empirical data drawn from practical organizational and administrative settings.

Educational Reform in the New Economy
E95.3031  Anderson. 30 hours: 3 points. Spring.
This course explores educational reform and leadership in the context of fundamental economic, cultural, and technological changes that have occurred globally, particularly in the last 30 years. The course includes study of the impact of postwelfare, neoliberal policies on schools, universities, and classrooms; teachers, professors, and administrators; the public and private spheres; racialized and gendered identities; and youth culture.
Dissertation Proposal Seminar
E95.3400  Staff. 45 hours: 3 points. Fall, spring.
Assists advanced doctoral students develop dissertation proposals. Course credit is granted only on completion of a doctoral research proposal.

BUSINESS EDUCATION/E32

Evaluation of Current Literature in Higher Education and Business
E32.2004  O'Connor. 30 hours: 3 points. Spring.
The study and analysis of significant current writing in business and higher education periodicals and books; consideration of solutions to inherent problems and application to business and postsecondary classroom settings.

Supporting Learning in the Workplace
E32.2010  O'Connor. 30 hours: 3 points. Spring.
The integration of concepts related to understanding the development and evaluation of individual and organizational learning. Students combine business management and adult learning concepts as a framework to plan for and evaluate learning strategies in organizations.

Curriculum Development in Business Education
E32.2046  Staff. 30 hours: 3 points. Fall.
Principles and sources of curriculum construction; curriculum development in business education at various levels; the systems approach; concept and process of curricular change; participants in curriculum development and change; evaluation criteria for business curricula review of research.

Colloquium in Workplace Education
E32.2070  O'Connor. 30 hours: 3 points. Spring.
Analysis of the changing nature of workplace and workforce education. The colloquium examines such educational issues as the corporate university and government legislation and policies. Includes guest lectures by a wide variety of professionals in classroom and site-specific settings. Selected current research related to these topics is examined.

Designing and Managing Organizational Learning Programs
E32.2081  O'Connor. 30 hours: 3 points. Fall.
A guide in the design, development, management, and evaluation of learning programs in organizational settings. Topics include the development of learning program proposals, innovative instructional techniques, and the best practices in learning management.

Institutional Assessment in Higher Education
E32.2090  (See E98.2087)
Internship in Business Education
E32.2105,2106  O'Connor. 90 hours: 3-6 points each term. Fall, spring; hours to be arranged.
Registration by permission of instructor.
Internships are developed for field experiences in designing and managing organizational learning programs or to provide experiences in postsecondary classroom settings with master teachers. Seminar meetings are held with program faculty to analyze experiences within the designated field setting.

Independent Study
E32.2300  Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

EDUCATIONAL LEADERSHIP/E65

Professional Seminar in Educational Leadership
E65.2005  Staff. 30 hours: 3 points. Fall.
Introduces students to graduate study in educational leadership. Students develop habits of scholarship while exploring the lived realities of children and their school experiences. This dual focus deepens understanding of educational practice and increases the capacity to examine complex issues that are central to educational leadership and practice, e.g., student outcomes and the state learning standards, effects of testing, implications of reform policies.

School Finance, Budget, and Facilities
E65.2123  Staff. 30 hours: 3 points. Spring.
Focuses on three major areas: finance (i.e., revenue and expenditures, state aid, taxation, equity, enrollments, inflation, and productivity); budgeting (i.e., preparation and management of a district budget, accounting requirements, state reporting, management control of cash flow, personnel requirements, purchasing, and other fiscal services) facilities (building, maintenance, use). Computerized techniques in fiscal management operations are analyzed.

School District Leadership
E65.2035  Staff. 30 hours: 3 points.
Focuses on leadership issues and experiences critical at the district/LEA level, including relationships with school boards, community engagement, facilities planning and utilization, management and facilitation of interagency collaboration, workforce development for building leadership and succession planning, and development of systems for compliance with mandates for education of children with disabilities and for ELL, testing and accountability, and the distribution of equitable learning opportunities.

Management Information Systems for Administrators
E65.2057  Staff. 30 hours: 3 points. Spring.
An introduction to the concepts and methods used in the analysis and design of computer-based educational information systems. Explores the issues and tools applicable at each stage of information systems analysis and design. Topics include feasibility studies, analysis of input/output requirements, data organization and file structure, and project planning and control.

Excellent School Seminar I: School Design
E65.2080  Anderson. 30 hours: 3 points. Fall.
Deals with research and practice regarding leadership of school units, with emphasis on the knowledge and planning required of school leaders focused on the provision of high-quality instruction. Emphasis is on the study and design of classroom and school processes that promote equity in educational opportunities across the school community, including design of learning environments, accountability systems, and assessment strategies. The legal and fiscal environments in which schools function are introduced.

Excellent School Seminar II: Teachers and Students
E65.2085  Astuto. 30 hours: 3 points. Spring.
Deals with research and practice regarding school leadership and teacher’s work, including analysis of current policies, practices, standards of ethical behavior, and trends in professional and student development. The conditions of teachers’ work, support for ongoing professional learning, engagement in planning, and decision making are explored. Also focuses on workforce development (recruitment, staffing, tenure, promotion, and retirement); fiscal issues (salary, welfare, and fringe benefits); distributed power (academic freedom, teacher unionism, negotiations, grievance procedures); development of staff, board, and community relationships; collaboration with colleges and universities in teacher preparation.

Internship in Educational Leadership
E65.2159  Staff. 300 hours: 3 points. Fall, spring, summer.
Each student is assigned to a superintendent, principal, or supervising administrator. The student’s activities include field experiences in administration and community leadership.
Communities they serve.

Education Law
E65.2207 Staff. 30 hours: 3 points. Fall.
Develops an understanding of legal principles and procedures affecting the work of the teacher, administrator, and school board member. Consideration of legislation and court decisions arising in connection with organization, policies, and administration of schools and districts. Major topics are certification, tenure, tort liability, academic freedom, civil rights, religion and the schools, legal implications of fiscal policy for the creation of learning opportunities, and consideration of the powers of the commissioner, school boards, legislatures, superintendents, principals, and trustees.

Independent Study
E65.2300 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

Leadership for School Improvement
E65.2305 Driscoll. 30 hours: 3 points. Fall, summer.
Develops awareness and understanding of the dynamics of change. Theoretical frameworks are used to aid students in improving their ability to undertake leadership responsibility and to facilitate school improvement. Planning and analysis of school reforms address issues of classroom organization, school community, and relationships between schools and communities.

Politics of Education
E65.2341 Scott. 30 hours: 3 points. Spring, summer.
Explores tools of political analysis and strategy in education, including concepts and theoretical frameworks applicable to the political process; political and governance structures in education; and major issues in educational policy.

The Politics of Multicultural School Communities
E65.2542 Larson. 30 hours: 3 points. Spring, summer.
Examines the politics of teaching and leading in multicultural school communities. Explores how dominant cultures, subcultures, and countercultures influence education. Illuminates expectations, interests, and concerns that diverse communities bring to public school environments and examines the relationships between public schools and the multiple communities they serve.

Decision Making and Leadership Development
E65.2543 Driscoll. 30 hours: 3 points. Spring.
Develops conceptual and technical skills for comprehensive long-range planning, decision making, and school improvement. Uses simulations, data sets, and case studies to enhance skills in describing school conditions, identifying root problems, providing information to staff to enhance learning, and recognizing the dimensions, potential, and limitations of data-driven decision making.

Research on School Choice
E65.2550 Scott. 30 hours: 3 points. Spring.
Examines the history of school choice in the United States and in other countries; one of the most controversial and fastest growing policies in public education. This course covers choice policies in the U.S., from early Southern academies to current charter schools and vouchers.

Demographic Analysis and Long-Range Planning
E65.2567 Driscoll. 30 hours: 3 points. Spring.
Develops understanding and skills in the analysis and interpretation of demographic data using U.S. census, regional, and local data sets. Uses forecasting and strategic analysis methods as a basis for long-range planning of school facilities, programs, and client needs. Includes the use of computer-based methodologies, geographic information systems, and community asset mapping to formulate processes that connect schools with a wide array of higher education and community resources, including social service and health providers.

Professional Seminar in Educational Leadership Studies I and II
E65.3097*,3098* Staff. 30 hours: 3 points. Fall, spring.
Advanced theory-research integration seminar. Designed to examine, compare, and evaluate theories and conceptual models applicable to the study of complex organizations. Explorations of the relationships between the conceptualization and the design of research.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY/E19

Foundations of Educational Communication and Technology
E19.2158 (formerly Instructional Design of Media Environments) Shuchat Shuchat. 30 hours: 3 points. Fall.
Introduction to and application of major instructional design models, particularly as they relate to the development of instructional materials and resources for such technologies as computer-based multimedia, network telecommunications, and television. Models are compared for their substantive and procedural approaches to analyses of needs, content, instructional philosophy, learners, social environment, culture. Developments in the field and critical issues, including conflicts between objectivist and constructivist instructional design models, are addressed in historical perspective.

Cognitive Science and Educational Technology I
E19.2174 Plats. 45 hours: 3 points. Spring.
Introduction to cognitive science applied to teaching, learning, and the design of instructional media. Readings include developments in cognitive science and descriptions and analyses of instructional programs developed in a cognitive science framework. The design and implementation of cognitive learning and teaching strategies are examined through demonstrations, discussions, online activities, readings, and projects.
Cognitive Science and Educational Technology II E19.2175 Goldman, Plass. 30 hours: 3 points. Fall. Restricted to ECT majors.

This course focuses on the social and cultural issues of learning as they relate to individual and group cognition in the context of media-rich technology learning environments. We explore how educational technologies are often designed from particular theoretical approaches that are linked to the work of leading educational research communities. We not only study the often hidden connection between the research community members and the technologies they affect, but also how these theories play upon each other in the invention of new paradigms for learning with technologies. In short, we delve deeply into constructivism/constructionism, scaffolding, apprenticeship, distributed cognition, computer-supported collaborative learning, knowledge-building communities, the learning sciences, perspectivity, and identity formation as they relate to the creation of successful and equitable learning environments for diverse populations of learners. Students write a final paper and conduct an evaluation of the embedded theories in an existing learning environment of their choice (such as Second Life, Logo, Scratch, NetLogo, The Sims).

Professional Applications of Educational Media in New York City E19.2211 (formerly Communication Technologies: Professional Applications in New York) Majesty. 30 hours: 3 points. Fall.

Context in which media for education is produced and experienced. Emphasis is placed on identifying key players, organizational structure, NFPs, proposals, project management, intellectual property issues, and what affects the media production and implementation process. Includes guest speakers and/or site visits. Recent examples include the American Museum of Natural History, Wildlife Conservation Society, Memorial Sloan-Kettering Cancer Center, Sunburst Technology, Kognito Solutions, Visions in Education & Media, Sesame Workshop, Davis Wright Tremaine LLP, and Edwin Schlossberg, Inc., as well as producers, software designers/publishers, and filmmakers.

Educational Video: Design and Production I E19.2153 (formerly Instructional Television: Design and Production I) Shuchat Shaw. 30 hours: 3 points. Fall.

Introduction to the design and production of educational video programs and video segments to be integrated into educational multimedia programs. Emphasis is on the unique characteristics of motion pictures for educational communication and the application of cognitive science views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes instructional design and writing; producing and production management; directing; digital production, editing, and graphics technology. Students work in crews on location.

Educational Video: Design and Production II E19.2154 (formerly Instructional Television: Design and Production II) Shuchat Shaw. 30 hours: 3 points. Spring. Prerequisite: E19.2153 or permission of the instructor.

Intermediate design and production of educational video programs and video segments to be integrated into educational multimedia programs. Emphasis is on the application of cognitive science views of learning to the design of video programs and segments to support learning in linear and nonlinear environments. Includes advanced instructional design and writing; producing and production management; directing; and the use of digital production, editing, and graphics technology (applications such as Photoshop and Flash may be used to create media to integrate into productions). Students work individually and in crews, on location.

Advanced Video Design Workshop E19.2156 (formerly Advanced Television Workshop) Shuchat Shaw. 30 hours: 3 points. Fall. Prerequisite: E19.2154.

Advanced studies in the instructional design of educational television programs or extended video elements to be integrated into an educational, computer-based environment. Emphasis is on learning and instruction in relation to television, from cognitive science and constructivist perspectives, and the application of these perspectives to the design of ETV programs and elements that enable effective learning support through effective teaching. Emphasis is also on the process of developing programs and elements, from research for the “analysis and interpretation phase,” research for the “design solution phase,” to scriptwriting, production, and postproduction. Students design and produce one significant program or set of elements, individually or in small groups. Discussion of readings and screenings of exemplary programs support advanced work.


This course examines the cognitive, cultural, and social issues related to four cornerstones of designing learning environments: prototype of model (scenario of need), project group organization, usability, and critique. (Integrated into each cornerstone is the theme of values, ethics, and social justice.) An exemplar is discussed and then students form into a design team and take on the roles of developing a prototype of a unique learning environment based on the cornerstones. The selected environment can be a microworld, a game, distance education board, a content management system, a social network, or a computer-supported collaborative learning (CSCL) tool such as a media-based data archive and analysis tool. Throughout the course, we evaluate a range of existing learning environments that use technologies for game creation, toolkits, community builders, and emergent communications media. Final projects include a theoretical paper and an accompanying “architecture” map/model, and workflow plan based on the theories presented in the course. Final projects are collaboratively critiqued and adjudicated.

Simulations and Games for Education E19.2176 (formerly Computer-Based Multimedia Interaction Laboratory I) Plats. 30 hours: 3 points. Fall. Prerequisites: E19.2174, E19.2175, or permission of the instructor.

Examines the potential of various genres of simulations and games (both analog and digital) as learning technologies through readings, discussion, play, design, and research. Literacy, identity, genre, interactivity, play, story, emotions, presence, and information visualization are among the cultural and cognitive cornerstones of designing learning environments. Student-selected assignments typically include reflections on game and simulation play, integrating games and simulations in formal learning environments, designing and developing prototypes of educational games and simulations, and conducting short exploratory research.
Advanced World Wide Web
Design Lab
E19.2177 (formerly Computer-Based Multimedia Interaction Laboratory II) Plass. 30 hours: 3 points. Spring. Prerequisite: E19.2251.
Advanced design and production of instructional Web-based projects, including text, graphics, digitized images, and sound, using Dreamweaver, Flash, ColdFusion, and other applications. Address issues of design, including knowledge representation, interactivity models, promoting various types of thinking and learning, interfaces, and the contributions of and relationships among various symbolic elements and systems through lectures, demonstrations, and project-based activities.

Evaluating Emerging Technologies for Education
E19.2250 (formerly Telecommunications and Educational Applications) Goldman. 30 hours: 3 points. Fall.
This course is an introduction to tele- or, rather, tech-communications and its educational applications. The course has a thematic overview that addresses the range of theories, strategies, and methods of studying the design of emerging learning technologies. In particular, we explore "design strategies" from both an instructionist and a constructionist perspective. In doing so, we explore how these two perspectives complement, supplement, and at times conflict with the goals of a design project.

Educational Design for the World Wide Web
E19.2251 (formerly Instructional Design for the World Wide Web) Staff. 30 hours: 3 points. Fall, spring, summer.
Prepares students to design instructional systems and environments for the Web, based on principles drawn from instructional design models and cognitive and constructionist perspectives on learning and instruction. Students develop an understanding of the unique design potential and challenges of Web-based instructional materials. Students develop skills in HTML, JavaScript, and Flash to design Web sites and incorporate multimedia content into sites.

Professional Applications
Integrating Media and Technology into the K-12 Curriculum
E19.2018 Goldman. 45 hours: 3 points. Summer, spring.
This course is focused on the integration of new media technologies in the K-12 classroom. Our first goal is to examine the use of media and technology from both constructionist and instructionist perspectives. To accomplish this goal, we learn about the range of learning theories and the kinds of technologies that are used to promote learning in each theory. The second (and related) goal is to provide preservice and in-service teachers with cognitive and technical tools to complement, supplement, and enhance existing instructional supplement and to rethink the nature of curriculum in a world where new knowledge is continually being created.

Media for Museums and Public Spaces
E19.2200 (formerly Media for Education and Development in Cultural Institutions) Majzlin. 30 hours: 3 points. Spring.
This course examines the nature, application, and use of media—including video, audio, multi-image, computer-based multimedia, Internet, and tie-ins—for such shared learning environments as cultural institutions, historical and visual arts museums, communications and entertainment museums and visitor information centers through the analysis of site visits and case studies. The use of media in curating and interpretation of exhibit environments, educational programs, orientation presentations, community interface, development and fund-raising programs is examined. Emphasis centers on developing criteria in decision-making processes regarding the variety of media choices available, analysis of the visitor experience, the learning environment and the ways in which media choices can serve a museum's or visitor center's goals.

Research
Educational Communication and Technology Research
E19.2095 Shachar Shatav. 45 hours: 3 points. Fall, spring. Restricted to ECT majors. Permission of M.A. program coordinator required.
Candidates for the Master of Arts degree conduct their M.A. Final Project, required of all candidates for this degree in the ECT Program, in this course. The purpose of the M.A. Final Project is to give students nearing graduation the opportunity to integrate and apply what they have gained through previous academic course work and field experiences to major, culminating projects while being supervised by ECT faculty members. Options for M.A. Final Projects include instructional design and development projects, research studies, and comprehensive literature reviews and analyses.

Advanced Seminar in Research and Practice in Educational Technology
E19.3076 Goldman, Plass. 30 hours: 3 points. Fall. Prerequisite: E19.3311.
In addition to developing the candidacy paper, this course provides an overview of the profession. Students become familiar with the components of the candidacy paper and begin to research and develop information related to those components. Profession-related topics include vita construction, identifying and pursuing faculty positions in higher education, the major conferences and publications in the profession, the critical steps and major benchmarks in doctoral training, and funding sources for doctoral research.

Content Seminar in Research in Instructional Technology
E19.3311 Goldman, Plass. 45 hours: 3 points. Spring. Prerequisite: doctoral status or permission of the instructor. Restricted to ECT majors.
Critical analysis, supported by readings, of selected contemporary research issues and problems, theories, and methods in instructional media and technology. In addition to common readings, students identify and individually research articles related to their research interests and critically assess the studies. They also learn a statistical software program to anchor a conceptual understanding of the primary statistical procedures. The major task is to develop a research proposal that should inform the direction of their candidacy papers and serve as an initial draft of their dissertation proposals.

Digital Video Ethnography: Cultural Interpretations with New Media
E19.2075 Goldman. 30 hours: 3 points. Spring.
This course is an examination of the opportunities and problems of using digital video and other new media forms in educational research. In this course, students create and critique ethnographic video accounts, and they use online analysis tools to understand how participatory research communities are created. This course is designed specifically for students with a focus on how technologies are used as tools in educational research. The course is also of interest to educators involved in using video as an investigative tool in their classrooms.

Software Skills for Instruction
Introduction to FinalCut Pro for Education
E19.2180 Staff. 15 hours: 1 point. Fall, summer.
Introduction to video editing for instruction with FinalCut Pro.

Introduction to Photoshop for Education
E19.2181 Staff. 15 hours: 1 point. Fall, summer.
Introduction to image manipulation for instruction with Adobe Photoshop.
Introduction to Flash for Education
E19.2182 Staff. 15 hours: 1 point. Fall, summer.
Introduction to Web programming for instruction with Macromedia Flash.

Introduction to Sound Editing for Education
E19.2183 (formerly Introduction to Director for Instruction) Staff. 15 hours: 1 point.
Introduction to sound creation and manipulation for education.

Independent Study

Media Practicum: Field Internships
E19.2197 Majzlin. 180 hours: 3 points. Fall, spring, summer. Includes fieldwork and seminar on campus.
Prerequisite: permission of instructor.
Repeatable to a maximum of 6 points.
Students are placed in field internships in the educational media profession. They learn through supervised participation in instructional technology, instructional design and production, and other wide-ranging professional practices. Professional settings include, for example, corporate, cultural, communications, nonprofit, health, and educational media development organizations. May be taken a maximum of two times.

K-12 Student Teaching in Educational Communication and Technology
E19.2198 Majzlin. 180 hours: 3 points. Fall, spring. Includes fieldwork and seminar on campus.
Prerequisite: permission of instructor.
Repeatable to a maximum of 6 points.
Students are placed in elementary, middle, or high school settings for student teaching experiences in diverse practices in educational media and technology. These might include, for example, practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, or support to teachers and students in media design and production, as well as in media education and literacy. May be taken a maximum of two times.

Independent Study
E19.2300 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.

HIGHER EDUCATION/E98

The College Presidency
E98.2025 30 hours: 3 points. Fall.
Designed to promote an understanding of the many facets of the college and university presidency. Students investigate and analyze the college presidency from class discussions and research. Special emphasis is placed on the president as institutional leader to both internal and external constituencies.

Comparative Higher Education Studies
E98.2041 30 hours: 3 points. Fall.
The seminar explores higher education in selected countries and compares common issues with those in American higher education such as access, funding, and quality assurance. A comparison is made of policies in both developed and developing countries of the world. The goals of the seminar are to learn about common issues in a variety of other systems of higher education, to develop research skills in higher education studies, and to understand the American system from an international perspective.

The Community College
E98.2057 30 hours: 3 points. Spring.
Examination of the organization, function, and objectives of two-year colleges. Investigation of their operations, including research into problems of curriculum development, student services, articulation, and special programs designed to meet community needs.

College Student Learning and Development
E98.2069 30 hours: 3 points. Spring.
Characteristics of students attending various types of colleges and universities. Theories of growth and development for traditional and older-aged students. Review of research literature.

Enrollment Management and Retention Programs in Higher Education
E98.2070 30 hours: 3 points. Spring.
Focus is on theoretical and practice-based understandings of admissions and retention programming in U.S. colleges. Links between practice and the theory and research relating to college choice, access, and retention are explored. Variations by student population and institutional type are presented, and the implications for programming are considered.

Managing Administrative Services in Colleges
E98.2085 30 hours: 3 points. Summer.
Administrative activities and services that must be efficiently and effectively delivered to faculty, students, administrators, and trustees to ensure the fiscal, enrollment, and infrastructure success of the college. Emphasis is placed on issues such as greater accountability and productivity from administrative and instructional processes.

Institutional Assessment in Higher Education
E98.2087 30 hours: 3 points. Fall.
For college and university administrators and faculty concerned with institutional research, program evaluation, and regional and state accreditation. Research reports of current assessment activities provide a base for examining techniques involved in appraising institutional functioning and effectiveness.

Research Approaches and Techniques in Postsecondary Education
E98.2088 30 hours: 3 points. Fall.
Development of research techniques and their application to higher and business education. Methods of evaluating research studies in both higher and business education areas are developed.

Foundations of Higher Education
E98.2090 30 hours: 3 points.
This course introduces American higher education as a field of study. Emphasis on historical development, philosophical and sociological foundations, the structure and variety of institutions, governance and administration, professional standards, the role of specialists, ethical problems, and relationships to other professions and educational sectors. Attention is given to the evolution of student access and the development of student cultures.

Professional Seminar in Higher Education
E98.2093 Marcus. 30 hours: 3 points. Spring.
Open only to part-time students enrolled in the master's Program in Student Personnel Administration in Higher Education. This seminar reviews the history and scope of higher education and student affairs; the structure and function of administrative areas; professional norms and ethics; issues in professional practice and supervision; case studies pertinent to student roles and responsibilities.

Leadership in Higher Education
E98.2097 Marcus. 30 hours: 3 points. Fall.
Provides understanding of several major theoretical approaches to understanding leadership and how leadership functions in higher education. Case studies and written exercises are used to explore the characteristics of each theory. Students learn how to observe and analyze roles and behaviors of leaders in various types of colleges and universities as a source of insights for their own development as professionals.
Higher Education and the Law
E98.2115 Nolan. 30 hours: 3 points. Spring.
Examines legal problems and issues as they affect the students, faculty, and administrators of colleges and universities. Major topics include liability, contract law, due process, confidentiality of records, search and seizure, and discrimination.

Financing Higher Education
E98.2117 Staff. 30 hours: 3 points. Spring.
Problems of financing both public and private institutions of higher education. An examination of the financial needs of institutions and of policies and practices to meet these needs. Attention is given to the organization and operation of financial programs and to federal, state, and foundation activities in financing higher education.

Higher Education Studies, Administrative Work, and Field Experiences
E98.2121 135 hours: 3 points. Fall, spring.
Registration by permission of the instructor. Individually designed internship program to meet special needs of doctoral candidates. Experiences may combine supervised assignments at metropolitan universities, colleges, or community colleges with research studies to be completed in connection with such work responsibilities.

Learning in Higher and Workplace Education
E98.2122 O’Connor. 30 hours: 3 points. Spring.
Students develop their own teaching philosophy and apply learning theory to the development of instructional methods appropriate for their content and teaching in a classroom environment. Includes examination of learning theory, instructional techniques, tools, strategies, and issues related to effective teaching and adult learning in academic and organizational settings. Relevant research is critiqued.

Higher Education and Contemporary Society
E98.2131 Staff. 30 hours: 3 points. Summer.
Analysis of the changing role of higher education in a diverse and contemporary society. Emphasis is placed on the mission and role of public and private two-year and four-year colleges in urban settings. Federal and state higher education policies along with recent court decisions are reviewed in relation to their impact on educational access, equity, and pluralism. Recent social and educational systemic initiatives developed to respond to the needs of a growing, diverse society are examined.

The Politics of Higher Education
E98.2135 Brown. 30 hours: 3 points. Fall.
Analysis of the relationship between higher education and the development of political policy, with particular attention to both the federal and state interest in university activities; impact of federal aid on the structure and development of universities and colleges; emergence of academic interest groups on the national and state levels and their role in shaping higher education policy.

Internship in Higher Education
E98.2141 Hubbard. 135 hours: 3 points. Fall.
Open only to full-time students enrolled in the master’s Program in Student Personnel Administration in Higher Education. Supervised internship experience in student personnel and academic administration, including regularly scheduled seminar meetings. Students explore the history and scope of higher education and student affairs. They also discuss professional ethics, investigate issues in professional practice, and conduct case studies pertinent to student roles and responsibilities.

Diversity in Higher Education
E98.2161 Teranishi. 30 hours: 3 points. Spring.
Examines current issues and research relating to participation and success of students and faculty from different backgrounds in U.S. higher education. Emphasis is on the interplay between ethnicity and institutional, societal, governmental, and personal influences on participation and retention of students and faculty. Considers the extent to which efforts by institutions and governments have been successful in encouraging access and retention in various levels and types of institutions.

Independent Study
E98.2300 Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Doctoral Colloquium in Higher Education
E98.3001 Marcus. 30 hours: 1-3 points.
This colloquium provides an opportunity for doctoral students to work closely with program faculty in studying major texts/theorists in the field of higher education. Topics vary from year to year.

Doctoral Seminar in Higher Education
E98.3009 Staff. 30 hours: 3 points. Fall; hours to be arranged.
Open only to departmental doctoral candidates. All new doctoral students register for this integrative seminar. The focus is on higher and workplace education as a professional field, the conduct of literature reviews, writing a synthesis of the research literature, and understanding research. The goal of the seminar is the production of a paper that can, with additional development, help the student achieve candidacy.

Globalization and Higher Education
Reforms
E98.3109 Moja. 30 hours: 3 points. Spring.
Impact of globalization on higher education policy and reforms around the world. Students consider issues in higher education reforms from an international and comparative perspective. The focus is on higher education reform and analyses of case studies. Comparisons are made between developed and developing countries. Students select specific regions or countries for their research.

Economics and Finance of Higher Education
E98.3110 Richardson. 30 hours: 3 points. Spring.
Considers essential elements of economic theories of public finance and human capital. Examines arguments for and against various policy strategies for funding higher education. Provides knowledge of higher education finance and budgeting and undergraduate student aid. Includes a Virtual University simulation that provides experience working with key variables.

Governance of Colleges and Universities
E98.3119 Richardson. 30 hours: 3 points. Spring.
Investigation of governance structures and practices in American colleges and universities. Study of the effect on such structures and practices of a number of identifiable sets of variables: public/private, urban/rural, autonomous/system-connected. Exploration of relationships of such variables as goals, authority, and power on the effectiveness and efficiency of instructional and administrative outcomes.

Theoretical Perspectives for Research on College Students
E98.3120 Stage. 30 hours: 3 points. Fall.
Explores theoretical approaches used to study college students. Examines competing frameworks and the contributions of emergent approaches to understanding college students. Tracks the evolution of several approaches to better understand the research process.
The Department of Art and Art Professions brings together artists, educators, therapists, administrators, and visual culture innovators who influence the visual arts at local, national, and international levels. We are committed to the construction of new knowledge through the creation of art and innovative academic research. Within an intense and challenging learning environment solely dedicated to the visual arts, the respected visual traditions of the past fuse with emerging forms and ideas, fostering a richly interactive, multidisciplinary community that generates imaginative art making and rigorous intellectual exchange.

The department is a microcosm within the New York art world. It is both a haven where learning and art making can occur without distraction and a threshold for experiencing the city’s ceaseless energy. The studio art curriculum furthers the expansion of creative expression and the exploration of theoretical and critical issues facing studio practice today. The arts professions programs provide excellent opportunities for merging theory and practice in a holistic educational experience. Visual culture courses investigate contemporary art, cultural, and globalization issues, drawing students from all individual programs and encouraging a diverse mix of approaches and perspectives. The department also offers courses in collaboration with premier cultural institutions in the city, including the Costume Institute of the Metropolitan Museum of Art, the International Center of Photography, and the Glass Workshop in Brooklyn. Through the department’s extensive connections with the city’s art world, our programs are uniquely positioned to enable students to experience one-on-one interaction with faculty mentors and have access to an extended system for career planning and advancement.

The department’s classrooms, studios, offices, student lounge, auditorium, and some exhibition spaces are all housed in a six-story, turn-of-the-20th-century beaux arts-style building located on a historic block where Greenwich Village meets the eclectic East Village, historically a proving ground for new cultural trends and ideas. The Educational Resource Center for the Visual Arts contains the department’s slide collection of more than 100,000 images, computer research stations, and artist career materials and produces a monthly bulletin detailing grant and residency opportunities. Department
resources augment the extensive services and activities of New York University, the largest private university in the United States, with over 50,000 students enrolled in its colleges, schools, and divisions.

Students have many exhibition opportunities throughout the department and can participate as curators and exhibitors in the main floor Rosenberg Gallery. The Commons, a multipurpose area on the ground floor, serves as a student lounge and an additional exhibition area. The department's 2,800-square-foot 80 Washington Square East Galleries provide excellent professional exhibition space in the heart of the campus. The galleries are a vital interface with the larger community and host graduating M.A. and M.F.A. student exhibitions and curated alumni, faculty, and project shows.

Every year, the department holds two major open house events, one in the fall, curated by the Student Arts Organization, and one in the spring, organized with faculty to coincide with Commencement. A vibrant series of public programs, including lectures, performances, panels, symposia, and video screenings, enhances knowledge gained in the classroom and studio. Visiting artists and scholars provide students with the opportunity to hear and see different points of view about concept development, art-making practice, and career building in both classroom and critique settings. Recent visitors have included Matthew Barney, Lorna Simpson, Gavin Brown, Lynne Cooke, Gregory Crewdson, Vito Acconci, Jerry Saltz, Joan Jonas, Diana Thater, Robert Storr, Shirin Neshat, Andres Serrano, Isaac Julien, Barbara London, Lyle Ashton Harris, Roni Horn, and Marina Abramovic.

The department offers top internship and field placement experiences with unparalleled networking potential. New York provides an extremely wide range of internship settings, giving students a rare opportunity to combine educational and professional goals. Program advisers and an internship coordinator work closely with students in planning these foundations for rewarding careers. Recent department internships have included the Metropolitan Museum of Art, Museum of Modern Art, Whitney Museum of American Art, New Museum, P.S. 1, Art in General, Percent for Art, Creative Time, Christie's, Sotheby's, and prominent galleries and artists’ studios.

Intensive summer study options include established, highly respected study abroad programs: the Summer Studio Art Program in Venice; the innovative photography course in China; Visual Arts Culture in Cape Town and Tshwane, South Africa; and the Arts Administration Program in the Netherlands and Berlin.

The department offers an undergraduate studio art program, seven master's degree programs, and a doctoral program. Studio students are encouraged to experiment with a variety of approaches, processes, and strategies, including performance, installation, video, and digital technologies. The Master of Fine Arts in studio art, the terminal degree in visual arts studies, is a 60-point, full-time program for students seeking professional careers as artists and looking to gain entry-level credentials for university studio art teaching positions. The concept of the department's M.F.A. is dedicated on bridging media, and candidates concentrate on at least two studio disciplines.

The M.A. in Studio Art: Summer Program, 36 points, is designed for professional artists and educators seeking to expand their creative potential and refine their skills in an intensive three-summer course of study.

The M.A. Program in Art Education is designed for students who wish to pursue graduate-level professional training, leading to teacher certification, as artist-teachers in public and private schools, museums, community-based programs, and other alternative educational sites. With special focus on contemporary art and its social context, the program conceptualizes the artist-teacher as cultural producer, intellectual, and activist.

The M.A. Program in Art Therapy is on the cutting edge of exciting changes in the field today, including helping new populations such as substance abusers, AIDS patients, the homeless, the incarcerated, and survivors of trauma. The program creates a dynamic balance between the therapeutic potential of the creative process and psychological understanding during treatment.

The M.A. Program in Visual Arts Administration focuses specifically on leadership opportunities in the visual arts in both traditional and alternative venues. It is recognized worldwide for its success in preparing those who will shape the future of visual arts institutions. The program stresses
the balance between understanding the ideas and forces influencing the visual arts and the development of keen management, marketing, and financial skills.

The M.A. Programs in Visual Culture are committed to a critical interpretation of visual culture as a key part of the processes of globalization. Visual Culture—Costume Studies approaches the history of costume and textiles in their broadest aesthetic and cultural context.

The Ph.D. Program in Visual Culture and Education is designed for visual arts and art education scholars and policy makers who will initiate vital contributions to the cultural landscape. Its goal is to allow students to meet the specific needs of their individual interests while developing a unique breadth of understanding working alongside faculty and students engaged in deep exploration of issues in art education and visual culture.

The department’s faculty artists maintain high-profile professional careers, showing extensively worldwide, and represent broadly diverse approaches to content and media. Art professions faculty members are intensely involved with the globalization of culture in a large spectrum of cultural institutions and alternative sites, while influencing arts policy, education, and community engagement in the visual arts.

The Department of Art and Art Professions creates unparalleled opportunities for cross-disciplinary discourse and experimentation. The multinational, multiethnic makeup of the student body presents myriad perspectives, energetic exchanges, and fresh insights. Students hail from the United States, Canada, Central and South America, Europe, the Middle East, Africa, the Pacific Rim, and more recently, Central Europe. The department is supported by a strong network of alumni who exhibit, educate, curate, publish, manage, and consult all over the world.

Learn more by exploring our Web site at www.steinhardt.nyu.edu/art.

Faculty


Director of the graduate Program in Art Therapy. 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.


A practicing artist who works in photography, performance, and mixed-media installation. Work has been exhibited internationally, including the Museum of Modern Art, New York; the Long Beach Museum; and the Shoshana Wayne Gallery. Interests include feminism, postcolonial theory, and psychoanalysis.

Peter Campus, Clinical Associate Professor. B.S. 1960, Ohio State.

Recognized as a pioneer in video art and in digital photography. Represented by Leslie Tonkonow Gallery. Selected public collections: Whitney Museum of American Art; Guggenheim Museum; San Francisco Museum of Modern Art; Centre Pompidou; National Museum of France, Paris; Hamburger Bahnhof; National Museum of Germany, Berlin; Museum of Modern Art, New York; Museum of Fine Arts, Philadelphia; Kunsthal Bremen, Germany; Monchengladbach Museum, Germany; Received Guggenheim Fellowship and a Massachusetts Institute of Technology Fellowship.


Program of research and teaching spans the fields of curriculum studies, visual culture, media education, cultural studies, and arts- and image-based research. His work focuses on education and the arts as critical sites of cultural and sociopolitical struggle and emphasizes arts education as the nexus between individual, identity, critical inquiry, symbolic imagination, and collective social action. His research also examines popular culture and media as educative forces—sites of living curriculum and sources of cultural pedagogy, particularly in relation to citizenship, political agency, creative expression, and the production of meaning. He is a recipient of a Social Science and Humanities Research Council of Canada Doctoral Fellowship and a University Graduate Fellowship from the University of British Columbia. He has contributed academic articles and chapters to a number of art education publications, including Studies in Art Education, The Journal of Art Education, School Arts, and Readings in Canadian Art Teacher Education. He has presented his research widely both nationally and internationally and is program chair for the Arts-Based Educational Research Special Interest Group of the American Educational Research Association. He serves as a reviewer for numerous art and education journals and is editorial board member for the Journal of Art Education.

Sue de Beer, Clinical Assistant Professor. M.F.A. 1998, Columbia.

Artist who uses video photographs and performance to explore the connections between media and cultural phenomena. She has exhibited her work nationally and internationally in such venues as the New...
Lyle Ashton Harris, Clinical Assistant Professor. M.F.A. 1990, California Institute of the Arts.

Works in video, photography, and performance. His work has been exhibited at the Guggenheim Museum, the Whitney Museum of American Art, the Corcoran Gallery of Art, the Institute of Contemporary Arts in London, the Kunsthalle Basel, and the Centre d’Art Contemporain in 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 magazines, including the New York Times Magazine, Newsweek, and Vibe.


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


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

Chair for two international conferences held at NYU: Case for Clay in Secondary Education and Criticism in the Crafts Arts: Crossings, Alignments, and Territories. Educational consultant to Lenox China Company; board of directors of Watershed Center for the Ceramic Arts and Studio Potter magazine. President, Museum of Ceramic Art, New York. Curator of numerous national and international exhibitions of which Confrontational Clay is the most recent. Currently writing a book on Noritake art deco porcelain.


Located in the heart of downtown New York, NYU Steinhardt’s Department of Art and Art Professions is shaped by the intensity and innovation of the international art world. A home for artists, who are celebrated for their dedication, creativity, and skill in exploring unconventional ideas, New York City has long been a place where art truly matters.

The city’s galleries, museums, schools, studios, and performance spaces, from Chelsea to Brooklyn and the Lower East Side, are an integral part of our department, as are the University’s vast intellectual and academic resources. New York University is one of the nation’s leading research universities, with over 54,000 students enrolled in 14 colleges, schools, and divisions. NYU is ideally situated to bring together the world’s most accomplished artists, performers, and musicians with computer programmers, scientists, theorists, and philosophers to explore the frontiers of creative practice.

While there are separate, discrete, media-oriented areas within the department, students are encouraged to think of themselves primarily as artists rather than identifying their practice through a specific medium. We are committed to quality and excellence and expect our students to be adept at selecting, tailoring, and synthesizing the appropriate media with their ideas and concepts. Virtually everything has changed in the art world during the past decade. Concepts like the avant-garde and pluralism as well as other traditions have been rethought and reworked. An intelligent overview and depth of experience help young artists deal with today’s eclecticism. Our program and faculty are committed to providing students with the capacity to meet these challenges.

**DEGREE PROGRAMS**

**M.F.A. Degree Requirements:**

60 points

The M.F.A., the terminal degree in studio art, is for students seeking professional careers as artists and entry-level credentials for university studio art teaching positions. M.F.A. candidates concentrate...
on at least two studio disciplines, including painting, drawing, sculpture, craft media, art and media: digital, photography, and video. Course work consists of 27 points in studio concentration, including studio critiques; 9 points in theory and criticism; 9 points in internships, including college teaching; 9 points in electives; and 6 points in thesis/exhibition at 80 Washington Square East Galleries.

M.A. in Studio Art: Summer Degree Requirements: 36 points

The M.A. in Studio Art: Summer Program is a 36-point program for professional artists and educators seeking to expand their creative potential and refine their skills in an intensive three-summer course of study in painting, drawing, sculpture, ceramics, art and media, digital art, photography, or video. Course work consists of 13 points in studio concentration, including studio critiques; 6 points in theory and criticism; 9 points in graduate projects; 3 points in electives; and 3 points in final project/thesis exhibition at 80 Washington Square East Galleries.

The 36-point M.A. in Studio Art: Summer Program in Venice, Italy, and New York provides artists, students of art, and current and prospective art teachers an opportunity to do serious creative studio work in the areas of painting and drawing. Venice’s artistic resources are endlessly varied, and students develop their studio practice enriched by the enjoyment of masterpieces of Italian art in their original context. Course-related assignments take students to museums and important sites such as the Palladian villas, Modena, Padova, Parma, Vicenza, Ferrara, Verona, and Mantova. Students build their studio concentration during two intensive summer sessions in Venice. The third summer session is spent in New York, and students exhibit in an M.A. Graduate Exhibition at 80 Washington Square East Galleries.

VISITING ARTIST LECTURE SERIES

The Visiting Artist Lecture Series is an important facet of the Studio Art Program. Because of our location in the center of the New York art world, a great number of exciting artists are available to us. The lectures serve as a forum for discussing contemporary issues in the visual arts. These lectures are meant to interface with student’s work in the studio program and expose them to ideas and experiences of professional artists and critics. 

Visiting Artists 2005-2007

Barnaby Furnas
Paul Kellogg
Timothy J. McClinton
Margo Jefferson
Cay Sophie Rabinowitz
John Rockwell
Katy Siegel
Philippe Vergne
Catherine Wood

Painting and Drawing

John Torreano
jt2@nyu.edu

The skills of painting and drawing enable the artist-student to transform ideas, be they internal or external, to the planarity of a piece of paper or canvas. This process of converting thoughts and signs into visually accessible shapes is complex and, at the same time, very direct. Any artist, regardless of his or her chosen technologies, experiences increased freedom and authority when these kinesthetic skills are developed. All of the issues of modernism and postmodernism, including formal, conceptual, theoretical, or political, can be addressed with an economy of means through painting and drawing, unlike any other art method. For this reason, painting and drawing will always be the heart and soul of the visual arts.

In addition, we believe that to be an artist one must have an education that includes the diversity of contrasting ideologies and processes characteristic of today’s cultural experience. To this end, we offer a variety of artist-instructors to represent this diversity and, at the same time, provide a structured curriculum of classes for the undergraduate, Master of Arts, and Master of Fine Arts degree programs.

All faculty members are practicing artists with exhibition records. This professionalism adds a sense of optimism and importance to the students’ art activity and increases the likelihood that they will make significant contributions of quality work.

Sculpture

Sue de Beer
suedebeer@hotmail.com

Sculpture offers a variety of courses on both the undergraduate and graduate levels. All courses are designed to help students realize their ideas through material practice. A diversity of approaches, as reflected by the faculty and students, is strenuously upheld.

Course offerings cover a range of possibilities. While some courses are predicated on an individual material or approach, most classes accommodate a spectrum of processes and strategies. Advanced classes offer a critical framework for the exploration of contemporary issues. Graduate courses give students greater autonomy and provide a forum for rigorous exchange and debate. Throughout the curriculum, consideration is given to current practice and historical context.

The sculpture facility is extensive and features an array of machinery for use in a variety of materials including wood and metal. A shop technician is available for information and oversight of the studio. All faculty members are active professionals with significant exhibition records and extensive teaching experience.

CAREER OPPORTUNITIES

Alumni of the program in studio art are represented by major New York galleries and featured in contemporary museums; they have received prestigious fellowships and are featured artists-in-residence; and they hold positions as teachers, curators and theatre set designers, and arts administrators.
Sculpture: Craft Media

Judith Schwartz
judith.schwartz@nyu.edu

The crafts sequence provides students with a variety of courses that explore both traditional and nontraditional craft-making practices. Media covered include jewelry, metalwork, ceramics, glass, and mixed media. Recognizing that the connection between the fine arts and crafts has resulted in a new cross-disciplinary environment, students explore the relationship among craft artists, their materials, and their creative processes. Students develop a personal aesthetic in an atmosphere that encourages creativity, innovation, and excellence, while building skills and technique.

To accomplish this, the University provides the artist/craftsperson with a well-equipped and spacious physical environment. The ceramic studio is a large, sun-filled room with a kiln room, two gas kilns (up and down draft), and four electric kilns. There is a glaze area and a clay recycling area with two pug mills. Additional equipment includes potter’s wheels, extruders, slab rollers, tile presses, and plaster room facilities for mold making and slip casting. Glass courses are conducted at Urban Glass, one of the largest and most prominent state-of-the-art facilities in the U.S. The jewelry studio enables the teaching of jewelry fabrication techniques as well as hollow ware, forging, inlay, and coloring of metals.

The curriculum covers both sculptural and functional forms, which permits students to draw on the varied backgrounds of the faculty, renowned professionals who act as guides, mentors, and exemplars, and to use the extensive resources of the fine, craft, and decorative arts facilities throughout New York City. While students gain the knowledge and experience so necessary for personal expression, they also obtain a broad-based historical and contemporary view through seminars, lectures, readings, and gallery and museum assignments. Visiting artists of national and international acclaim are regular contributors to the overall educational experience.

Graduate students are encouraged to develop their personal expressions, and all work is discussed within a historical and contemporary framework designed to help students gain both technical and critical skills. Critical theory courses in the crafts are also integrated into studio practice.

Print

Mark Johnson
mark.johnson@nyu.edu

Contemporary print practice offers an ever-expanding experience for artists. The range and scope of methods and philosophies is solely limited by the imagination. Print courses reflect this attitude exposing students to the breadth of established and emerging methods and approaches. All work is examined in a contemporary critical framework designed to challenge and extend the student’s creative experience.

Experimentation and risk taking are strongly encouraged.

The print studios are fully equipped, enabling students to work in a wide variety of practice, including etching, silkscreen, relief, lithography, letterpress, book arts, and digital, including large-scale digital prints. In addition, students have the full range of photo process facilities and digital imaging labs to realize projects.

Digital

Kevin McCoy
km89@nyu.edu

Digital technology forms the basis of how the world communicates, transacts business, and processes information. These are the tools of our time and as a result have become increasingly important for artistic expression. Relating and expanding the discourse of traditional art making, the use of digital forms responds to the new possibilities of today’s technology. As a foundation, these tools are employed in the creation of network-based art, interactive media, video art, installation, sonic art, and performance. While providing a thorough technical framework for digital projects, the curriculum stresses the establishment of appropriate expressive, historical, and critical contexts to the media.

Photography

Gerald Pryor
gp1@nyu.edu

Photography is a predominant form of art making in today’s culture. It is not only connected to traditional art, particularly painting, but also to contemporary methods of installation, performance, video, and digital art. Photography embraces pure aesthetics, political and historical issues, social change, and an ongoing dialogue with the individual self. Artists, critics, and historians share faculty duties in this challenging program.

INTERNATIONAL CENTER OF PHOTOGRAPHY

Several courses in photography are offered in cooperation with the International Center of Photography and are open to graduate students in the Steinhardt School of Culture, Education, and Human Development B.F.A. and M.A. programs in studio art. These courses connect the making of photographs to critical and cultural issues. Courses can be selected from Workshops in Photography E90.2096, Advanced Projects in Art in Media I and II E90.2954 and E90.2955, Advanced Projects in Photography E90.2968, Advanced Photography: Black and White E90.2761, and Advanced Photography: Color E90.2763.

Video

Peter Campus
gragus@optonline.net

Today, electronic technology is influencing our lives in vast ways. To some, this technology is viewed as a way to augment and expand creative thought and is a natural step in the continuum of the history of art making. Video and digital technology provides today’s artist with some of the most important new means for visual thinking since the Renaissance discovery of perspective.

Here in the Department of Art and Art Professions, a course of study at the graduate level has been developed to explore the use of video and computer technology for a broad range of artistic expression. Included in the studio aspects are theoretical and critical issues as they relate to these emerging media.
Art Education

Director
Dipti Desai
dd25@nyu.edu

Degree
M.A.

The art education program is designed for students who wish to pursue graduate-level professional training as artist-teachers in public and private schools, museums, community-based programs, and other alternative educational sites. It also prepares students to be innovative researchers and strong advocates of the arts in schools. NYU’s program in art education combines a strong foundation in critical theory with a solid grounding in practice. With special focus on contemporary art and its social context, the program conceptualizes the artist-teacher as cultural producer, intellectual, and activist. Through a sequence of core courses that incorporates a multicultural approach, students examine the making and teaching of art as a social act, considering it within philosophical, historical, political, and sociological contexts. Students continue their work as artists in graduate-level studio courses, while developing a pedagogical foundation through courses in education, art education, art history, critical studies, and research methodologies.

For students who have an undergraduate B.A. or B.F.A. degree in studio art and who wish to acquire teacher certification, the M.A. Program in Teaching Art, All Grades, offers a curriculum that satisfies the academic requirements for New York State teacher certification. To fulfill New York State teacher certification requirements for initial certification, the candidate must enroll in the 41-point M.A. program.

For students who already have an initial teaching art certificate, the 34-point M.A. program meets the academic requirements for New York State permanent certification. To fulfill the total requirements for permanent certification, a candidate must in addition complete two years of school experience as a full-time paid teacher. This requirement can be fulfilled while taking courses toward the master’s degree.

The faculty consists of highly visible artists and scholars on the cutting edge of the field. Personal attention is given to each student throughout the program, from initial advisement through completion of the final project. Classes are small in order to foster an optimal exchange between faculty and students.

CAREER OPPORTUNITIES

The art education program prepares teachers and curriculum specialists in art for positions in elementary, middle, and high schools. Graduates also work as educators in museums, community-based programs, and arts organizations.

DEGREE REQUIREMENTS

M.A. candidates with no initial certification take the following courses:

Pedagogical Foundations (16 points);
Studies in Critical Theory in Art and Art Education (9 points); Advanced Studio in Art (6-9 points); Fieldwork in Art Education (6 points); and Final Project (1 point).

Students with an initial teaching certificate take the following courses:

Studies in Critical Theory in Art and Art Education (18 points); Guided Elective (3-4 points); Advanced Studio in Art (9 points); and Final Project (1 point).

ADMISSION REQUIREMENTS

In order to be considered for admission to the master’s program, applicants must have a strong GPA and a bachelor’s degree with at least 36 points in studio art and art history, of which a maximum of 12 points can be in art history. M.A. applicants, in addition to the general requirements, must submit 20 examples of their artistic work (slides, photographs, or reproductions), and a 500-word (typed) statement describing the direction they wish to pursue in art education. Selected applicants are also required to contact the Department of Art and Art Professions to schedule a personal interview. A telephone interview can be arranged for those students living outside the metropolitan area. See general admission section, page 204.

ACCREDITATION

The Steinhardt School of Culture, Education, and Human Development teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers.

For more information, contact TEAC, One Dupont Circle, Suite 320, Washington, DC 20036; 202-466-7236; http://www.teac.org.

Visual Arts Administration

(Nonprofit and For-Profit Concentration)

Director
Sandra Lang
sl65@nyu.edu

Degree
M.A.

Established in 1971, the Visual Arts Administration Program became the first in the nation to focus specifically on administrative careers in the visual arts, in both traditional and alternative contexts. Taking into account the cultural and economic impact of the visual arts, nationally and internationally, the program prepares administrators who can adapt to the rapidly changing demands of the field. As institutions and corporations turn to the visual arts to serve the aspirations of their communities, the administrator becomes a powerful educator, helping shape cultural values.

The program promotes a thorough understanding of the visual arts and the ideas and forces affecting them, as well as the development of keen management, marketing, and financial skills. Students study traditional methods of presentation and audience development as well as new media technology. Through consideration of conceptual and practical issues, students are prepared for the increasingly specialized opportunities in this challenging field. Faculty expertise, alumni experience and success, and a strong international applicant pool ensure that students are provided with the optimal resources of an advanced professional program set in the context of a major urban cultural center. The Visual Arts Administration Program is primarily oriented toward the nonprofit segment of the field.

The program also offers a for-profit concentration. This innovative, first-of-its-kind specialization provides the training necessary to succeed in today’s competitive for-profit marketplace as dealers, gallerists, consultants, and auction-house professionals.

Fifty-four points of course work are required for graduation. Courses are offered on a rotating basis so that part-time students can finish the program in three years. Students take entry-level business courses at the New York University Stern School of Business and fulfill 9-12 points of internships with a range of sponsors, including galleries, museums, and other arts organizations. The course sequence is determined by advisement and tailored to the needs of each individual student.

In addition to business and internship requirements, students in both areas of the program must complete a substantial, well-researched master’s thesis. Research focuses on a particular interest or issue in the visual arts field; this is a two-semester sequence that begins with an interactive seminar. Students complete the thesis during their last semester in the program.

CAREER OPPORTUNITIES

Both the internship program and the master’s thesis provide critical opportuni-
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ties for graduate students to develop relationships with art organizations in New York, nationally, and internationally. The program includes a series of supervised internships. Students have gained placement in museums, alternative spaces, public art agencies, galleries, auction houses, and consultancies and work with program advisers and the department’s internship coordinator in planning this important component of their educational experience. Organizations providing internship and research opportunities locally have included Museum of Modern Art; Metropolitan Museum of Art; Solomon R. Guggenheim Museum; New York City Department of Cultural Affairs; JPMorgan; Chase Manhattan Bank Collection; Jewish Museum; Asia Society; Sotheby’s; Christie’s; Whitney Museum of American Art; Cooper-Hewitt National Design Museum; Pace-Wildenstein Gallery; and the United Nations. A more complete listing of the organizations where graduate students have secured internships nationally and internationally may be found on the program’s Web page: www.steinhardt.nyu.edu/depts/art/programs/6.

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

DEGREE REQUIREMENTS


Electives (9-12 points): Can be chosen from such areas as art management, business, art history, art education, critical studies, studio art, visual culture, and public administration.

Other program offerings include Introduction to Galleries and Museums of New York E90.2182, Corporate Art Programs E90.1088, Art in Alternative Spaces E90.1222, Function and Structure of Museums E90.2015, The Artist’s Career E90.2060, Art Education in Museums E90.2021, Documentation and the Visual Arts E90.2198, Cultural Marketing in the Arts E90.2212.

Internships (9-12 points): Internship in Art E90.2302.

Final Project: Master’s Thesis (3 points): Research in Visual Arts Administration E90.2299, Final Project E90.2301.

For a program prospectus, please consult the Web site: www.steinhardt.nyu.edu/art.

ADMISSION REQUIREMENTS

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

International students must have a minimum TOEFL score of 650 on the paper test or 250 on the computerized test to apply to the program. On arrival at New York University, accepted applicants will be tested by the American Language Institute and must qualify for level 84 of instruction.

See general admission section, page 204.

SPECIAL OPPORTUNITIES

The Visual Arts Administration Program and the Performing Arts Administration Program cosponsor a three-week summer study abroad program serving the needs of both graduate students and alumni of art administration programs as well as professionals in the field from across the United States. This intensive and interactive 6-point study experience begins in Utrecht, the Netherlands, and is followed by a trip to Berlin or Vienna. It provides firsthand analysis of the exciting changes taking place in a broad range of established and alternative venues in both the performing and visual arts. For further information, please contact the Office of Special Programs at 212-992-9380.
The M.A. Program in Visual Culture—Theory is distinguished by its commitment to a critical interpretation of visual culture as a key part of the processes of globalization. The study of visual culture is motivated by the remarkable expansion in the quantity, quality, and significance of visual images in all areas of modern life. While the field originally emerged out of art history, it is defined today by its interdisciplinary study of images across diverse media (such as photography, television, and film), new media (such as the Web and digital imaging), architecture, design, and art (including traditional media such as painting and sculpture as well as new multimedia art forms), across a range of social arenas, including news, art, science, advertising, and popular culture. The study of visual culture emphasizes the role of visual media in everyday life and the importance of visual media in the dissemination of ideas in the public sphere.

The program is based in the Department of Art and Art Professions in collaboration with the Department of Culture and Communication. The Steinhardt School is the ideal place at NYU for the study of visual culture because it not only takes advantage of the synergies that exist between these two interdisciplinary departments, but also maximizes the depth of faculty expertise and resources from related departments and schools within the greater university.

The M.A. curriculum is designed to move students from an understanding of the parameters of the field to a specific research topic of their own. Core courses provide foundational knowledge of visual culture methodologies and its specific “ways of seeing” and offer opportunities for students to explore cutting-edge topics with leading figures in the New York art and media worlds. Specialization, elective, and internship courses allow students to develop interdisciplinary research interests in the theory and practice of visual culture.

**CAREER OPPORTUNITIES**

Students come from a wide variety of backgrounds and work experience, including art history, cultural studies, fine arts, public relations, culture, anthropology, media studies, creative writing, art criticism, and English. Graduates of the program may continue on for doctoral study in cultural studies, art history, media studies, and related fields or seek employment both here and abroad as curators, writers, editors, producers, or administrators in the art and media worlds in such settings as museums, galleries, auction houses, film companies, television studios, and multimedia corporations.

**DEGREE REQUIREMENTS**


**ADMISSION REQUIREMENTS**

In addition to materials required for general admission to the Steinhardt School of Culture, Education, and Human Development, applicants must submit to the Office of Graduate Admissions three recent letters of recommendation from teachers and/or employers as well as a written sample of work reflective of their interests in this field.

Once admitted to the program, students may take courses on a full- or part-time basis. Some courses are also open to students who are not matriculated in the M.A. program.

See general admission section, page 204.
New York University has been identified with the training of art therapists since the 1950s when Margaret Naumburg, an eminent pioneer in the field, began to teach here. This tradition was continued when Edith Kramer came to the University in 1973. The Program in Art Therapy received approval from the American Art Therapy Association (AATA) for its master’s program in 1979. Over the years, the program has gained a reputation for excellence and soundness in clinical training that has been borne out by the number of applicants worldwide and the remarkable success of the graduates. (For programs in drama therapy and music therapy, see the Department of Music and Performing Arts Professions.)

New York University strives to create a balance between an understanding of the healthy potential of the creative process itself and the informed use of psychological principles in the therapeutic situation. This means that the student learns to modify and adapt two disciplines—the visual arts and psychotherapy—in order to effect the synthesis of art therapy.

In diagnosis, planning, and treatment of individuals and groups, the art therapist functions typically as a member of a multidisciplinary team. Professional skills include a working knowledge of the concepts and methods of art therapy as well as the ability to communicate its approach and methods to the team. While the major frame of reference for psychological understanding in New York University’s Program in Art Therapy is based on psychoanalytic theory, students are required and encouraged to study alternate personality theories. In the course of extensive internships and a variety of classes, students become familiar with a range of clinical approaches and styles.

The 49-point master’s program offers unusual opportunities to graduate students in art therapy. The concentration of experts in the field of mental health provides students with excellent opportunities for internships and allows them to attend the numerous lectures, seminars, workshops, and conferences that abound in New York City.

**CAREER OPPORTUNITIES**

Art therapy is a rapidly growing field that had its beginnings in the treatment of severely emotionally disturbed children and adults through the use of art. In recent years, it has expanded to reach a broadened range of populations and has dealt with the emotional and developmental disturbances that often accompany neurological and physical disabilities. Graduates of the Program in Art Therapy are working in prestigious hospitals, community mental health centers, prisons, nursing homes, and special schools.

Faculty and graduates of the program have held executive positions in regional and national art therapy associations (AATA, NYATA) and regularly present papers at conferences. For example, one of our graduates and adjunct faculty members was president of the American Art Therapy Association.

**ACADEMIC PREREQUISITES**

Prerequisites for the M.A. degree are a minimum of 30 points in art, 15 points in psychology, 3 points in art education, and 30 points in the behavioral or social sciences and/or liberal arts disciplines. Some of the art credits may be waived upon evidence of artistic excellence is apparent in the portfolio. Applicants are expected to show proficiency in drawing, painting, and clay modeling. Prerequisite psychology courses should include introductory psychology, abnormal psychology, theories of personality, and developmental psychology. Deficiencies in course credits may be made up during the first year that courses are available.

**DEGREE REQUIREMENTS**

**Art Therapy** (37 points): Theory and Practice of Art Therapy E90.1157, Art for Art Therapists E90.2034, Pictorial and Sculptural Analysis in Art Therapy E90.2040, Psychodynamic Processes in Art Therapy E90.2038, Art as Therapy with Children and Early Adolescents E90.2033, Art as Therapy with Late Adolescents and Adults E90.2037, Art Therapy with Groups E90.2042, Family Art Therapy E90.2765, Cultural Diversity in Art Therapy E90.2221, Diverse Populations in Art Therapy E90.2224, Psychoanalytic Theory E90.2043.

Psychology (9 points), and 6 points to be selected through advisement from the wide selection of psychology courses offered by both the Steinhardt School of Culture, Education, and Human Development and the Graduate School of Arts and Science. Because both schools’ departments have a number of renowned programs at both the master’s and doctoral levels, course offerings each semester are rich and challenging.

**Research Course** (3 points): Art Therapy Thesis and Research E90.2228 (2 points); Art Therapy Final Project E90.2301 (1 point).

**Other Requirements** (12 points): Internship in Art Therapy E90.2039 (1,000 hours).

**Professional Registration**

An M.A. degree in art therapy at New York University meets the educational requirements for registration (A.T.R.) by the American Art Therapy Association. The New York University program was one of the first five programs in the country to be approved for this educational requirement in 1979. Graduation from New York University’s master’s degree program entitles an individual to professional membership in the American Art Therapy Association.

**ADMISSION REQUIREMENTS**

The admission requirements for the Master of Arts program include a portfolio of 15 to 20 slides of recent work, a written statement of intent, and three letters of recommendation. A personal interview and art workshop are required (by invitation only); special arrangements can be made for international applicants. Applications are for fall admission only.

**SPECIAL OPPORTUNITIES**

New York University is also concerned with the continued growth and development of art therapists. We have instituted post-master’s courses of interest to working professionals. The subjects range from family art therapy to techniques of supervision. In addition, we have been offering a lecture series and symposia featuring speakers from the fields of art, art history, psychoanalysis, psychiatry, and psychology. These special programs allow art therapists and related professionals to expand their knowledge and experience.
The Ph.D. Program in Visual Culture and Education offers two concentrations for advanced students in the field pursuing a doctoral degree. The concerns at the heart of the program are those detailed under the M.A. Program in Visual Culture—Theory.

A common core of visual culture and research methodology courses prepares students for their specific concentrations. The first in Visual Culture—Theory is a criticism- and theory-based approach to the field. The second in Art Education is designed for those students looking to use the visual culture approach in art education.

Please note that there is only one degree offered, but only students concerned with education are required to take education courses. The research electives allow students to develop their interests in a wide range of courses in Steinhardt and the other schools of NYU. Please note that courses other than those listed here may be used as electives with the consent of advisers. This is a small, selective program for self-motivated students with the drive to meet the dynamic requirements of interdisciplinary study, but for the right person, the rewards are great.

**DEGREE REQUIREMENTS**

Program total: 54-60 points beyond the master's degree: Foundations (6 points).
Specialized Research Methodology (3 points). Outside Cognates (6 points).
Research Electives (15 points).
Program Electives (3-9 points). Art Specialization (12 points). Dissertation Preparation Sequence (9 points).

All doctoral candidates must complete a doctoral dissertation with a strong research focus. Before forming a doctoral committee, students must qualify for admission to doctoral candidacy. The candidacy examination consists of both written and oral components, taken sequentially.

**DOCTORAL DEGREE REQUIREMENTS**

General degree requirements for the Ph.D. program can be found on pages 226-27.

**ADMISSION REQUIREMENTS**

Follow the instructions outlined by the Steinhardt School of Culture, Education, and Human Development Office of Graduate Admissions for filing your application. The following is a list of all items that must accompany the completed application form.

1. Transcripts: Must be obtained from all previously attended postsecondary institutions.
2. Two Letters of Recommendation: Should be obtained from academic and professional sources.
3. Current Résumé
4. Personal Interview: A personal interview is required for those students living close to New York City; outside the metropolitan area, a telephone interview is required. The admissions office will notify you by mail to contact the program director for a personal interview.
5. Statement of Purpose (500-750 words): Must describe your research interests and purpose in pursuing doctoral study.
6. Paper/Artwork: A research paper and slides of work if applicable. Visit steinhardt.nyu.edu/art for slide instructions.
7. GRE Scores: You should take the Graduate Record Examination (GRE) as early as possible (preferably in the fall of the year preceding your desired admission date and before January 1) and have your results sent directly to the Office of Graduate Admissions. Applicants who took the GRE more than five years ago must retake it. All doctoral applicants must submit official GRE scores.

Doctoral applicants should see Doctoral Programs: General Requirements, pages 225-26.

**Special Departmental Features**

**INTERNSHIPS IN ART**

Internships in Art is a variable credit course, with required hours per credit, for which a grade is administered. Course work includes a critical analysis of the organization and its goals; an extensive journal recording observations and experiences while on site; a final, carefully considered, written assessment; and regular meetings with the internship coordinator. Internships are suited to a student’s interests and needs and establish a vital link to the New York art world while helping students focus their career goals. Questions can be addressed to Erin Sircy, internship coordinator, at ecs214@nyu.edu.

**GLOBAL ARTS: AFRICA, ASIA, EUROPE**

The Summer Studio M.A. Program in Venice, Italy, has become one of the premier study abroad art programs offered by an American university. Students may study with an international faculty in a range of studio courses, a survey of Venetian art, contemporary art history, theory and criticism, and contemporary film and take field trips to nearby sites such as Verona, Padua, Vincenza, and Ravenna. During the time of the Venice Biennale, students will see a cross-section of major international art. Students earn an M.A. through two summers in Venice and one in New York. Questions can be addressed to the director of the program, Adjunct Professor Maurizio Pellegrin, at 212-998-5700.

Summer Study Abroad in Arts Administration offers graduate students, alumni of arts administration programs, and arts management professionals a unique opportunity to observe exciting changes in the visual and performing arts in a broad range of European venues. Students explore current cultural and social issues affecting international arts practices in both nonprofit and for-profit institutions. Professionals gain fresh insights into managing arts organizations while acquiring an overview of European cultural policies.

The program challenges students to compare and contrast American attitudes toward the arts (as embodied in U.S. public funding mechanisms and marketing and developing strategies) with the long-established European traditions of government funding—even as that tradition finds itself confronted by dwindling budgets and the need to appeal to a changing and more diverse constituency. Seminar participants have ample opportunity to discuss policy making, planning, entrepreneurial initiatives, and management practices with leading arts professionals.

Photography and Art, China and Korea is a three-week intensive course interchanging graduate and undergraduate students with major photographic art institutions, artists, and curators in China and Korea, which are visited in alternating years. The purpose of the program is to have photographic artwork produced in Asia as a method of negotiating the differences and sameness of East and West. For more information, contact Associate Professor Gerald Pryor at 212-998-5732.
Courses

The courses listed herein are to be offered in 2005-2007.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass I</td>
<td>E90.2129</td>
<td>3</td>
<td>Intensive studio experience designed to introduce the beginning student to the major areas of glass fabrication: neon, casting, blowing, and coldworking. Students are expected to complete a series of projects utilizing techniques from each of the areas taught within this broad survey.</td>
</tr>
<tr>
<td>Research in Art Therapy</td>
<td>E90.2228</td>
<td>2</td>
<td>Research methods used in art therapy are examined with an emphasis on the subject and structure of qualitative research. Students work on the formulation of research questions and develop a thesis proposal.</td>
</tr>
<tr>
<td>Research in Visual Culture</td>
<td>E90.2299</td>
<td>2</td>
<td>This interactive discussion class deals with the planning and writing of the thesis. Emphasis is placed on research methodology, developing a critical approach to a topic, and formulating the structure that will support an argument or premise.</td>
</tr>
<tr>
<td>Traversing Boundaries: South African Visual Culture and Democracy in Cape Town and Tsibane, South Africa</td>
<td></td>
<td></td>
<td>Students study the practice of art making and the spaces where artists create from studios and galleries to site visits in rural areas. Students investigate traditional and contemporary art in urban and rural spaces and explore the South African model, comparing it to the contemporary art scene in the United States.</td>
</tr>
</tbody>
</table>

For further information about graduate study abroad opportunities, contact the Steinhardt Office of Special Programs at 212-992-9380.

DEPARTMENTAL COURSES

Graduate Projects
E90.2009 30 hours: 3 points. Hours to be arranged. Course topic varies from semester to semester.

Graduate Studio Critique
E90.2018 30 hours: 3 points. For M.A. studio arts students only. Graduate Studio Critique involves the students in a critical dialogue with various faculty members and focuses on the students’ conceptual development and attendant methodologies.

Glass I
E90.2129 60 hours: 3 points. Fall. Intensive studio experience designed to introduce the beginning student to the major areas of glass fabrication: neon, casting, blowing, and coldworking. Students are expected to complete a series of projects utilizing techniques from each of the areas taught within this broad survey.

Introduction to the Galleries and Museums of New York University
E90.1082 45 hours: 3 points. Fall. Open to non-art majors. Survey a broad spectrum of visual art resources through guided lecture-tour visits to current exhibitions at leading museums, galleries, and alternative art space located throughout New York City.

Research in Art Therapy
E90.2228 20 hours: 2 points. Research methods used in art therapy are examined with an emphasis on the subject and structure of qualitative research. Students work on the formulation of research questions and develop a thesis proposal.

Research in Visual Arts Administration
E90.2299 20 hours: 2 points. This interactive discussion class deals with the planning and writing of the thesis. Emphasis is placed on research methodology, developing a critical approach to a topic, and formulating the structure that will support an argument or premise.

Research in Visual Culture
E90.2022 20 hours: 2 points. Theory and methodology of visual culture are explored in preparation for completion of the thesis/final project. Students are required to define the subject of their thesis/final project research clearly, share copies of their work-in-progress, and participate in discussion and critiques. Class meetings take place every other week.

Research in Art Education
E90.2001 20 hours: 2 points. Understanding research as disciplined inquiry by focusing on theoretical concepts, primary issues, and techniques of research in art education with special emphasis on qualitative research methods. The social, political, philosophical, and ethical issues involved in doing research are examined.

M.F.A. Graduate Studio Critique
E90.2990 Minimum 10 hours per point: variable 3 to 6 points. Repeatable up to 18 points. Open to M.F.A. candidates only. Pass/fail. The 18 points of M.F.A. Graduate Studio Critique are the maximum number of pass/fail points permitted in the M.F.A. program. M.F.A. Graduate Studio Critique is a forum in which M.F.A. students enter into a critical dialogue and discussion essential to the conceptual and methodological mastery of the studio arts field. First-year M.F.A. students enroll in the 6-point course and prepare for their qualifying review. Second-year students enroll in the 3-point course and refine their critical and conceptual knowledge necessary in the professional field.

M.F.A. Thesis
E90.2997 3 points. A written thesis is required. The thesis traces the development of the student’s work within the historical, theoretical, cultural, and aesthetic context in which it has evolved.

Independent Study
E90.2300 45 hours per point: 1-6 points. Hours to be arranged. Requires departmental sponsor. Students must have the approval of their adviser and the art department chairperson to register for independent study, which should be done during registration. Independent study is only for students wishing to do advanced work beyond the courses offered by the school. It is not to be taken in areas covered by courses offered in the department. See also page 210.

Final Project
E90.2301 45 hours per point: 1-3 points. Enrollment is by permission of instructors. Students should register for the section based on their program.

M.A. Critique
E90.2992 60 hours: 0 points. Corequisite: E90.2018. Students sign up for 10 individual critique sessions by advance appointment. They meet one-on-one with full-time faculty, visiting artists, and critics for in-depth discussions of their art work each week. Students may present finished work or work in progress, as well as visual, technical, and theoretical issues that inform their research.

M.A. Thesis
E90.2996 1-6 points. Represents the time the M.F.A. candidate devotes to the production of the substantial body of work that will constitute the M.F.A. Exhibition. The M.F.A. Thesis Committee is responsible for overseeing on a regular basis the student’s progress toward the exhibition and acting as liaison with the faculty gallery director.

M.F.A. Exhibition
E90.2996 1-6 points. Represents the time the M.F.A. candidate devotes to the production of the substantial body of work that will constitute the M.F.A. Exhibition. The M.F.A. Thesis Committee is responsible for overseeing on a regular basis the student’s progress toward the exhibition and acting as liaison with the faculty gallery director.
Jewelry I and II  
E90.1390,1391  60 hours: 3 points.  
Prerequisite: Introduction to Jewelry, or permission of instructor.  
Exploration of jewelry making as an expressive medium for small-scale sculpture.  
Traditional techniques for jewelry and metalsmithing, including casting, soldering, and polishing.  
Students create individual projects in a variety of materials with class critiques and gallery assignments.

Glass I and II  
E90.1132,1133  60 hours: 3 points.  
For art majors only.  
This survey class is intended for students to experience a fuller range of techniques over two semesters.  
Each semester can be taken independently from the other.  
The first semester focuses on blowing, hot casting, stained glass, mosaic, and kiln casting (fusing and slumping).  
The second semester concentrates on cold working, sandblasting, lamp working, and bead making.

Projects in Sculpture: Glass  
E90.1645  60 hours: 3 points.  
Prerequisite: two courses in sculpture.  
Open to Steinhardt School and Gallatin students only.

Intensive workshop provides a survey of contemporary glass-working techniques through a combination of studio instruction and technical lectures.  
The studio areas, which include glass casting, glassblowing, neon, and cold working, are intended to provide the student with the rudiments of each technique for further study.  
No previous glass experience necessary.

Projects in Sculpture: The Figure  
E90.1645  60 hours: 3 points.

The figure is analyzed in relation to history as well as from a contemporary viewpoint.  
Using a model, students explore both planar and anatomical structure by creating a portrait bust, a seated figure, and a standing figure.  
The sculptural experiences are enhanced by drawing, class critiques, and gallery and museum visits.

Drawing  
Introduction to Drawing  
E90.1320,1321  60 hours: 3 points.

Basic materials and methods of drawing.  
Combines perceptual learning with initial conceptual basics for drawing.  
This includes line usage, shape inventing, size differentiating, brightness contrast, location, and overlap.  
Students develop the skill to discuss their drawings as well as the drawings of others and learn to observe and empathize with the genres of landscape, still life, and figure.

Individual and group critiques, slide lectures, and museum and gallery visits support studio activities.

Drawing I  
E90.1520  60 hours: 3 points.  
Students focus on still life and interiors in the first part of this course.  
In the second half, the focus is on picture drawing and portraits.  
The fundamentals of composition, line, and tonality are examined through the use of still life and interiors.  
With the figure and portraiture proportion, gesture, contour, and mass are explored.  
References to drawings from the history of art also aid in understanding what it means to draw.  
Group and
individual critiques, as well as slide lectures pertinent to particular in-class assignments, support studio activity.

**Drawing II**
E90.1522 60 hours: 3 points.  
Prerequisite: Drawing I.  
Provides students with the opportunity to continue exploration of issues, themes, and subject matter begun in Drawing I. Emphasis is placed on development of skills, individual work, and personal development.

**Projects in Drawing (atelier course offered on two levels)**
E90.1624, E90.2624 60 hours: 3 points.  
Prerequisites: two semesters of Drawing.
E90.1624: juniors, seniors.
E90.2624: graduate students.
Focus on particular subjects or techniques allows students to broaden their skills and expression. Past topics have included the figure, the landscape, grisaille, pastels, and charcoal. Projects are chosen as a result of both faculty and student interest.

**Advanced Projects in Drawing (atelier course offered on two levels)**
E90.1920,1921, E90.2920,2921 60 hours: 3 points.
E90.1920,1921: juniors, seniors.
E90.2920,2921: graduate students.
Advanced Projects in Drawing courses are oriented to both individual and group critique. The instructor, often a visiting artist of significant reputation, represents a professional voice as critical response to the individual student’s work. Therefore, the student must have a developed body of work in order to participate.

**Painting**

**Introduction to Painting I and II**
E90.1330,1331 60 hours: 3 points.  
Basic technical and conceptual principles of painting through in-the-studio practice. The relationship between form and content (technique and concept) is informed by art history and theory. Therefore, such processes as palette orientation, paint manipulation, and canvas preparation are determined by their appropriate use according to chosen content.

**Projects in Painting (atelier course offered on two levels)**
E90.1636, E90.2636 60 hours: 3 points.  
Prerequisites: two semesters of painting.
E90.1636: juniors, seniors.
E90.2636: graduate students.
Consideration of particular techniques allows students to broaden the range of their skills and expression. Past topics have included watercolor, trompe l’oeil, collage, mixed media, off-the-stretcher, narrative painting. Projects are chosen as a result of faculty and student interest.

**Advanced Projects in Painting**
E90.2930,2931 60 hours: 3 points.
Advanced painting courses are oriented to both individual and group critique. The instructor, often a visiting artist of significant reputation, represents a professional voice as critical response to the individual student’s work. Therefore, the student must have a developed body of work in order to participate.

**Seminar in Painting**
E90.2330,2331 30 hours: 3 points.  
Open only to advanced students by permission of the instructor.
The seminar examines the painting of selected students whose achievement manifests an ability to work independently or who may wish to work on special individual projects or will benefit from extensive in-depth critiques. Critical readings in art theory and ideas are discussed in relation to the student’s own work.

**Sculpture**

**Introduction to Sculpture**
E90.1340 60 hours: 3 points.  
Studio course designed for nonart majors.
Assignments, critiques, and demonstrations related to the specific level on which the course is being given. Studio work in line and stone lithography. Stone-graining, crayon and tusche drawing, processing, proofing, and edition-printing procedures. Lectures and demonstrations.

**Advanced Sculpture I (atelier course offered on two levels)**
E90.1740, E90.2740 60 hours: 3 points.  
Prerequisites: two semesters of sculpture or the equivalent.
E90.1740: juniors, seniors.
E90.2740: graduate students.
Advanced Sculpture I is a continuation of Advanced Sculpture I. This course is a continuation of Advanced Sculpture I.

**Advanced Sculpture II (atelier course offered on two levels)**
E90.1743, E90.2743 60 hours: 3 points.  
Prerequisite: Advanced Sculpture I.
E90.1743: juniors, seniors.
E90.2743: graduate students.
Advanced Sculpture II is a continuation of Advanced Sculpture I.

**Ceramic Sculpture**
E90.2640 60 hours: 3 points.  
Advanced techniques designed to develop artistic investigation into creating, surfacing, glazing, and firing ceramic sculpture while providing opportunities to develop personal style and expression. Demonstrations, slide lectures, class critiques, and museum and gallery assignments generate and nurture individual methods and develop a visual language.

**Printmaking**

**Introduction to Lithography**
E90.1374 60 hours: 3 points.  
Studio course designed for nonart majors.
Assignments, critiques, and demonstrations related to the specific level on which the course is being given. Studio work in linoleum and woodblock cutting. Western and Japanese techniques are featured.

**Introduction to Relief Printmaking**
E90.1376 60 hours: 3 points.  
An intensive introductory-level studio course in photo process applications in contemporary print such as photo etching. Many new methods are introduced, including use of digital imaging and tools to realize projects. Demonstrations and lectures.

**Etching I**
E90.1572 60 hours: 3 points.  
Etching on copper and zinc plates: printing from them by traditional techniques as well as by new ways of intaglio and simultaneous surface and offset color processes. Exploration of all intaglio materials is strongly encouraged. Much emphasis is placed on the craftsmanship of the printmaking tradition.

**Silkscreen I**
E90.1574 60 hours: 3 points.  
Exploration of varied screen printing techniques and their characteristics: paper, blockout, resist, and cut film stencils; construction and selection of material used. Multicolored printmaking, studio work in photographic screen printing techniques, printmaking on different materials and surfaces (plastic, paper, wood, glass, mirrors, etc.), mixed media. Demonstrations and lectures.
Projects in Printmaking
E90.1670, E90.2670 60 hours: 3 points.
Prerequisites: two semesters of printmaking.
E90.1670: seniors, seniors.
E90.2670: graduate students.
Topics selected by and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in contemporary printmaking.

Advanced Projects in Printmaking
E90.1970, E90.2970 60 hours: 3 points.
Prerequisites: two courses in printmaking.
E90.2970: graduate students.
Individual attention is given to the evaluation of each student’s work, black-and-white photographic processes and procedures, and analysis of subject matter. Interchange leads to completion of projects initiated by the student. The interrelationship with contemporary image making is emphasized.

Advanced Photography: Black and White
E90.1761, E90.2761 60 hours: 3 points.
Prerequisite: Photography: Black and White.
E90.1760: juniors, seniors.
E90.2760: graduate students.
Individual attention is given to the evaluation of each student’s work, black-and-white photographic processes and procedures, and analysis of subject matter. Interchange leads to completion of projects initiated by the student. The interrelationship with contemporary image making is emphasized.

Photography Seminar II
E90.2058 45 hours: 3 points.
For second-year graduate students. Required of all NYU/ICP students.
An intense weekly seminar for second-year NYU/ICP graduate students. For description, see E90.2057.

Advanced Projects in Photographic Technique I and II
E90.2092, 2093 45 hours: 3 points each term.
Topics covered include exposure and lighting, camera formats, film and paper developers, printing out techniques, alternative approaches to printmaking, and issues related to final presentation of work. Graduate Projects in Photographic Technique I concentrates on black-and-white photographic processes. Graduate Projects in Photographic Technique II focuses on color techniques. Weekly assignments are given, and a finished body of work is required at the end of the semester.

Workshops in Photography
E90.2096 30 hours: 3 points.
Students work directly with internationally recognized artists, critics, and theorists in photography. Topics for workshops range from the techniques of established photographers to discussions of issues in photographic theory, history, and criticism.
Art in Media
Introduction to Video Art
E90.1352 60 hours: 3 points.
Course designed for nonart majors.
Assignments, critiques, and demonstrations related to the specific level on which the course is being given. Video art has become one of the most widely used media art forms because it allows both the artistic concentration of photography and the free-flowing imagery of movement. Students acquire rudimentary skills while working toward a personal statement in video.

Introduction to Digital Art
E90.1354 60 hours: 3 points.
Designed for nonart majors.
Assignments, critiques, and demonstrations related to the specific level on which the course is being given. The use of the computer to augment and expand conceptualization and expression has provided the artist with some of the most important new means for visual thinking since the Renaissance invention of perspective. Students learn how to use the computer as an extension of the visualization process and its specific applications in both two-dimensional and three-dimensional art.

Video Art I
E90.1550, E90.2550 60 hours: 3 points.
Prerequisite: Introduction to Video Art or departmental permission.
E90.1550: juniors, seniors.
E90.2550: graduate students.
Assignments, critiques, and demonstrations related to the specific level on which the course is being given. Use of the video camera as an art medium. Stresses technical skills and explores experimental possibilities of the medium in relation to video installation, video sculpture, performance art, and the single-channel tape format.

Digital Art II
E90.1553, E90.2553 60 hours: 3 points.
Prerequisite: Projects in Art and Media: Digital Art I or permission of the instructor.
E90.1553: juniors, seniors.
E90.2553: graduate students.
The varieties of digital art are explored from conceptual art to computer pattern painting. Each student develops and uses a personal and visual computer style. Projects are evaluated in terms of the student’s project design objectives.

Advanced Projects in Video Art
E90.1950, E90.2950 60 hours: 3 points.
Prerequisites: two semesters of Advanced Art and Media.
E90.1950: juniors, seniors.
E90.2950: graduate students.
Students create independent video art. Video art standards are analyzed and evaluated. Field trips required.

Advanced Projects in Digital Art I and II
E90.1952,1953, E90.2952,2953 60 hours: 3 points.
Prerequisites: two semesters of Advanced Art and Media.
E90.2952,2953: graduate students.
Students develop major digital art projects that are fully realized and represent an evolution from computer sketches to a finished work. Both ongoing critiques and postproduction critiques are provided.

Seminar in Art and Media
E90.2350,2351 30 hours: 3 points.
Open only to advanced students by permission of the professor.
The seminar examines the work in art and media of selected students whose achievement manifests an ability to work individually or who may wish to work on special individual projects or who will benefit from extensive, in-depth critiques.

ART EDUCATION
Creative Art Activities in the Elementary Classroom
E90.1057 (E25.1057) 30 hours: 2 points.
For elementary education students only; others by permission of instructor.
Planning and organizing classroom experiences in creative art; developing aesthetic, expressive possibilities in all of children’s learning. Individual and group studio experience, observation, and reading.

Research in Art Education
E90.2001 30 hours: 2 points.
Understanding research as disciplined inquiry by focusing on theoretical concepts, primary issues, and techniques of research in art education with specific emphasis on qualitative research methods. Examinations of the social, political, philosophical, and ethical issues involved in doing research.

Philosophy of Art and Art Education
E90.2031 30 hours: 3 points.
Recent trends in the philosophy and practice of art education in elementary and secondary schools and in institutions of higher learning. Lectures, readings, and discussions. Formulation of a personal philosophy of art education.

Current Issues in Art Education
E90.2070 30 hours: 3 points.
Close critical examination of art education and its relationship to social, cultural, economic, and political processes based on an introduction to critical theory. Understanding the transformation in contemporary art and its challenges to notions of originality, creativity, and aesthetic formalism in order to envision ways of rethinking art education curricula and pedagogy in schools, museums, and other institutional art programs.

School Art: Issues in Pedagogy and Curriculum I
E90.2271 60 hours (45 hours fieldwork): 3 points.
Understanding art pedagogy in preschools and elementary schools as “situated practice” that is both teaching and learning and takes place within particular historical and social contexts. Developing knowledge and skills to plan, organize, and facilitate meaningful art curricula for students encompassing a range of needs and abilities, with attention to learning processes, motivation, communication, classroom management, and the interrelationship of art to speaking, critical thinking, writing, reading, and other curricular subjects.

School Art: Issues in Pedagogy and Curriculum II
E90.2272 60 hours (45 hours fieldwork): 3 points.
Integration of art education theory and practice in secondary school art classrooms that address the question of the role of art in our democratic society. Developing socially and culturally relevant curricula. Researching and planning appropriate instructional strategies that address student interests and issues, including motivation and classroom management. Understanding the interconnection between art and writing, critical thinking, listening, speaking, reading, and other subject areas such as history and social studies.

Contemporary Art and Critical Pedagogy: Identity, Representation, and Multiculturalism
E90.2275 45 hours: 3 points.
This course addresses philosophical, his-
torical, and sociopolitical contexts of multiculturalism in the United States, with an emphasis on relationship to critical pedagogy and contemporary art practices. Current ideas about representation and identity are considered specifically in relation to a critique of mainstream notions of multiculturalism and art. Topics may include the history of multiculturalism. The course addresses pedagogy and curriculum in a variety of educational settings, including schools, museums, and alternative spaces.

Art Education in Alternative Settings: Museums, Community-Based Organizations, and Experimental Spaces
E90.2276 45 hours (30 hours fieldwork): 3 points.
This course examines theoretical issues and educational practices as they are implemented in nonschool settings, specifically museums, alternative arts venues, and community-based organizations. The course provides an introduction to a range of art education in programs in the above settings. Pedagogical theories relevant to the implementation of art education in programs in these settings are discussed. Course topics include exploration of traditional and innovative modes of teaching art, the history of museums, and the emergence and role of contemporary community-based organizations and alternative art venues in art education.

Media Literacy and Art in the Classroom
E90.2277 45 hours: 3 points.
This course focuses on enhancing classroom practice through exploration of the uses of media and technology. The course addresses the development of media literacy skills, with an added focus on developing methods to utilize media as a tool to enhance content in the art classroom. The potential of media and technology to assist in the development of innovative curricula in all content areas is examined, with attention to interdisciplinary curricula integrating the arts. There is a substantial lab component to this course, providing extensive hands-on experience in available technologies. Additional topics include the changing classroom in the information age; visual literacy; the role of media technologies for communication in a diverse, democratic society; authenticity and reproduction; inquiry-based learning and technology.

Supervised Student Teaching of Art in the Elementary School
E90.2406 180 hours within a minimum of 20 days: 3 points. Fall, spring. Registration by permission of departmental coordinator of student teaching. Enrollment limited to art education majors.
Supervised student teaching in elementary school classroom settings, followed by scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify students' teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their teaching experience, thereby learning to be reflective practitioners.

Supervised Student Teaching of Art in the Secondary School
E90.2407 180 hours within a minimum of 20 days: 3 points. Fall, spring. Registration by permission of departmental coordinator of student teaching. Enrollment limited to art education majors.
Supervised scheduled conference with field supervisor. Seminar addresses formal and informal methods of assessing student learning and develops skills to analyze information gathered through assessment in order to plan and/or modify students' teaching practices. Through a systematic approach such as action research, students reflect on and analyze their own teaching practices and develop a portfolio of their student teaching experience, thereby learning to be reflective practitioners.

Aesthetic Inquiry for Children
E90.2510 30 hours: 3 points.
A review of current concepts of child growth and development in art with special emphasis on analysis of the child's capacity for critical and reflective inquiry; critique of classroom recordings; and the creation of settings and strategies of instruction in and out of the classroom. Students are required to spend additional time on special projects outside the classroom.

Internship in the College Teaching of Art
E90.2191 45 hours per point: 3-6 points. Open to doctoral and advanced master's students; portfolio and interview required.
Opportunity to be a teaching apprentice to a professor in the Department of Art and Art Professions. Organized supervision; seminars on philosophy and methodology of teaching; preparation of materials and lectures. For teaching at the college level.

Marketing the Visual Arts
E90.2005 30 hours: 3 points.
Basic marketing and media relations principles and techniques as they apply to successful museums and galleries. Students learn how organizations identify current and potential audiences, attract visitors, create ongoing relationships with visitors and members, develop effective visual identities and measure success. The pros and cons of new trends—including those related to the Web—are discussed.

The Function and Structure of Museums
E90.2015 30 hours: 3 points.
The nature, function, and structure of museums, from Napoleonic times to the present, and their three chief concerns: the collection, presentation, and interpretation of objects of material culture. By the comparison of museums to other societal institutions, the structure of today's museum is brought into bold relief.

The Law and the Visual Arts
E90.2028 30 hours: 3 points.
The legal setting for the artist and the visual arts organization in the state of
New York and the United States is explored. Major legal issues in the definition of art-as-property and the rights of the artist are evaluated. Contemporary controversies are placed in the larger context of attempts by the judicial system to redefine the balance between the rights of the individual artist and the public responsibilities of the visual arts institution in an increasingly urbanized and technological society.

Development for the Visual Arts
E90.2032 30 hours: 3 points.
Introduction to a wide range of development techniques for securing contributed income, including foundation, government, and corporate grants and sponsorships; gifts from individuals through memberships, major gifts, planned giving, and special events; and capital and endowment campaigns. Critical issues include how to identify potential donors, the solicitation process, and support materials needed to “make the ask,” the donor’s perspective, and potential careers within the advancement field in the visual arts.

Principles and Practices of Visual Arts Administration
E90.2056 30 hours: 3 points.
Introduction and overview of how non-profit entities in the visual arts are organized—from mission and programming, board structure, and staff development to marketing, fund raising, and strategic planning. Specific organizations within New York City are used as case studies.

The Artist’s Career
E90.2060 30 hours: 3 points.
Understanding the complex dynamics of what makes an artist’s career is essential to successful relations among artists, curators, critics, gallerists, and arts administrators. The course explores the environment of the art world and the artist’s place within it and includes such topics as the artist’s role in society; the artist’s function in the economy; rights and responsibilities; management tools such as portfolio and slide preparation and presentation; and marketing and grantmanship.

Visual Arts Markets
E90.2076 30 hours: 3 points.
Development of a business in the fine arts including core vision, program and presentation, promotion, marketing, sales, contracts, and financial planning. Examination of what differentiates an arts business from other kinds of businesses. Students gain exposure to a variety of professionals in the commercial arena of the visual arts including gallery owners, dealers, and consultants. The course concludes with the formulation and presentation of a comprehensive business plan for a startup arts business.

Audience Development and the Visual Arts
E90.2107 30 hours: 3 points.
Investigates the processes art galleries and museums employ to expand visitorship, membership, attendance, and support. Examines professional practices in constituency identification and analyzes audience members’ values and lifestyles as they pertain to consumer and visitor decision making. Students study the methods used in preparing creative marketing strategies, visitor surveys, and membership drives. Through practical review of audience needs assessments, the course prepares students to create programs, expand audiences, and meet community interests.

Information Systems and the Visual Arts
E90.2109 30 hours: 3 points.
Examination of how the arts use the Internet-related technology with visual arts administration on an individual and institutional level. Students gain familiarity and competence with Web site evaluation, planning, and creation; artists’ online projects; collection management; and educational use in order to inform their future personal and institutional decision making and communication with technical staff.

Corporate Development and the Visual Arts
E90.2111 30 hours: 3 points.
This course examines the intersection of Internet-related technology with visual arts administration on an individual and institutional level. Students gain familiarity and competence with Web site evaluation, planning, and creation; artists’ online projects; collection management; and educational use in order to inform their future personal and institutional decision making and communication with technical staff.

Urban Development and the Visual Arts
E90.2112 30 hours: 3 points.
Inquiry into the role of the arts in city growth and development. Examines the role of public art; arts programming; city planning for aesthetic, cultural, and historic reasons; and amenities for artists in promoting community well-being. Required site visits.

Strategic Planning and Governance for the Visual Arts
E90.2133 30 hours: 3 points.
An exploration of the role of boards of trustees and the interaction of boards and staff in the management of nonprofit visual arts institutions. Topics include the legal, ethical, and practical responsibilities of the governing board; effective board leadership; recruiting, training, motivating, and retaining trustees; development of policy; strategic planning; and risk management.

Documentation and Visual Arts for the Artist and the Art Manager
E90.2198 30 hours: 3 points.
The responsibilities of the registrar or collections manager in a museum. Issues explored include accessioning procedures, cataloging systems and information management, collections storage and handling, development of collections policies, tracking and packing, insurance and risk management, and legal and ethical foundations for gifts and loan agreements.

Appraisal and Valuation of Art
E90.2171 30 hours: 3 points.
An overview of the many varied issues involved in the commerce of art, including the pricing and marketing of a wide number of art objects from the 18th, 19th, and 20th centuries. Different types of professions and their specific needs for determining the value of art are examined. The impacts of emerging markets and technologies on the business of art are covered.

Art Collecting
E90.2016 30 hours: 3 points.
How to collect art for both private and public collections. Factors of aesthetics, taste, and economics are discussed as well as the historic development of collections since the Renaissance. Special attention is given to corporate collections and collecting for investment. Guest lecturers.

Exhibition Design
E90.2019 30 hours: 3 points.
Concepts, procedures, materials, and tools necessary for producing and managing exhibition projects in museums, cultural centers, and galleries. Space planning, traffic flow, object placement, use of graphic elements, interpretive techniques, and participatory and interactive strategies are discussed. Students learn the skills of sketching, drafting, and model making by designing an exhibition layout, graphic, and sample label.

Art Education in Museums
E90.2021 30 hours: 3 points.
An exploration of the history and development of art education and its role and function in the museum. Strategies for teaching and addressing different populations in various environments are studied. Various programs and educational materials are explored and analyzed. Classroom lectures are supplemented by site visits.
History of Textiles I and II
E90.2077, 2078 30 hours: 3 points each term.
Open to costume history students only. Meets at the Metropolitan Museum of Art.
This course focuses on textile research as it pertains to the history of costume. Course is given at the Metropolitan Museum of Art (Fifth Avenue and 82nd Street) and uses original examples from the textile study collections.

History of Art Since 1945
E90.1051 45 hours: 3 points. Prerequisite: one course in art history. Open to nonart majors. Study of painting and sculpture in America from 1945 to the present with background information concerning development of styles and movements in art in the 20th century. Lectures, discussions, slides, and gallery and museum visits.

Costume as Art
E90.2085 30 hours: 3 points. Open to all students. Assignments, critiques, and demonstrations related to the specific level on which the course is being taken. A practical survey of the evolution of clothing forms from simple geometric shapes to more complicated constructed garments. Both Western and non-Western traditions are considered. Studio course.

Contemporary Art
E90.1113 45 hours: 3 points. Open to nonart majors. Prerequisite: E90.1051.
New art and new definitions of art and the artist are discussed. Major attention is paid to the New York scene with guest lectures by artists and visits to galleries, museums, and other major sites in the current art system.

History of New Media in Visual Arts
E90.2035 30 hours: 3 points. Surveys developments since the ’60s in video, performance art, film installations, digitized photography, CD-ROM and digital art, and art on the Internet. New dance, new music, visual theatre, and the spoken word are also discussed in this broad understanding of the term new media as it appears in the history of fine arts.

American Decorative Arts
E90.2047 30 hours: 3 points. Emphasizes formal and aesthetic developments in furniture, ceramics, metalwork, textiles, and glass in the 19th and 20th centuries. An examination of American decorative art in relation to social, political, and cultural events in America and the decorative arts in Europe and Asia.

Modern Art Seminar
E90.2050 30 hours: 3 points. Lectures, readings, discussions, and reports on the major movements, schools, and styles of modern painting and sculpture. Periods and styles discussed include impressionism, postimpressionism, cubism, dadaism, surrealism, social realism, abstract expressionism, neodadaism, pop art, optical art, hard-edge painting, and minimal art.

History of Costume I, II, III, and IV
E90.2061, 2062, 2063, 2064 30 hours: 3 points each term. Open to costume studies students only. Meets at the Metropolitan Museum of Art. This course includes examination of existing examples in the Costume Institute at the Metropolitan Museum of Art. Costumes recorded in the museum’s other works of art—paintings, sculpture, drawings, and prints—are also studied.

Costume Conservation
E90.2069 30 hours: 3 points. Prerequisite: two semesters of History of Costume.
A consideration of the place of costume in the museum environment, including materials of conservation, storage, interpretation, and museum context.

Seminar in the Decorative Arts

The History of Taste II
E90.2141 30 hours: 3 points. A survey that examines sources and influences that contributed to the formation of taste and style from about 1850 to the present. Through a concept-driven, cross-disciplinary approach that includes art, architecture, decorative arts, and material culture, taste is explored thematically and chronologically within a broad cultural context. Factors and forces that shape this context include political events, social customs and fads, fashion, pastimes, entertainment, technology, and media. Emphasis is placed on developing critical skills through discussion of relationships and interconnections between current trends and the development of taste over the past 150 years.

Art Theory and Criticism I
E90.2801 30 hours: 3 points. Surveys the evolution of ideas about modern art in the avant-garde traditions from the early 20th century to the 1970s. The critical analysis of art is addressed in terms of the changing status and perceptions of the work of art. Also addressed are theories of the subject, society, authorship, and semiotics.

Art Theory and Criticism II
E90.2802 30 hours: 3 points. Surveys theories of contemporary art from the 1970s to the present. Class meetings provide an overview of the parallel appearance of the new art forms and the critical theories associated with them. Areas explored include contemporary media culture, the politics of the image and identity, social constructions, memory, and history as these relate to art theory and criticism.

Dynamics of 20th-Century Art
E90.2852 30 hours: 3 points. Examination of major events and movements of 20th-century art, together with the critical ideas animating and motivating their dynamics. Changes in art production and reception in the past century have resulted from massive transformations within society, and theoretical discourses try to grapple with the meaning of art in relationship to politics, history, and technology. Topics addressed include the pioneers of abstraction, dada, and conceptual art; public art; changing approaches to viewing the art object after the advent of photography, film, and video; performance and new media; the politics of gender and race in modern art.

Introduction to Critical Theory
E90.2860 30 hours: 3 points. Serves as an introduction to critical theory as it pertains to art and aesthetics and some of its major thinkers and concepts. Particular attention is paid to the ways new perspectives on subjectivity, representation, and power/politics have influenced, and been influenced by, the visual field. Authors to be addressed include but are not limited to Kant, Hegel, Marx, Nietzsche, Freud, Heidegger, Benjamin, Foucault, Derrida, Lacan, Deleuze, and Zizek.

Art History as Critical Theory
E90.2865 30 hours: 3 points. Explores the role of critical theory in changing approaches to art history, from traditional modes of inquiry, through the innovations of the new art history, to the current explosion of visual and/or cultural studies. Through specific case studies, we attempt to gain familiarity with some of the crucial issues in critical theory and art history today.
Advanced Critical Theory  
E90.2869  30 hours: 3 points.  
Expanding on the authors and topics addressed in the introductory course in this sequence, advanced critical theory further explores the ways recent thinking and writing have redefined the field of aesthetics in relation to philosophy, literature, linguistics, psychoanalysis, sociology, and anthropology. The class also engages a selection of minor masters of critical theory, such as Barthes, Bhabha, Butler, Kristeva, Ronell, Silverman, and Spivak.

ART THERAPY

Theory and Practice of Art Therapy  
E90.1157*  60 hours: 3 points.  
Enrollment restricted to art therapy candidates. Requires eight hours per week in the field.  
Discussion of art therapy history, theories, and technique. Introduction to clinical skills through class and fieldwork experience.

Art as Therapy with Children and Early Adolescents  
E90.2035  45 hours: 3 points.  
Prerequisite: developmental psychology or personality theory. Registration by permission of instructor or department coordinator.  
Art as therapy with the emotionally disturbed, people with physical disabilities, the intellectually and/or neurologically impaired, and socioeconomically deprived children. Considers the problems and methods of art therapy for adolescents with either acute or mild disturbances. Demonstration of art therapy techniques (utilizing studio activities) used in long- or short-term treatment. The role of art therapist in relation to other members of the therapeutic team in bringing about character change or improved ability to deal with immediate life situations. Methods of evaluation and treatment are discussed. Illustrated lectures, reading, and discussion.

Art for Art Therapists  
E90.2034  45 hours: 3 points.  
Prerequisite: E90.1136. Registration by permission of departmental coordinator of art therapy.  
Studio work focused on enabling artists functioning as therapists to use their creative capacities in the service of individuals with adjustment problems and emotional disabilities.

Art as Therapy with Late Adolescents and Adults  
E90.2037  45 hours: 3 points.  
Prerequisite: developmental psychology or personality theory. Registration by permission of instructor or departmental coordinator.  
An investigation of art therapy in numerous settings for adolescents and adults with either acute or mild disturbances. Demonstration of art therapy techniques (utilizing studio activities) used in long- or short-term treatment. Discussion and art experience appropriate to use with talented adult groups.

Psychodynamic Processes in Art Therapy  
E90.2038  45 hours: 3 points.  
Prerequisite: E90.2040. Registration by permission of departmental coordinator of art therapy.  
Psychodynamic processes in the therapeutic aspects of art. Investigation in depth of psychic processes activated in creative work; processes that impede, distort, or foster symbolic communication in art.

Internship in Art Therapy  
E90.2039*  90 hours per point: 1-5 points per term. Hours to be arranged.  
Open to departmental majors only.  
Fieldwork consists of a minimum of 12 points (or 1,000 hours) including 110 hours of supervision by an experienced art therapist. Fieldwork experience provides the student with practical involvement in acquiring the basic skills of an art therapist in a variety of medical and nonmedical settings, including mental hospitals, psychiatric wards, outpatient clinics, and mental health centers.

Pictorial and Sculptural Analysis in Art Therapy  
E90.2040  45 hours: 3 points.  
Registration by permission of departmental coordinator of art therapy.  
Developing basic skills in evaluating form and content of pictorial and sculptural work produced in art therapy sessions. Developing skills in integrating evidence of developmental level, perceptual capacities, psychodynamic processes, emotional handicaps, environmental stimuli in art work, and behavior.  
Students should be prepared to furnish some art work from child, adolescent, or adult population. Studio component included.

Art Therapy with Groups  
E90.2042*  45 hours: 3 points.  
Open to departmental majors only.  
Deals primarily with the theory and application of art therapy techniques for various types of groups in mental health facilities. Lecture, discussion, and studio work emphasize practical utilization of group techniques.

Techniques of Supervision in Art Therapy  
E90.2221  10 hours: 1 point.  
May be repeated.  
This course prepares clinicians in art therapy to perform as supervisors of students and less experienced art therapists. Methods and theoretical issues are examined. Class participation includes a close study of case examples from students’ experience.

Diverse Techniques in Art Therapy  
E90.2222  10 hours: 1 point.  
An introduction to multicultural issues and cultural considerations that the art therapist may encounter in clinical settings. Students expand their sensitivity and awareness of various cultural perspectives. There is a puppet-making component to this course.

Research in Art Therapy  
E90.2228  20 hours: 2 points.  
An introduction to research methods used in art therapy with an emphasis on qualitative research design. Students work on the formulation of research questions and develop a thesis proposal.

Final Project in Art Therapy  
E90.2301.003  10 hours: 1 point.  
Students complete a thesis project that integrates their acquired theoretical knowledge, clinical internship experiences, and applied critical thinking.

Family Art Therapy  
E90.2765  20 hours: 2 points.  
Introduction to the theory and practice of art therapy with families. This course provides theoretical foundation and close study of assessment techniques in family art therapy. Art intervention techniques are also introduced. Several theoretical approaches to family art therapy are studied—psychodynamic and systems theory. Class includes lecture, slide and videotape presentations, class discussion, and experimental art work.
The Department of Humanities and Social Sciences in the Professions includes disciplines and modes of inquiry that provide strong intellectual and cultural foundations for the study of the professions in modern life. Our dual academic purpose is to provide disciplinary and research course work for students across the school as well as prepare educational researchers within each program.

2. Interdepartmental Research Studies. We offer a wide array of qualitative and quantitative research courses for graduate students in all programs across the school.

3. Interdisciplinary Studies. Through our four specialized interdisciplinary programs, environmental conservation education, studies in arts and humanities education, international education, and education and Jewish studies, we prepare majors to assume professional positions both nationally and internationally as well as provide courses for nonmajors with specialized interests.

Faculty

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

Philosophy of education, existentialism, critical theory, and modernist art and literature. Author of For the Love of Perfection: Richard Rorty and Liberal Education and numerous scholarly articles.


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


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.


James Fraser, Professor. 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), Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), among others.


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 and editor of The Comprehensive High School Today. His current work is focused on issues concerning reform in public high schools.

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.

Fang Lai, Assistant Professor. B.A. 1999, Peking; M.S. 2001, California (Berkeley); M.A. 2002, Ph.D. 2006, California (Berkeley).

Economics of education, the impact of school quality and peer influence on educational performance, social network formation and social network effects, school choice, and educational reform. Recent research focuses on the natural experiment of middle school assignment in Beijing.

Joan Malczewski, Visiting 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.


Elizabeth M. Norman, Professor. B.S. 1973, Rutgers; M.A. 1977, Ph.D. 1986, New York. Two research programs: Interdisciplinary research on war: military women, prisoners of war, cross-cultural experiences, and long-term outcomes of trauma and war; and history of the American professions. Publications include peer-reviewed articles and three books, one on the Vietnam War and two on World War II in the Pacific. Also developing a research program on the history of American professions.

Ron Robins, Professor; Associate Dean for Academic Affairs. 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 (Joint Appointment with the Robert F. Wagner Graduate School of Public Service). B.S. 1983, Cornell; M.A. 1985, M.Phil. 1986, Ph.D. 1989, Columbia. Applied econometrics focusing on state and local governments and urban policy, particularly education policy and finance. Education of immigrant children in New York City; disparities in test scores across racial and ethnic groups; and measurement of school performance and the distinction between “good schools” and “good students.” Research adviser and institute fellow at the Institute for Education and Social Policy.


Affiliated Faculty

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<thead>
<tr>
<th>Robert Chazen, Professor, Skinball Department of Hebrew and Judaic Studies, Faculty of Arts and Science</th>
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<tr>
<td>Mary Leou, Clinical Assistant Professor, Department of Teaching and Learning</td>
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<td>Pedro Noguera, Professor, Department of Teaching and Learning</td>
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Faculty Emeriti

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<th>Donald Johnson, Global Education</th>
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<td>Berenice Fisher, Philosophy of Education</td>
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Studies in Arts and Humanities Education

This program is not accepting new students for the 2007-2008 academic year.

Kimball Hall, Suite 304
212-998-5236

Degrees
M.A., Ph.D.

Faculty
Arcilla, Boyum

Affiliated Faculty
Ferrara, Gilbert, Stevens

Adjunct Faculty
Haum, Packer, Rohrer, Trotter

Situated in New York City, the art center of the world, the Program in Studies in Arts and Humanities Education is a unique, interdisciplinary course of study. Grounded in the recognition that all aesthetic experience shares a common thread, namely, the human capacity to create and interpret symbols, the program brings together training in the teaching of literature, film, and the related arts in a single concentration. It is not simply its interdisciplinary nature or the wide learning and varied skills of the faculty drawn from other departments in the school that distinguish this course of study; it is also its abiding concern with the central role of the viewer/reader/listener in any aesthetic transaction as well as its attention to the cultural context in which the arts are created, experienced, and taught.

Our graduates have also been engaged in the production of print and media materials for the improvement of instruction in the arts and humanities area.

DEGREE REQUIREMENTS

Master of Arts

Master's degree candidates complete 40 points total. Foundations (3 points): Literature and the Arts: Experience and Response E87.2135. Core (9 points): Problems in Critical Theory E87.2016, Arts and Culture E87.2144, Growth Through Response to Literature and the Arts E87.2033. Cognates (6 points): courses related to the students' interests and not offered in the program such as Sociology of Art E20.2320, Specialization Electives (18 points): from, for example, Fiction and Film E87.2523, Drama in Education E17.2193, Literature and the Arts: Contemporary America E87.2410, Writing Criticism E87.2503, Approaches to International Film E87.2392. Internship (4 points).

Doctor of Philosophy

Candidates for the Ph.D. must take 60 points beyond the M.A., of which 36 points must be taken in residence. Specific requirements beyond the general requirements listed below are developed for each student in consultation with an adviser. In addition to the 9-point core, doctoral candidates must take the following: Foundations (6 points): Literature and the Arts: Experience and Response E87.2135 and Aesthetic Foundations of the Arts E88.2051. Cognates (6 points): see above. Core (9 points): see above. Departmental Seminar, by advisement, and Dissertation Proposal Seminar. Research Methods (3 points): from Aesthetic Inquiry E10.2137, Historical Research E10.2133, Philosophical Inquiry E10.2136, Case Study Research E10.2138, or Experimental and Quasi-Experimental Design and Analysis E10.2134. Research Electives (15 points): from, for example, Research in Music and Music Education E85.2130, Research in Dance Education E89.2403, Research in Art Education E90.2001, Philosophy of Art and Art Education E90.2031. Specialization Electives (15 points): see above for examples. For specific requirements on candidacy and the dissertation, see pages 225-27.

ADMISSION REQUIREMENTS

In addition to the general requirements for the school, candidates for the M.A. degree must have completed at least 30 points in previous college-level coursework in English language, literature, film, theatre, media, or the allied arts; candidates for the Ph.D. must hold a master's degree in English, English education, theatre, dance, or any of the allied arts. Candidates wishing to specialize in the application of creative
activity in the arts to classroom practice must submit examples of their own creative work.
See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES
For information about teaching fellowships through NYU’s Expository Writing Program, contact the director, 269 Mercer Street, Room 228, New York, NY 10003-6687; 212-998-8860. Application must be made by February 1 for the fall semester.
See general financial aid section, page 214.

SPECIAL OPPORTUNITIES
Summer study abroad programs in such recent locations as Paris, Rio de Janeiro, and Shanghai provide opportunities to study with foreign scholars in arts and humanities education while earning credits toward the M.A. and Ph.D. degrees. The 6-point curriculum enables a close examination of representative works of literature, film, and the visual arts, with particular attention to the ways in which this art provides keys to both the traditions and changing face of the culture in the destination country. Students in arts and humanities, international education, comparative literature, film studies, political science, and other disciplines are welcome.

Commission on Gender, Race, and Social Justice
The Commission on Gender, Race, and Social Justice of the Steinhardt School of Culture, Education, and Human Development is committed to challenging oppression and discrimination in their many forms through teaching, scholarship, and other academic pursuits. Commission activities support critical inquiry into hierarchies of power affecting the interweaving social locations of gender, race, class, sexual orientation, age, ability, culture, nationality, religion, and related areas.
For more detailed information and course listings, see page 18.

Contact
Lisa M. Stulberg
246 Greene Street, 3rd Floor
212-992-9373
Fax: 212-995-4832

Education and Jewish Studies
The Ph.D. Program in Education and Jewish Studies at New York University prepares researchers and practitioners for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, curriculum agencies, foundations, and universities. Students benefit from the rich resources and course offerings of the Steinhardt School of Culture, Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science. While providing a core of academic, research, and cohort experiences in education, Jewish education, and Judaic studies, the program is also tailored to its students’ individual needs and interests. Close and personalized mentoring is provided by faculty from the Steinhardt School and the Skirball Department, as well as by expert practitioners in the field of Jewish education working in the New York City area. Established in 2001, the Ph.D. Program in Education and Jewish Studies is the first of its kind to be offered at a major research university in the United States.

CAREER OPPORTUNITIES
The Ph.D. Program in Education and Jewish Studies prepares three groups of potential leaders in Jewish education. Educational Administration and Policy-making: Students take their specialized education courses in the Department of Administration, Leadership, and Technology. Curriculum Research and Development: Students take their specialized education courses in the Department of Teaching and Learning. Academic Research: Students take their specialized education courses in the Department of Humanities and Social Sciences in the Professions. Job prospects for students in the field of Jewish education include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish education organization; professor of Jewish education at a seminary, college of Jewish studies, or university; researcher in Jewish education at a foundation or communal service organization; director of a Jewish informal education program; director of a Jewish adult education program; museum educator; curriculum developer, designer of instructional materials, and/or author of textbooks for Jewish educational settings; staff developer; and educational consultant.

DEGREE REQUIREMENTS
Doctor of Philosophy
The Ph.D. program is conceptualized in terms of three sets of academic experiences: (1) Courses at the Steinhardt School of Culture, Education, and Human Development (42 points), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student’s particular career interests and needs (see Career Opportunities, above). (2) Courses in the Skirball Department of Hebrew and Judaic Studies (24 points), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition. Students are also required to demonstrate advanced Hebrew language competence in an exam administered by the department. (3) The Education and Jewish Studies cohort component of the program (12 points), which involves a two-year doctoral seminar focused on issues in Jewish education. Students entering with a B.A. must complete the entire 78 points of course work. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain course work.
Environmental Conservation Education

This program draws on faculty in a wide variety of disciplines both from within the school and from other departments throughout the University. An intensive interdisciplinary master's program in environmental studies that involves students in a consideration of philosophical, social, moral, and political perspectives on the environment. The 37-point degree program requires the completion of three core courses in environmental education, ethics, and politics; electives; and an internship. The electives allow students to tailor their program to fit their particular interests in the environment, e.g., environmental education, environmental philosophy, environmental politics, environmental art, environmental policy studies, or environmental science. The Program in Environmental Conservation Education is the oldest graduate program in environmental studies in the U.S. with a foundation in humanities and philosophy.

CAREER OPPORTUNITIES

Graduates of the program hold positions in public and private institutions, government agencies, park services, the United Nations Environment Programme, nature centers, zoos, botanical gardens, and public and private schools. There are many career opportunities to explore through the program internships and the network of organizations and the NYU Wallerstein Collaborative, with which the program is associated.

DEGREE REQUIREMENTS

Required Courses (12 points):
- Environmental Education E50.2070,
- Foundations of Environmental Thought E50.2019,
- Contemporary Debates in Environmental Ethics E50.2020,
- Environmental Politics E50.2021, and
- Internship in Environmental Conservation Education E50.2030.

Elective Courses (13 points minimum):
- Environmental Education E50.2070 and courses chosen in the department and throughout the University in such areas as environmental policy management, education, economics, environmental history, arts and communication, biology, filmmaking, photography, and instructional video. Other Requirements: Two courses in ecological science.

ADMISSION REQUIREMENTS

In addition to the general requirements, specific admission to the program in environmental conservation education includes the submission of a writing sample and two letters of recommendation. See general admission section, page 204.
Study in the history of education is designed to prepare people for careers in teaching and administration at both the high school and postsecondary levels, in policy analysis, or in the management of nonprofit organizations, especially philanthropic foundations. Graduate students work closely with their advisers to plan a program that suits their interests and aspirations. They may focus their studies on the history of schools and colleges or other institutions and media of education, including the family, the press, and political or social movements. Often studies link the history of education and current issues of public policy. Course work usually includes studies in philosophy as well as in the history of education; much of it is done in the form of supervised independent study. Students are encouraged to enroll in courses throughout the University and to take advantage of New York City's abundant cultural resources.

INTERDEPARTMENTAL RESEARCH STUDIES

Codirectors
Marc Scott

Kimball Hall, Suite 318E
212-992-9407

Mitchell Stevens

Kimball Hall, Suite 305W
212-998-5501

Faculty
Arun, Corcoran, Lai, Miller-Idriss, Scott, Stevens, Stulberg, Weinberg, Zimmerman

Taught by faculty from across the school, the Program in Interdepartmental Research Studies (IDRS) offers a wide array of courses that meet the schoolwide doctoral research requirements of 15 points of general and 3 points of specialized research course work. A number of these offerings are also open to master's students whose programs have requirements such as a basic empirical research course or basic statistics. Note: There is no degree associated with this program. Rather, it provides the underlying research tools to be applied to substantive areas of research.

Because the combinations of research courses required by various programs differ, students are urged to register for these research courses only after consultation with their advisers and, if needed, in consultation with one of the codirectors of the IDRS.

For doctoral students interested in doing qualitative dissertations involving empirical field research, we suggest the following sequence: Principles of Empirical Research E10.2132, Interviewing and Observation E10.2180. Students may choose to take a two-course sequence, Qualitative Field Research I and II (E10.2140 and E10.2141). As they are assembling dissertation proposals based on qualitative methods or are in the process of collecting or coding qualitative data, students may wish to enroll in the practicum Advanced Seminar in Qualitative Methods E10.2145. Other qualitative specialization courses include Historical Research E10.2133 and Aesthetic Inquiry E10.2137.

Students interested in doing quantitative dissertations should take E10.2132 or its equivalent, followed by E10.2134 for experimental/quasi-experimental studies or by E10.2139 for survey research studies. Students must also take the appropriate amount of E10 statistics (from 6 to 12 points) depending on degree level and, if at the doctoral level, the kinds of data analysis specified in their dissertation proposals. At the master’s level, courses are offered in basic statistics for students pursuing master’s-level studies and in biostatistics for master’s students specializing in the health professions. Course work at the doctoral level consists of two-semester sequences in introductory (educational or health-oriented) statistics and advanced quantitative methods, involving use of personal computers.

CAREER OPPORTUNITIES

Many graduates go on to executive positions in foundations or become educational consultants. Most graduates from the Ph.D. program secure teaching positions in colleges and universities or work as policy analysts.

DEGREE REQUIREMENTS

Master of Arts

The master’s program requires 36 points that can be completed in two years of full-time study. Students take 18 points in courses in the history of education on such topics as past and present theories about the function of the school and the role of the teacher in the educative process, the place of the humanities and sciences in education, historical analyses and comparisons of leading educational theorists of the 20th century, and readings in the history of Western thought. In addition, students take 12 points in courses outside the history of education, which are selected in consultation with an adviser, and 6 points working on a final integrating paper, the topic for which will emerge from the student’s program of study.

Doctor of Philosophy

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

ADMISSION REQUIREMENTS

In addition to the general requirements, specific requirements for admission to these programs include a bachelor’s degree in history or the equivalent. See general admission section, page 204.
International Education

Director
Philip M. Hosay

Kimball Hall, Suite 302W
212-998-5496

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Arun, Hosay, Lai, Miller-Idriss, M. Suárez-Orozco, Zimmerman

Visiting Faculty
Anderson, Bese

Adjunct Faculty
Spielman, Wheatley

Affiliated Faculty
Berenson, Denoon, Hull, Kazemi, C. Mitchell, Rajagopal, Schain, Smoke, Tang

Emeritus Faculty
D. Johnson

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

CAREER OPPORTUNITIES

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

DEGREE REQUIREMENTS

Master of Arts
The M.A. program requires a minimum of 40 points: Foundations in International Education (9 points), Area Studies (9-12 points), Specialization in International Education (9-12 points), Policy Analysis (6 points), Internship (4 points).

Advanced Certificate

The International Education Program offers a one-year Advanced Certificate for teachers and practitioners in the field of international education who already have the M.A. degree. The Advanced Certificate is designed for experienced teachers in schools and educational agencies committed to global education, as well as for mid-career consultants and international education specialists in corporate, public, and nonprofit sectors, including field coordinators, planners, evaluators, administrators, and program managers. The Advanced Certificate requires a minimum of 30 points and can be completed in one year, consisting of two terms of full-time academic course work and, for some students, the summer as well. This is a flexible program in which students, in addition to taking the basic courses in the Foundations in International Education (9 points), may engage in a course sequence that links educational research to policy and practice and is of immediate practical use to them.

Doctor of Philosophy

The Ph.D. degree requires the completion of a minimum of 55 points and a dissertation: Foundations of Education (6 points), Foundations in International Education (9 points), Specialization in International Education (6-9 points), Area Studies (6-9 points), Cognates (6 points), Internship (4 points), Research Courses (6 points), Dissertation Seminars (12 points).

ADMISSION REQUIREMENTS

No specific undergraduate major is required to gain admission to the M.A. program, but an applicant should have some course work in the social sciences and be able to demonstrate aptitude for analytical work on a range of issues in education.

Applicants to the Ph.D. program should have an M.A. degree in an area of the humanities, social sciences, or education related to international education, and they must take the Graduate Record Examination.

FINANCIAL AID OPPORTUNITIES

Funding for special work-study opportunities periodically becomes available, providing students with field experience and tuition. Each year, the Steinhardt School of Culture, Education, and Human Development’s Multinational Institute of American Studies offers several graduate assistantships for promising doctoral students in the International Education Program. Interested students should contact the program adviser.

See general financial aid section, page 214.

SPECIAL OPPORTUNITIES

The International Education Program supports a number of research and training projects through the Multinational Institute of American Studies, a center for public diplomacy that offers non-credit programs in American culture, politics, and society to foreign scholars, diplomats, and journalists. A student-led organization, the International Education Forum sponsors lectures and meetings on topics of current interest. The program also cosponsors several summer study abroad programs in cooperation with the Program in Studies in Arts and Humanities Education and the Program in Multilingual Multicultural Studies.


**Philosophy of Education**

**Director**
René Arcilla

Kimball Hall, Suite 307W
212-998-5631
Fax: 212-995-4832

**Degrees**
M.A., Ph.D.

**Faculty**
Arcilla

**Adjunct Faculty**
Rohrer

Study in the Philosophy of Education Program is oriented toward a critical understanding of broad conceptual and normative issues in education and the human service professions. Course offerings apply traditional humanistic modes of inquiry to the professions, focusing on philosophical questions not raised in specialized departments and programs. Graduate students take general courses in philosophy of education as well as topical courses that focus on special issues and literatures.

The Master of Arts program in philosophy of education offers students an overview of philosophical issues as they pertain to education and the other human service fields represented in the Steinhardt School of Culture, Education, and Human Development. Course work examines theories of society, morality, and knowledge as they relate to education and allied fields. Classes focus on topics such as the role of values in education, philosophies of science and applied science, education and social theory, and the history of philosophical ideas of education.

In addition to the M.A. and Ph.D. programs in philosophy of education, a master's degree program in environmental conservation education that emphasizes the social, philosophical, and historical background of environmental issues is also offered. Interested students should consult the description for that program on page 65.

**CAREER OPPORTUNITIES**

The master's degree program in philosophy of education gives students a background in conceptualizing problems in a wide variety of fields. The Ph.D. degree program in philosophy of education prepares professors and teachers of philosophy of education for college- and university-level positions.

**DEGREE REQUIREMENTS**

**Master of Arts**
The 36-point program includes the following requirements: Philosophy of Education (18 points); courses outside philosophy of education (12 points); tutorial study for writing a final integrating paper (6 points).

**Doctor of Philosophy**
The doctoral program in philosophy of education requires students to complete 88 points beyond the bachelor's degree and to have sufficient background to pursue independent study on philosophical problems and an orientation toward philosophical questions raised by the educational and human service professions.

The Ph.D. requirements include the following: Foundations of Education and core courses in the philosophy of education (15 points); graduate work in the Graduate School of Arts and Science (16 points); specialty courses in philosophy of education (18 points); history of education (9 points); research, dissertation, and proposal seminars (18 points); electives (12 points).

Fulfillment of doctoral requirements may include a successfully completed 36-point master's degree program in philosophy of education.

**ADMISSION REQUIREMENTS**

In addition to the general admission requirements, the M.A. program requires a written sample on a philosophical topic; the Ph.D. program requires a bachelor's degree in philosophy or its equivalent and a written sample on a philosophical topic.

See general admission section, page 204.

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**Sociology of Education**

**Director**
Floyd M. Hammack

212-998-5542

**Degrees**
M.A., Ph.D.

**Faculty**
Anum, Hammack, Miller-Idriss, Noguera, Stevens, Stulberg, Suárez-Orozco

**Adjunct Faculty**
Zdan

Founded in the 1920s, the Sociology of Education Program at New York University is one of the nation’s oldest professional programs applying sociology to the study of education; it remains focused on helping educators and others to better understand the social aspects of educational problems. The program provides students with a solid foundation in sociology as it applies to education and related fields, with an eye toward enhancing their ability to help address the challenges education faces. Course opportunities draw on the resources of the Steinhardt School of Culture, Education, and Human Development as well as the Department of Sociology in the Graduate School of Arts and Science and the Robert F. Wagner Graduate School of Public Service. Students interested in the development and analysis of educational policy and its effects will find this program particularly useful.

**CAREER OPPORTUNITIES**

No state licenses or credentials are necessary to qualify for positions after graduation. Rather, graduates of this program find their research skills and analytical abilities applicable to many positions, including those in offices of educational research and evaluation at boards of education and state departments of education. Other graduates have found employment in educational agencies, advocacy groups, and teaching positions in colleges and universities.

**DEGREE REQUIREMENTS**

**Master of Arts**
Students enrolling in the 40-point M.A. Program in Sociology of Education may focus their studies in one of two new areas of concentration:

- Social and Cultural Studies of Education—a flexible approach to education scholarship that facilitates the study of schools from a range of humanistic and social-scientific perspectives.
- Education Policy—equips students interested in policy research with sophisticated skills in quantitative methodology. Students have considerable flexibility in designing and carrying out their own research: all students complete a year-long, fully supervised research thesis that provides an invaluable experience of working closely with a faculty mentor and of developing research skills essential to both professional practice and advanced scholarship.

The M.A. Program in Sociology of Education is offered in full collaboration with the Department of Sociology of New York University’s Graduate School of Arts and Science.


Examples of the specialized courses for the social and cultural studies strand include The Learning of Culture E20.2325, Introduction to Social Movements G93.2153, and 20th-
Century Educational Thought E53.2235. Finally, all students will take Thesis Seminar I and II E20.2510, 2511.

Doctor of Philosophy

The Ph.D. program trains students to analyze educational problems and issues using the knowledge, concepts, and research methods of social science. Students are expected to become thoroughly familiar with the main sociological perspectives and theories and are required to develop substantial awareness of the problems investigated by sociologists and the major empirical findings in these problem areas. To meet these goals, the program requires the following.

Foundations (6 points): educational psychology, philosophy of education, or history of education. Sociological Theory (8 points). Research Methods (8 points). Specialization in Sociology of Education (17 points): includes two core courses in the Department of Sociology of the Graduate School of Arts and Science. Cognates (6 points). A dissertation is required. Adjustments to these basic requirements can be made on the basis of prior course work or other demonstration of competence.

ADMISSION REQUIREMENTS

Admission to the Master of Arts program requires two letters of recommend-
Seminar in Education and Jewish Studies III  
E54.2012 3 points. Fall.  
This seminar focuses on major research frameworks in education, Jewish studies, and Jewish education. Students are engaged in practical research experiences in the Jewish education field. These experiences provide opportunities to formulate creative plans for dealing with a variety of educational issues and problems.

Seminar in Education and Jewish Studies IV  
E54.2013 3 points. Spring.  
A continuation of E54.2012, which is prerequisite to registration for this seminar.

ENVIRONMENTAL CONSERVATION EDUCATION/E50

Foundations of Environmental Thought  
E50.2019 30 hours: 3 points. Fall.  
Major conceptions of nature as an ecological system that have arisen in science, history, and philosophy. Attention focuses on interpretations of relationships of human to nonhuman nature as a basis for examining methods and objectives of knowing, learning, and valuing appropriate to education and social practice.

Contemporary Debates in Environmental Ethics  
E50.2020 30 hours: 3 points. Spring.  
Critical examination of the ethical dimensions of major environmental controversies: the safety and economics of nonrenewable energy systems; the wisdom of alternative energy systems; resource scarcity; population and world hunger; pollution; conflicting political and economic world forces. An assessment of arguments and evidence relevant to the changing environmental debate. Topical focus changes yearly.

Environmental Politics  
E50.2021 30 hours: 3 points. Spring.  
Identification of the structure and recent activities of public and private organizations, groups, and businesses that express concern for, or engage in, public educational activities related to the environment. What are the agencies and organizations? What are they doing? What are their commitments? What are the intellectual grounds of their activities? Topical focus changes yearly.

Final Seminar in Environmental Conservation Education  
E50.2025 30 hours: 3 points. Fall, spring.  
Review and integration of lead concepts encountered in the program through critical analysis of major conceptual writings on environmental issues. Formulation and completion of a research project.

Internship in Environmental Conservation Education  
E50.2030 45 hours per point: 1-12 points. Fall, spring; hours to be arranged.  
Students spend one semester in a business, nonprofit organization, school, or environmental center that is involved in environmental education. Each placement and identification of responsibilities is negotiated in light of student interests and the activities of the cooperating institution. Students meet with their adviser biweekly to facilitate their internship work experience.

Environmental Education: Theory and Practice  
E50.2070 30 hours: 3 points. Spring.  
Introduction to environmental education with particular emphasis on theoretical and practical applications in urban settings. Historical and philosophical perspectives are explored in relation to current topics in environmental education and implications for school reform. An examination of national and local models of environmental education are examined and analyzed in relationship to contemporary issues of environmental literacy. Case studies are drawn from a wide range of educational settings. The course includes a field study project and one class trip. Students develop competencies in planning environmental education programs.

HISTORY OF EDUCATION/E55

History of American Education  
E55.2009 Zimmerman. 45 hours: 4 points.  
This course examines the major themes, developments, and dilemmas of educational history in the United States. How have historians defined and explored American education? Topics include the rise of public and parochial school systems; the endless drive for “educational reform”; and the myriad ways that race, religion, and ethnicity have influenced it.

History of American Higher Education  
E55.2067 Staff. 30 hours: 3 points. Fall. Cross-listed with Graduate School of Arts and Science course G57.1778.  
Discussions of selected topics in the social and intellectual history of higher education in America since 1750. Integration of educational policies and functions, with attention to limitations of educational responsibility, development of institutional structures, changing modes for gaining and imparting knowledge, and the social prerogatives and initiatives variously assigned to an educated class.

Public Problems: Education and Social Policy  
E55.2070 Staff. 30 hours: 3 points.  
Examines current issues in five related domains of American education and social policy—family policy, school policy, higher education policy, education/training policy, and cultural policy. Consideration is also given to the process of policy making and the significance of different values, social priorities, and conceptions of knowledge in the formulation, implementation, and evaluation of public policies. Although the central focus is on contemporary “public problems,” these are often viewed in historical perspective.

Education and the City: History of the Helping Professions  
E55.2173 Zimmerman. 30 hours: 3 points.  
Examines the development of teaching, nursing, social work, and occupational therapy in the urban United States. The purpose of the course is to locate these professions in historical context and to understand why practitioners embraced certain practices while rejecting others.

The Rise and Fall of Progressive Education (John Dewey and His Contemporaries)  
E55.2174 Zimmerman. 30 hours: 3 points.  
Examines the life and ideas of John Dewey and some of his contemporaries within the context of the social circumstances of their time. Provides a historical perspective on current dilemmas in American society pertaining to economic and political inequality, education policy, and culture.

History of American Education and Society: Education and the Culture Wars  
E55.2175 Zimmerman. 30 hours: 3 points.  
Examines popular struggles over the American public school curriculum in the 20th century, with a special accent on issues of religion and race. Topics include evolution and creationism, Bible reading, school prayer, sex education, and multiculturalism.

History of American Education and Society: Race and Ethnicity  
E55.2176 Zimmerman. 30 hours: 3 points.  
Explores how American schools have addressed issues of race, ethnicity, and culture. Topics include racial integration, bilingualism, multiculturalism, and Afrocentrism.
What Are Schools For? Historical Perspectives
E55.2175 Zimmerman. 30 hours: 3 points.
Examines the central debates and dilemmas surrounding public schooling over the past three centuries of American history. Topics include moral education, vocationalism, ethnicity and assimilation, racial integration, and women’s schooling.

What's Worth Knowing? Historical Perspectives
E55.2176 Staff. 30 hours: 3 points.
Studies of the theories of Adler, Hirsch, Dewey, Rogers, and others. The aim of the course is to help students clarify and test their own ideas about what’s worth knowing through critical encounters with the ideas of some of the leading educational theorists in the history of education.

20th-Century Educational Thought
E55.2235 Staff. 30 hours: 3 points.

Readings in the History of Western Thought
E55.2240 Staff. 30 hours: 3 points.
Examines writing on education from classical times to the present. The material is arranged in four parts: Greek and Roman writers, including Augustine and Cicero; writers in the middle ages, including Augustine and Aquinas; writers in the early modern period, including Locke and Rousseau; 20th-century writers, including Buber and Wittgenstein.

Independent Study
E55.2300 45 hours per point: 1-6 points.

Foundations of Education: History of Education
E55.2400 Staff. 30 hours: 3 points.
A critical examination of several histories of American education. Examines changes in curriculum, structure, and functions of American education in relation to changing social and political contexts.

INTERNATIONAL EDUCATION/E53

Core Courses
Comparative Education I and II
E53.2007,2008 30 hours: 3 points. Fall, spring.
A comparative study of education in developed and emerging nations. Involves the application of a wider range of comparative methodologies to educational systems in different societies. Emphasis is on applications of qualitative and quantitative research in international and comparative education.

Cross-Cultural Studies of Socialization
E53.2023 30 hours: 3 points. Spring.
Interdisciplinary examination of literature in the social sciences and history that locates in culture those factors that shape and influence human behavior and social development. Emphasis is on cross-cultural comparison of socialization as a specific area of culture. Case studies are drawn from child rearing, informal and formal education, rituals, rites of passage, and culture and personality theory.

Comparative Studies of Socialization
E53.2025 30 hours: 3 points. Spring.
Interdisciplinary examination of literature in the social sciences and history that compares social development and human behavior in different social systems and more than one historical setting. The interrelationship of education to the family and other social institutions is examined historically. Focus is on studies that define people by the social institutions in which they work and live.

International Education
E53.2803 30 hours: 3 points. Fall.
Examination of seminal concepts in cross-cultural communication and global analysis. Focus is on the development of the field of international education and its mission as interpreted by various exponents in different cultural contexts. Course content is drawn from a variety of social science disciplines as well as from education.

Specialization Courses
Approaches to Study Abroad
E53.2009 10 hours: 1 point. Spring.
An examination of study abroad programs in colleges and universities, including the history and current state of exchange programs in higher education. Focus is on the assessment of study abroad needs for particular institutions, the use of advertising and marketing to promote study abroad programs, the preparation of students who go abroad, and a knowledge of the skills needed to prepare for the study abroad job market.

Good Work in the Era of Globalization
E53.2030 30 hours: 3 points. Spring.
Advanced interdisciplinary and comparative graduate seminar that explores good work in the era of globalization by delving in basic social science work in research anthropology, research sociology, and research psychology. After a series of lectures introducing students to the Good Work Project led by Professor Howard Gardner and the Globalization and Learning Project led by Professor Suárez-Orozco, the course focuses on scholarship in different regions of the world.

Contemporary International Relations: Peace and Security Education
E53.2173 30 hours: 3 points. Fall.
Examination of the movement toward defensive strategies and the stabilization of military competition. Focus is on citizen education, understanding, and involvement in decisions concerning possible shifts to defensive strategies and their impact on policies to lessen military confrontation.

International Educational and Cultural Relations
E53.2804 30 hours: 3 points. Fall.
Examination of educational and cultural exchange programs that disseminate information to foreign countries about a nation’s policies, institutions, culture, and values. Focus is on the development of international information programs, the purposes of exchange programs, and the relationship between government and private educational and cultural communities. Case studies are drawn from such organizations as the U.S. Department of State, UNESCO, and the World Bank.

International Studies in Human Rights Education
E53.2809 30 hours: 3 points. Fall.
Examination of international human rights standards and principles, using case studies to analyze violations of basic rights and human rights programs. Emphasis is on the role of international and local NGOs (nongovernmental organizations) in the human rights movement and the role of education in promoting human rights. Considers different approaches to teaching human rights in both formal and nonformal educational settings.

Teaching Toward International Understanding: The Global Curriculum
E53.2811 30 hours: 3 points. Spring.
Examination of models of global studies programs offered in the United States.
and abroad. Focus is on the basic cultural assumptions of the different approaches to global education. Explores the possibilities of developing a model program of global education that focuses on integrated world history and combines global interdependence with cultural particularism for the schools.

Cross-Cultural Education for the Global Economy

E53.2812 30 hours: 3 points. Spring.
Examination of models of cross-cultural education programs offered in the United States and abroad. Focus is on the basic cultural assumptions of different approaches to cross-cultural training in a global economy. Explores the possibilities of developing a model program for multinational corporations, foundations, and governmental organizations that design, develop, and implement cross-cultural training programs for persons in international settings.

International Ethics: Rights, Responsibilities, Obligations

E53.2819 30 hours: 3 points. Spring.
Traces the historical pattern of international ethical traditions, especially during the second half of the 20th century. Develops understanding of the basis of rights and obligations in responsibility. Includes an examination of contemporary examples of international ethics, especially ones involving the violation of human rights. Students are encouraged to research examples of their own choice.

International Development Education

E53.2862 30 hours: 3 points. Spring.
Analysis of the problems of transferring educational techniques, strategies, and institutions from one cultural area to another. Emphasis is on understanding the receiving culture and its views of assistance and intervention in its domestic affairs. Case studies are drawn from experiences of the Peace Corps, U.S. AID, the United Nations Development Program, and other nonprofit and government agencies.

United Nations at Work

E53.2878 30 hours: 3 points.
Examines the role of voluntary international nongovernmental organizations (INGOs) in the United Nations system. Focus is on analyzing the organization and operations of INGOs, assessing their impact on local-to-global linkages, lobbying nation-states, and bringing attention to such cross-national problems as human rights, world hunger, women in development, peace, and security.

Independent Study and Field Study

Independent Study

E53.2300 45 hours per point: 1–6 points. Fall, spring; hours to be arranged.
For description, see page 210.

Field Study and Seminar in International Education

E53.2802† 20 hours per point: 1–4 points. Fall, spring; hours to be arranged.
Students serve as interns in agencies and organizations engaged in international and cross-cultural educational activities. Internships may be arranged in the United States or abroad through such organizations as the United Nations, the Institute for International Education, Metro International, the U.S. State Department’s Bureau of Educational and Cultural Affairs, and the Asia Society. As part of the work-study internship, students are required to maintain a journal and carry out a research project. The internship provides professional work experience and reinforces academic skills.

Doctoral Seminar

Content Seminar in International Education I and II

E53.3097,3098 30 hours: 3 points each term.
A culminating and integrating experience designed to provide doctoral students writing their dissertations the opportunity to discuss and probe the broader aspects of international development education, global and cross-cultural education, and public diplomacy.

Research in International Education I and II

E53.3801,3802 Staff: 30 hours: 3 points each term.
A review of current research and the development of research projects based on previous training and course work. Focus on evaluating research in such areas as education in other cultures, global communications, modernization, educational transfer, and international cultural relations.

PHILOSOPHY OF EDUCATION/E50

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

Introduction to Philosophy of Education

E50.1003 30 hours: 2 points. Assumptions and implications of educational theory and practice; teaching and learning; the structure of knowledge; impact of the behavioral sciences; and indoctrination and social and political influences on education. Readings from historical and contemporary sources. Emphasis on both ethics and epistemology.

Ethical Issues in Professional Life

E50.1050 60 hours: 4 points. Spring. Ethical issues in the human service professions. Historical perspective on the evolution of the professional ideal. Ethical issues inherent to the idea of being a professional; examples drawn from education, nursing, health, art, and business.

Feminist Philosophies of Education

E50.2000 30 hours: 3 points. Examines feminist philosophies with attention to education, knowledge, power, and social change; relationship between women’s learning and roles in family, work, and politics. Attention to race, class, sexual orientation, and other diversity.

Philosophy of Education: Theories and Methods

E50.2003 30 hours: 3 points. Philosophical assumptions implicit in educational theories and methods; philosophical systems and their influence on education; some basic concepts of value theory in application to the comparative study of educational aims.

Philosophy of Education: Social Foundations

E50.2011 30 hours: 3 points. Comparison of social theories dealing with social, economic, and political contexts of education; theories of culture and social change; educational implications of liberal, authoritarian, democratic, and revolutionary theories.

Values, Morals, and Schooling: What Ought I to Do?

E50.2013 30 hours: 3 points. What has been the school’s part in the moral life of the nation? This course studies 20th-century attempts to address moral issues as they arise in the environment of the school and in the curriculum of the classroom. The course also examines the current emphasis on the development of character and the exercise of responsibility as an answer to the question, “What ought I to do?”
Professional Ethics  
E50.2015  30 hours: 3 points.  
A study of ethical issues faced by contemporary professionals. The shifting meaning of “professional” and likely consequences for the future. Individual and group projects on the ethical dilemmas in the students’ chosen profession.

Foundations of Environmental Thought  
E50.2019  30 hours: 3 points. Fall.  
For description, see page 70.

Philosophies of Progressivism  
E50.2055  30 hours: 3 points.  
Intensive study of the philosophical and educational ideas of the progressive movement in education. John Dewey’s philosophy and its influence on other educators. Emphasis on the relevance of these ideas to contemporary educational discussions.

Feminist Ideas of Teaching and Research  
E50.2060  45 hours: 3 points.  
Prerequisite: E50.2000 or permission of instructor.  
Examines ethical, political, and epistemological dimensions of feminist pedagogy and research. Includes attention to women’s studies as a discipline; the relationship between feminist and multicultural studies; and the political implications of research.

E50.2083  30 hours: 3 points.  
How modern thinkers are overcoming, through fruitful hypotheses, the disorientation in thought and conduct caused by overspecialization, compartmentalization of knowledge, and persistence of false theories.

Philosophy of Scientific Inquiry  
E50.2089  30 hours: 3 points. Fall.  
Fundamentals of systematic inquiry: concept formation, types of concepts and hypotheses, quantification and measurement, meaning and methodology of the social sciences in relation to the natural sciences. The scientific testability of hypotheses; the structure of theories and their impact on Western culture and education.

Science and the Professions: Philosophies of Applied Science  
E50.2090  30 hours: 3 points. Spring.  
Credit is not granted to students who have received credit for E50.2304.  
Discussion of philosophies of applied science and technology: the relationships between pure and applied science; the utilization of knowledge claims regarding science and applied science in various professions; interpretations of problems of autonomy, legitimization, accountability, and responsibility in the light of the criteria of rationality subscribed to by diverse professions; the education relevant to a practitioner.

Philosophical Perspectives in the 20th Century  
E50.2155  30 hours: 3 points.  
A study of themes and currents in 20th-century philosophy, starting from Nietzsche and Freud. The concern with language, reflected in Heidegger, Wittgenstein, and their descendants. Questions raised by feminism, ecology, and political upheaval.

Independent Study  
E50.2300  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.  
For description, see page 210.

Foundations of Education: Philosophy of Education  
E50.2400  30 hours: 3 points.  
For doctoral students only. Meets in part the doctoral foundations requirements. A critical examination of the philosophical questions inherent in efforts to acquire and evaluate theoretical resources pertinent to the analysis and resolution of educational problems.

SOCIOLGY OF EDUCATION/E20  
An Introduction to the Sociology of Education  
E20.2002  45 hours: 3 points. Fall.  
Study of basic sociological concepts such as status, role, and bureaucracy as they apply to the institution of education. Examination of current perspectives and research findings about the social aspects of the learning process.

Planned Change in Organizational Settings  
E20.2090  Staff: 30 hours: 3 points. Spring.  
Change in complex organizations is viewed as a social process composed of stages: initiation, implementation, and incorporation. Studies of hospitals, schools, and other bureaucratic settings are compared emphasizing theoretical and practical issues of resistance to and implementation of the proposed changes. Procedures for assessing organizational change are discussed.

Sociology of Education in Developing Countries  
E20.2091  Miller-Idriss: 30 hours: 3 points.  
This course explores challenges posed to the development and improvement of education and educational systems in regions undergoing economic and political transition and development. Focus is especially on interventions in curriculum, teacher training, assessment, and reform.

Education and Development in Latin America  
E20.2094  Staff: 30 hours: 3 points.  
Education and social issues in Latin America. Explores the relationship between the national development and education—understood broadly as the processes and institutions, both formal and informal, through which people shape their cultural identities and political order. Using conceptual perspectives drawn from comparative education, the course includes case studies of individual nations as well as issues embracing the region as a whole.

Latinos in Urban Schools  
E20.2097  Staff: 30 hours: 3 points.  
Introduction to theories and research on Latinos in urban areas, exploring their educational achievements. In particular, the course reviews their comparative lack of educational success. Topics include assimilation, language, and the interplay of race, class, and gender and transnational communities. Offered with the Center for Latin American and Caribbean Studies, Graduate School of Arts and Science.

Sociology of Higher Education  
E20.2163  Staff: 30 hours: 3 points. Spring.  
The relationship of higher educational institutions to other social institutions in American society. The development of this relationship and its consequences and implications for the internal structure and functioning of higher educational organizations and for society at large. Issues surrounding the role of students, faculty, administration, and external interests are examined.

The Learning of Culture  
E20.2325  Stulberg: 30 hours: 3 points. Fall, spring.  
Examination of the process of socialization and its interrelationship with culture in a cross-cultural perspective. Basic issues in the study of the relationship of culture and the individual are considered.

Social Inequality and Education  
E20.2371  Hammack: 30 hours: 3 points. Summer.  
Consideration of the role of educational institutions in fostering, preventing, and maintaining equalities and inequalities in American society.
Foundations of Education: Educational Sociology
E20.2400* Staff. 30 hours: 3 points. Fall, spring.
For doctoral students only. Meets in part the doctoral foundations requirement. Closed to special students.
Fundamental sociological concepts and theories are examined and applied to areas of doctoral and professional work. Contemporary educational and social issues are discussed from a sociological vantage point.

Thesis Seminar I
E20.2510 Staff. 30 hours: 3 points. Students develop detailed proposals for their thesis research, obtain IRB (Institutional Review Board) approval (when applicable), and commence thesis work.

Thesis Seminar II
E20.2511 Staff. 30 hours: 3 points. Students regularly consult with a faculty member as their project develops and develop strong collegial relations with their fellow thesis-writers. Throughout the tenure of their thesis work, students are expected to consult with faculty in HMSS and GSAS Department of Sociology who have relevant expertise in their field of research specialization.

Classical Social Theory
E20.3030 Staff. 30 hours: 3 points. Examines the writings of major figures in social thought from the 17th to the 20th century. Includes readings from core texts of Hobbes, Locke, Rousseau, de Tocqueville, Marx, Weber, Durkheim, Simmel, Parsons, and contemporary theorists of the student’s choosing. Examination and critique of the canon through lenses that include the rise of liberalism, the legacy of the Enlightenment, fracture and reintegration of the social sphere, and how these authors have shaped theoretical and methodological approaches to contemporary analysis.

Independent Study
E20.2500 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

INTERDEPARTMENTAL RESEARCH STUDIES/E10

Research Design: Methods Principles

Participatory Action Research
E10.2130 Anderson. 45 hours: 3 points. Spring.
Introduction to various approaches to action research with an emphasis on approaches that encourage the participation of stakeholders. The course covers action research tradition, issues of positivism, methodology, validity, and ethics. Students engage in various field exercises to practice data gathering.

Principles of Empirical Research
E10.2132 Staff. 30 hours: 3 points. Fall, spring.
Introduction to the primary research logics in the contemporary social sciences. It enables students to become capable consumers of empirical social-science research across a wide range of methodologies and substantive fields; to conduct competent and useful summaries of existing research in any field; and to conceive reasonable research designs.

Experimental and Quasi-Experimental Design and Analysis Research
E10.2134 Staff. 45 hours: 3 points. May be offered alternate years. Prerequisite: E10.2132; one year of statistics recommended.
Emphasis on experimental and quasi-experimental designs. Application of basic and more complex designs such as factorial square and repeated measures. In addition, measurement, reliability, and power analysis are covered.

Survey Methods Research
E10.2139 Staff. 45 hours: 3 points. Spring.
Prerequisite: E10.2132; one year of statistics recommended.
The survey is the leading mechanism for collecting information on a wide array of topics in our data-driven world. This course is designed to introduce students to the fundamental aspects of the survey and ways for evaluating this form of data collection. Principal topics include survey design; coverage, sampling, and nonresponse; modes of data collection; questionnaire construction and evaluation. Throughout this course, students are given opportunities to engage in actual survey research activities.

Qualitative Research Design and Analysis

Historical Research
E10.2135 Zimmermann. 30 hours: 3 points. Fall.
Identification and analysis of historical problems. Exploration of concepts, language, and techniques of historical research. In order to comprehend fully the development of a historical interpretation, each student should enter this course with a clear research problem and in command of the literature related to it.

Philosophical Inquiry
E10.2136 Staff. 30 hours: 3 points. Modes of inquiry used in interpreting and analyzing the literature of a field and in presenting new viewpoints, arguments, and research. Logical, historical, and sociological dimensions of interpretation of relevant topics and problems. Development of skills in the logical analysis of arguments and explanations.

Aesthetic Inquiry
E10.2137 Staff. 30 hours: 3 points. May be offered alternate years.

Qualitative Field Research: Design and Analysis I
E10.2140 Ely, Larson. 45 hours: 3 points. Fall, spring.
Open to fully matriculated doctoral students only. Should be taken before the first semester of dissertation proposal seminar. Understandings and skills required of field researchers. Participant observation, interviewing, entering the field, establishing trust and rapport, collecting data, beginning content analysis. Purposes and assumptions underlying a variety of qualitative paradigms are examined. First half of a fieldwork project is completed during the semester.

Qualitative Field Research: Design and Analysis II
E10.2141 Ely, Larson. 45 hours: 3 points. Spring, fall.
Prerequisite: E10.2140. Open to fully matriculated doctoral students only. May be taken concurrently with, but should not be taken after, the first semester of dissertation proposal seminar. Conceptual and methodological activities build on and extend those begun during the previous semester in E10.2140. Strengthening fieldwork skills. Second half of the fieldwork project to be completed with an emphasis...
placed on emergent, complex data analyses. Various ways of writing up results for presentation in dissertations and other publishable forms are examined. Guidelines for qualitative, field-based dissertation proposals are reviewed.

**Interview and Observation**
E10.2180  Stevens. 30 hours: 3 points. Fall, spring.

A practicum in semi-structured interviewing and participant observation, the primary modes of qualitative data generation in the social sciences. Students learn these techniques by using them to gather, and then analyze, novel empirical data. The course provides instruction in research design, the ethics and politics of research with human subjects, and data analysis.

**Quantitative Analysis**

**Basic Statistics I**
E10.1085/E10.2085  Staff. 45 hours: 3 points. Fall, spring.
May not be taken concurrently with E10.1086/E10.2086.

This introductory two-semester course is designed to prepare undergraduate- and master’s-level students to use statistics for data analysis. The course makes use of SPSS for Windows, a statistical computer software package for the social sciences. The first semester serves as a foundation for the second, covering methods for displaying and describing data. Topics include frequency distributions and their graphical representations, percentiles, measures of central tendency and dispersion, correlation, chi-square analysis, one-way and factorial analysis of variance, post hoc analysis, and simple and multiple regression. Emphasis is placed on conceptual understanding and the interpretation of results from the analysis of real data.

**Basic Statistics II**
E10.1086/E10.2086  Staff. 45 hours: 3 points. Spring.

**Statistics for Behavioral and Social Science I and II**
E10.2001,2002  Staff. 45 hours: 3 points each term. Fall, spring.
E10.2001 is prerequisite to E10.2002.

This introductory two-semester course is designed to prepare doctoral-level students to use statistics for data analysis. The course makes use of SPSS for Windows, a statistical computer software package for the social sciences. Topics covered throughout the year are frequency distributions and their graphical representations, percentiles, measures of central tendency and dispersion, correlation, chi-square analysis, one-way and factorial analysis of variance, post hoc analysis, and simple and multiple regression. Emphasis is placed on conceptual understanding and the interpretation of results from the analysis of real data.

**Biostatistics I and II**
E10.2995,2996  Staff. 30 hours: 3 points each term. Fall, spring.
Prerequisites: E10.2001,2002 or E10.2995,2996 or equivalent. E10.2081 is prerequisite to E10.2082.

This course is designed to meet the data analytic needs of the doctoral student whose dissertation relies on the analysis of quantitative data. Procedures important to the data analyst are covered including data entry and definition, treating missing data, detecting outliers, and transforming distributions. First-term topics include multiple regression, analysis of covariance, repeated measures analysis of variance, and multivariate analysis of variance and covariance. Second-term topics emphasize categorical data analysis, odds ratios, standardization, loglinear models, logistic regression. Other topics include multinomial logistic models, survival analysis, principle components, and factor analysis. The approach is conceptual, with heavy reliance on computer software packages. Appropriate for doctoral students desiring specialized knowledge beyond the introductory sequence.

**Independent Study**
E10.2300  Staff. 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. For description, see page 210.

**Dissertation Proposal Seminar**
E10.3001,3002**†**  30 hours: 3 points each term. Fall, spring. Need not be taken sequentially.
Prerequisite: a course in general or specialized research methods. Open only to doctoral students.
The Department of Media, Culture, and Communication is committed to the proposition that society is a form of communication. Our core pursuit is advancement of research, scholarship, and teaching in the various ways that human beings make, disseminate, and share meaningful symbols as individuals and social groups. To us, communication is the foundational practice of human experience, and culture is the shared, lived realities of particular groups. We investigate the ways in which the technologies of communication record, transmit, and shape what we know and do.

Our department provides a rich diversity of graduate courses. Our academic terrain is interdisciplinary, equally informed by the humanities and social sciences. Instruction ranges from theoretical and historical accounts of communication systems in general to specific case studies of particular forms, methods, and modes of communication. Our courses confront the issues and challenges that changing technology, media forms, institutions, and social and cultural habits present to us in a global and connected age.

Working with the professional communities in New York City and elsewhere, we seek to build our students’ professional competencies and support their desire to pursue careers in communication and media. We also produce original and innovative scholarly research of the highest caliber and seek the broadest possible dissemination of our work, reaching the widest possible array of publics.

Faculty


International comparative research on national public spheres; globalization of journalism and public relations; media and social movements; alternative media; and public discourses around immigration and multiculturalism. Author of a chapter on U.S. alternative newsmagazines in *Contesting Media Power* (Rowman and Littlefield, 2003) and coeditor of *Boardroom and the Journalistic Field* (Cambridge: Polity, 2005).

Awarded prestigious 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).


A politicalomedical 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.


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

Young people's selfidentity development and cultural learning; media education and social change; youthmedia production and cross-cultural communication; popular media audiences; interpretative/ethnographic methodologies. Publications in communication and education journals; author of Growing Up with Television: Everyday Learning Among Urban Adolescents (Temple University Press, 2002).


Scholarly interests include critical theory, semiotics, aesthetics, digital media, networks, software, new media art, video games, and film. Author of the books Protocol: How Control Exists After Decentralization (MIT Press, 2004) and Gaming, a series of essays on the aesthetics and politics of video games (University of Minnesota Press, 2006). He is founder of the software development group RSG.


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 University Press, 1999). Currently at work on a study of Morris L. Ernst and the emergence of the anticensorship tradition within American liberalism.


Women's relationship to literature and art over the centuries; the historical development of artist-related book practices through the critique of text. New media and visual culture and communication. Her work is internationally collected and exhibited. Projects include Lunar Performances: Creating an Architecture of Text in Time and Trepassing Boundaries, a collaborative work performed simultaneously in New York and in Tel Aviv using Internet2 technology.

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

Published in the areas of feminist theory, South Asian diaspora, violence and reproductive politics, postcolonial feminism, globalization and transnational identities. Her current research in India examines issues of gender, technology and the global workplace. Currently, she is the director of the undergraduate Program in Communication Studies.


A historian who studies paperwork, bureaucracy, and the state. Additional interests include the history of the book and other technologies of writing; the intellectual and cultural history of early modern and modern Europe; critical social and political theory. His article on paperwork and political violence in the French Revolution appears in Representations #98. He was previously a member of the Society of Fellows at Princeton.

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

Current research focuses on the legal and regulatory regimes that structure and influence the flow of both media and culture across borders. Recent articles 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 publications include Canada's Hollywood: Feature Films and the Canadian State, Franchising the Candy Store: 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, edited by Susan Murray and L. Ouellette. Magder is also the academic adviser to the Center for Communication in New York City and chair of the Council for Media and Culture at NYU. In 2003, he was a visiting scholar at the University of Amsterdam's School of Communication Research.


Political communication, rhetoric, intercultural communication, and death and dying. Author of When Death Goes Pop: Death, Media and the Remaking of Community (Peter Lang, 2005) and Death in Black and White: Death, Ritual and Family Ecology (Hampton Press, 2003) and editor of the forthcoming Philosophy, Method and Cultural Criticism. He is the author of several book chapters that include work on race and politics, race in media, racial identity, death culture, intercultural communication, and research methods.


Helen Nissenbaum, Associate Professor.  
B.A. 1973, Wittwatersrand (South Africa);  
Social, ethical, and political dimensions of  
information and communications  
technology and new media; technology  
and values; ethics and integrity in scient-
ific research. Leads interdisciplinary  
Colloquium on Information,  
Technology, and Society.

Arvind Rajagopal, Associate Professor.  
Ph.D. 1992, California (Berkeley).  
Globalization, political economy and cul-
ture, critical theory, social history of tech-
nology, South Asia. Author of Politics After  
Television: Hindu Nationalism and the  
Reshaping of the Public in India (Cambridge  
University Press, 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  

Ron Robin, Professor; Associate Dean for  
Academic Affairs. 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 mod-
ern American history and communica-
tion 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 gifts.

Marita Sturken, Professor. B.A. 1979,  
Visual Studies Workshop; Ph.D. 1992,  
California (Santa Cruz).  
Cultural studies, consumer culture, cul-
tural memory and national identity,  
images and visual culture, the social  
function of art, and the cultural effects of  
technology. Author of Tangled Memories:  
The Vietnam War, the AIDS Epidemic and  
the Politics of Remembering (University of  
California Press, 1997), coauthor of  
Practices of Looking: An Introduction to  
Visual Culture (Oxford University Press,  
2001), and coeditor of Technological  
Visions: The Hopes and Fears That Shape  
New Technology (Temple University Press,  
2004).

Helga Tawil-Souri, Assistant Professor.  
California; Ph.D. 2003, Colorado  
(Boulder).  
Relationship between media and  
Internet development in the Middle  
East and the spread of Western capital-
ism and globalization. Other interests  
include contemporary Middle East and  
Palestinian politics, culture, and media;  
political economy of the Internet; criti-
cal geography and social theory; ethnog-
raphic research methods; and document-
ary filmmaking.

Siva Vaidhyanathan, Associate Professor.  
A cultural historian and media scholar.  
Author of Copyrights and Copywrongs: The  
Rise of Intellectual Property and How It  
Threatens Creativity (New York University  
Press, 2001) and The Anarchist in the  
Library: How the Clash Between Freedom  
and Control Is Hacking the Real World and  
Crashing the System (Basic Books, 2004).  
Has written for many periodicals, includ-
ing American Scholar, The Chronicle of  
Higher Education, the New York Times  
Magazine, MSNBC.COM, Salon.com,  
openDemocracy.net, and The Nation. Has  
also taught at Wesleyan University and  
the University of Wisconsin at Madison.

Aurora Wallace, Assistant Professor. B.A.  
1992, Carlton (Canada); M.A. 1994,  
Ph.D. 2000, McGill.  
Nineteenth- 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  
of Newspapers and the Making of Modern  
America: A History (Greenwood Press,  
2005).
Media, Culture, and Communication

Director
Brett Gary

East Building, 7th Floor
212-998-5113

Degrees
M.A., Ph.D.

Faculty
Benson, Borisoff, Feldman, Fisherkeller, Galloway, Gary, Haun, Hegde, Kafta, Magder, McIlwain, Miller, Moran, Murray, Nissenbaum, Rajagopal, Robin, Srurken, Tawil-Souri, Vaidhyanathan, Wallace

Adjunct Faculty
Butler, Fallica, Fox, Lum, Maxwell, Poltrack, Roberts

MASTER OF ARTS PROGRAM IN MEDIA, CULTURE, AND COMMUNICATION

The NYU Steinhardt Master of Arts Program in Media, Culture, and Communication prepares students to understand and analyze culture and communication environments and to become acquainted with key debates and scholarship in communications, media studies, and related fields. The department's faculty offers an interdisciplinary approach to the study of human and mediated communication—and recognizes the two are often fused in this technological age. The program is designed for those who desire to investigate how humans experience media and how changes in the media landscape prompt transformations in communication processes within and among individuals, organizations, and societies. Culture and communication master's degree students earn 36 total points beginning with foundation courses in theory and research methods. They then specialize in one of five areas of study. These include persuasion and politics; interaction and social processes; cultural and visual studies; technology and society; and global and transcultural communication. The curriculum is flexible, allowing electives by advisement within NYU Steinhardt and across the University.

Graduate students undertake rigorous course work and are strongly encouraged to participate in academic conferences, study abroad, and practical fieldwork such as internships. The department has an extremely robust list of internship partners and an internship manager dedicated to building relationships with professional organizations in New York City and beyond. We offer practice-based study abroad programs in Asia and Europe, exposing students to global media, cultural insights, and comparative contexts.

PH.D. PROGRAM IN MEDIA ECOLOGY/CULTURE AND COMMUNICATION

Several principles shape the forms of scholarship that take place within the doctoral program and drive the way in which we teach developing scholars to investigate these complex media environments: an interdisciplinary focus presenting us with an expanded horizon for a complex and rigorous examination of communication-related phenomena; a multimethodological approach allowing us to fuse a variety of tools to investigate, elaborate, and critique human symbolic practices and ways of deriving meaning; and a comparative outlook investigating the intersections of historical development and contemporary practice, cultural differences in global contexts, and across varying domains of media.

Within this framework, the research areas available for doctoral students in the department are shaped by the scholarly expertise and current research of the faculty as broadly described under the following three headings. These research areas are in no way mutually exclusive, and we encourage our students to treat these areas as fluid and to take advantage of course offerings among each of the three areas: cultural theory and criticism; media, institutions, and technologies; and rhetoric, politics, and public advocacy.

CAREER OPPORTUNITIES

Our alumni are prepared for—and work in—public policy, research, education, branding, and other positions throughout traditional and new media professions. Many of our M.A. students go on to doctoral study, law, or business school after graduation. As generalists in communication and media study, they are well qualified and well positioned to meet the challenges brought by changing technologies and systems of communication. Graduates include Dennis Smith, best-selling author and founder of Firehouse Communications; George Back, dean, School of Communication, Hofstra University; Dean Scaros, chief executive of Scaros and Casselman Advertising; Alan Wurtzel, president of research and development, NBC Television; Beverly Hyman, president of Beverly Hyman Associates, an international communication consultant service; Eugene Marlow, professor of English/journalism, Baruch College; and Carrie Welch, director of public relations, Food Network.

DEGREE REQUIREMENTS

Master's Degree Program
This M.A. degree program requires a minimum of 36 points. Program Requirements (4 points): Seminar in Media Ecology: Analysis E58.2001 and one research course (4 points). Program Electives (20 points): E58 courses at the 2000 level (by advisement). Free Electives (8 points): may be taken outside the department (by advisement).

Culminating Experience (0 points): M.A. thesis or M.A. exam. Students must take a minimum of 18 credits at the 2000 level in residence.

Doctoral Program
Two years of full-time course work beyond a master's degree or the equivalent is required. Students move quickly toward pursuing their dissertation work in the third year of study, accompanied by teaching and research opportunities that will help prepare them for academic positions in the general field of culture and communication.

Forty-eight points of course work are required. Core courses must be taken in sequence: Doctoral Seminar in Culture and Communication I E57.3100 (4 points, first year, fall term); Doctoral Seminar in Culture and Communication II E57.3200 (4 points, first year, spring term); Introduction to Communication Research E57.3101 (4 points, first year, fall term); Dissertation Proposal Seminar E57.3201 (1 point, third year, fall term). Doctoral Research Colloquium E57.3400 is offered each term. Remaining courses are scheduled by advisement: theoretical or disciplinary foundational study outside department (12 points); research and methods electives inside or outside department (10 points minimum); specialized elective courses inside department (8 points minimum). Note: an additional 2 points may vary between research/methods and specialized electives.

ADMISSION REQUIREMENTS

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

Requirements for the doctoral program include submission of a curriculum vitae; a scholarly essay on the applicant's specific research interests; a master's thesis or similar evidence of extended background research in the applicant's field of research intent; and three letters of recommendation. Preferred application deadline for all materials: December 15. Final application deadline: January 15.

See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES

Students admitted to the doctoral program in culture and communication typically receive full fellowship funding for five years, which may include teaching. The doctoral program also offers the Phyllis and Gerald LeBoff Fellowship and other teaching fellowships to those qualified to teach in the undergraduate program in communication studies.

See general financial aid section, page 214.


SPECIAL OPPORTUNITIES

Students participate in special seminars and are invited to attend the departmental Graduate Student/Faculty Conference each fall. Internships in teaching, public relations, advertising, radio, television and cable, corporate communications, and other communication professions are available to master's degree students. Students are encouraged to design their own programs by using the full resources of the University and metropolitan area.

The Department of Culture and Communication offers graduate summer and intersession study abroad programs to explore globalization and media in other countries. Past locations have included London, Israel, Amsterdam, Ireland, Germany, Egypt, the Czech Republic, Taiwan, the People’s Republic of China, Hong Kong, and Japan. The 6-point curriculum examines the social, economic, political, and cultural implications of global media in the destination country. Through a series of lectures, seminars, and site visits with a focus on cross-national comparisons of media and globalization, students examine various related topics such as the localization and regionalization of transnational media/culture; the impact of multinational media corporations and organizations (e.g., radio and television broadcasting, film, public relations, advertising, and journalism); and the globalization of popular culture. The program begins with a series of online academic orientations (supervised reading and research project design) and travel arrangement orientations in the month prior to departure.

Courses

The courses listed herein are to be offered in 2007-2009.

MEDIA, CULTURE, AND COMMUNICATION/E58

Seminar in Media, Culture, and Communication
E58.2001 40 hours: 4 points. Fall.
Open only to master's candidates in media ecology. Required during the first semester. Introduction to studies in culture and communication and the foundations of the media ecology perspective.

Thesis in Media, Culture, and Communication
E58.2900 Variable credit: 0-1 point. Fall, spring.
Open only to candidates in the Program in Media, Culture, and Communication.
The thesis project synthesizes general knowledge in the field of media, culture, and communication as well as demonstrates a high level of competency in the candidate’s chosen area of study in accordance with institutional and state regulations.

Seminar in Media Criticism I and II
E58.2100,2101 40 hours: 4 points each term. Fall, spring.
Analysis of the media environment from a variety of critical perspectives.
Emphasis is on writing as well as reading media criticism.

Evolution of Technology
E58.2125 40 hours: 4 points. Fall.
A tracing of the development of technology from historical, current, and future-oriented perspectives. Attention given to intended and unintended consequences of technological events.

Topics in Digital Media
E58.2130 40 hours: 4 points.
Designed for current theoretical research in digital media. It is expected that course themes will vary to reflect debates in the field. Topics may include the following: computers and pedagogy; online communities; online publishing; the cultural history of software; video game studies.

Media, Memory, and History
E58.2135 40 hours: 4 points. Fall, spring.
This course examines the relationship of visual media to historical narratives and cultural memory. It looks at photography, film, television, and forms of new media in relation to theories of historiography and cultural memory.

Transnational Communities and Media Culture
E58.2165 40 hours: 4 points.
This course examines the emergence of transnational communities in global cities and the role of media and media forms in (re)defining national belonging, identity, and global culture.

Origins of Modern Media: 1880-1950
E58.2150 40 hours: 4 points.
Examination of the sociopolitical, technological, aesthetic, and institutional development of media from 1880 to 1950. Emphasis is placed on telegraphy, telephony, sound-recording and amplification devices, radio (both point-to-point and broadcast), and film. Students are introduced to a variety of historiographical techniques and are encouraged to reflect on the relationship between the origins of the mass media and current technological, sociopolitical, and aesthetic dynamics of media.

Globalization and Gender
E58.2210 40 hours: 4 points. Spring.
This course examines how definitions and practices of gender and sexuality are reproduced in the context of globalization and transnational flows. Engaging key texts in feminist/global cultural studies, discussions address issues of citizenship, global labor flows, migration, and media representations.

The Communications Revolution and Culture in America
E58.2157 40 hours: 4 points each term. Fall, spring.
An examination of the nature of the communications revolution in the 20th century and its impact on American cultural life and institutions. First semester focuses on the political economy of media from a critical perspective; second semester focuses on current developments in the communications industry and their impact on the U.S. and global culture, from an industry perspective. Either half may be taken independently.

Communication and Persuasion: Film Classics of Propaganda
E58.2170 40 hours: 4 points. Summer.
Viewing and analysis of the cinematic and persuasive techniques used in classic propaganda films (features and documentaries) to shape their viewers’ constructions of reality.

Rhetoric, Law, and Public Policy
E58.2180 40 hours: 4 points. Fall, spring.
An introduction to the principles and methods for understanding and analyzing the persuasive construction, expression, and interpretation of legal texts and public policy initiatives, including judicial opinions, public policy and advocacy proposals.

World Communication: Principals, Politics, and Law
E58.2225 40 hours: 4 points. Spring.
Examines the legal, regulatory, and political mechanisms, both national and supra-national, that affect the flow of media, information, and cultural products across borders and the interplay between these mechanisms and the conduct of global communication.

The Languages of Communication: From Cave Painting to Print
E58.2190 40 hours: 4 points. Fall.
The historical development of various non-electronic media—language, painting, writing, and print—and their con-
sequences for consciousness, information processing, and sociopolitical structures.

The Languages of Communication: The Electronic Media
E58.2195 40 hours: 4 points. Spring. An examination of the various media through which people have attempted to communicate their ideas and emotions; focus on the electronic media of the 20th century as they affect our perceptions of reality and interactions with others.

The Mass Mind
E58.2200 40 hours: 4 points. Spring. An inquiry into those forces in our technological society, especially those of the mass media, that significantly influence our beliefs, attitudes, and actions.

Social Experiences in Consumer Culture
E58.2215 40 hours: 4 points. Spring. Over the years, there have been pervasive and profound transformations in the way mass media have shaped culture and society. This class examines, systematically, the specific conditions in which media imagery has the power to shape a participant’s sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants’ handling of media, technology, and the goods of consumer society in everyday life.

Communication and the Culture Industries
E58.2220 40 hours: 4 points. Spring. An examination of the ways the entertainment industries exercise their communicative power. Provides a wide-ranging overview of theoretical and empirical research on the industrial manufacture of popular culture, focusing on sociologies of production and on the ongoing processes of digitization and globalization.

Middle East Contemporary Media, Culture, and Communication
E58.2275 40 hours: 4 points. Spring. Examines developments of culture, politics, and media in contemporary Middle East through historical and cultural lenses. Weeks are organized by theoretical theme and geographic location and address culture as a site of struggle; the impact of globalization on Arab mass media; the connections between civil society, democracy, and Islam; and gender, national, and diasporic identities.

Technological Developments: Information and Telecommunications
E58.2122 40 hours: 4 points. Spring. Introduction to the current technology that converts information into digitized forms used in a variety of telecommunication applications.

Communication Environments: Macroanalysis
E58.2251 40 hours: 4 points. Spring. Inquiries into “the business behind the box”: the economic and decision-making structures of broadcast television.

Communication and Persuasion: Sociological Propaganda
E58.2265 30 hours: 4 points. Spring. A series of analyses of the history, theories, techniques, and results of propaganda in society with special focus on the relationship between integration (sociological) propaganda and communication in our increasingly technological society; case studies drawn from public relations, commercial advertising, social movements, and the mass media.

Communication and Political Propaganda
E58.2270 40 hours: 4 points. Fall. A series of analyses of the history, theories, techniques, and results of propaganda in society with special focus on the relationship between agitation (political) propaganda and communication in our increasingly technological society; case studies drawn from national and international sources.

Integrating Media Education in School and Community Work
E58.2285 40 hours: 4 points. Fall. Hands-on video production, media literacy program design, readings, and reflection on approaches and strategies educators can use to incorporate media education into their schools and community-based organizations.

Values Embodied in Information and Communication
E58.2295 40 hours: 4 points. Spring. Studies social, political, and ethical values embodied in computer and information systems and new media. Students examine work in the philosophy and social study of technology to understand the rich and sometimes troubling relationship between values and technical design. The course asks: Is technology neutral? Who should make key decisions? What is the role of scientists and engineers? The course examines specific cases, such as the Internet, search engines, Web-cookies, and data mining from philosophical, empirical, and technical perspectives.

The Politics of the Gaze
E58.2112 40 hours: 4 points. Fall. The mediatization and technological development of vision and its dominance over the human sensorium is integral to the emergence of the modern, including experiences of urbanism, consumer desire, gender/sexual identities, race and ethnicity, transcultural image systems, aesthetic production, and the making of power and political truth claims. This seminar focuses on introducing participants to the core theories and analytic methods of visual culture and the sociopolitical history of the human sensorium in a variety of disciplines, including ethnography, social history, urban studies, cinema studies, social geography, material culture studies, and media studies.

Language and Human Behavior
E58.2132 40 hours: 4 points. Fall, spring. The nature of language and its relationship to “reality.”

Language and Culture
E58.2232 40 hours: 4 points. Summer. Readings and research on the ways in which language is implicated in different cultures’ constructions of time, space, consciousness, self, truth, knowledge, and gender.

Independent Study
E58.2300 Variable credit. Fall, spring, summer. See description on page 210.

Research: Communication Professionals
E58.2173 40 hours: 4 points. Introduces the types and methods of research conducted, assessed, and applied by professionals in the communication industries. Students learn to design, conduct, report, and evaluate program and audience research via such methods as focus groups, surveys, and content analysis and to use appropriate online sources of demographic information.

Young People and Media Cultures
E58.2286 40 hours: 4 points. Spring. The role of popular media in the experiences, thinking, and values of young people. Students engage in research and practice-oriented assignments to consider issues of media education.

Mass Media and Information Processing
E58.2186 40 hours: 4 points. Spring. How media select, ignore, organize, represent, and otherwise process information they present to their audiences and thus construct particular versions of cultural and social “reality.”
Information, Law, and Policy  
E58.2282  40 hours: 4 points. Spring.  
Examines the emergence of a specific body of laws and public policies that influences the production, distribution, and use of information technologies, with a focus on issues of privacy, online speech, intellectual property, the creative commons, computer crime, and governance in general.

World Communication: Principles, Politics, and Law  
E58.2225  40 hours: 4 points. Spring.  
Examines the legal, regulatory, and political mechanisms, both national and supra-national, that affect the flow of media, information, and cultural products across borders and the interplay between these mechanisms and the conduct of global communication.

Internet2: Explorations in Performance and Communication  
E58.2280  30-40 hours: 3-4 points. Spring.  
Explores Internet2 as a new platform for sound, visual, and narrative explorations in a context of experimental integration. New technologies and distributed networked-based practices are rapidly changing the nature of performance.

Comparative Media Systems  
E58.2184  40 hours: 4 points.  
Examines, explains, and evaluates similarities and differences in the institutional organization, practice, and discursive content and form of news media around the globe. Drawing on theories from the sociology of news, case studies examine media systems that vary in their relations to political, economic, and cultural power.

Advanced Issues in Nonverbal Communication  
E58.2105  40 hours: 4 points. Spring.  
The goal of this course is to provide a theoretical framework for the study of nonverbal communication in its various forms, i.e., how humans use time, space, body movement, touch, vocal cues, facial expression, and objects to communicate. Students read the works of pioneers in the field and selected current research in nonverbal communication in order to gain an understanding of the literature and uncover areas for future research.

Advanced Issues in Cross-Cultural Communication  
E58.2115  40 hours: 4 points. Fall.  
Examines the theoretical constructs underlying how individuals from diverse cultures communicate verbally and nonverbally. Consideration is given to such factors as social organization, authority conception, temporal differences, contexting, and language differences. Seminal works in the field are analyzed.

Studies in Organizational Communication  
E58.2140  40 hours: 4 points. Fall.  
Examines organizational communication and the influences that create and define organizational climate. Topics include diagnosing organizational communication; the effects of gender, culture, and race on organizational communication; communication and leadership; and organizational conflict.

Political Communication  
E58.2175  40 hours: 4 points. Spring.  
Communicative aspects of American government, including the preparation of candidates, the electoral process, political advertising, and public relations. The use of strategic communication to influence political agendas, the formation of public policy, and the process of political debate.

Communication Process: Gender, Race, and Cultural Identity  
E58.2182  Borisoff. 40 hours: 4 points. Spring.  
Examines past and current studies on language, communication theories, speech perception, and other aspects of verbal and nonverbal behavior. Students relate these studies to how gender, race, culture, and sexual orientation are developed and reflected in society in both personal and professional relationships.

Critical Issues in Conflict Resolution  
E58.2185  40 hours: 4 points. Spring.  
Students examine the communication constructs that influence conflict. Through an examination of the five kinds of conflict (intrapsychic, interpersonal, intragroup, intergroup, and international) and of the factors that affect conflict (e.g., power, communication ability, gender, ethnicity), students gain an understanding of the relationship between conflict and communication.

Rhetorical Criticism  
E58.2260  40 hours: 4 points. Fall.  
Studies of major contributions to rhetorical knowledge; analysis and influence of basic concepts and issues; principles of rhetoric applied to criticism of speeches from the classical to the modern period.

Interpersonal Communication  
E58.2290  40 hours: 4 points. Spring.  
The application of various systems of communication analysis to specific behavioral situations. Through the case-study method, students apply communication theories and models to practical, everyday situations.

Doctoral Courses  

Doctoral Seminar in Culture and Communication I, II  
E57.3101,3200  40 hours: 4 points each term. Fall, spring.  
Open only to doctoral students in the department. Readings and discussion of the foundational literature, principles, paradigms, assumptions, and testable assertions of the media ecology perspective on culture and communication.

Introduction to Communication Research  
E57.3101  40 hours: 4 points each term. Fall.  
The formulation of doctoral research problems in culture and communication. Planning of relevant methodology; criticism of work in progress.

Dissertation Proposal Seminar  
E57.3201  40 hours: 1 point. Fall.  
Supports doctoral students in the process of designing and completing their dissertation proposals.

Doctoral Research Colloquium  
E57.3400  10 hours: 1 point. Fall, spring.  
Periodic meeting of doctoral students and faculty to discuss current research and professional development. It provides an additional venue for doctoral students to present their ongoing research as well as hear from department faculty and outside scholars about their research.
The Department of Music and Performing Arts Professions offers the finest professional training within a preeminent and internationally acclaimed university. The graduate programs are united by a spirit of openness and innovation that encourages students to pursue their specializations in the performing arts in the context of the larger world of ideas. With an outstanding faculty of performers, theorists, and educators supported by superb research and studio facilities, we offer an unparalleled environment for artistic challenge and growth.

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

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

The school’s location in New York City is a great advantage. Immersed in the excitement and opportunities of the world’s musical and artistic capital, students enjoy the extraordinary cultural institutions and events that no other city provides. Our location enables us to draw on the greatest artists in the world and allows our students to build networks and take advantage of abundant professional opportunities. Frequently reviewed by the New York media, over 300 performances—from solo recitals to ensemble concerts and full opera and music theatre productions—are presented by our department each year. Master classes are presented several times each week throughout the academic year.

Graduate offerings include programs leading to the Master of Arts and Master of Music degrees, the sixth-year Certificate of Advanced Study, and the Ph.D. and Ed.D. degrees. The master’s program in music therapy is accredited by the American Music Therapy Association (AMTA).


Juan Bello, Assistant Professor. B.S. 1998, Simón Bolívar; Ph.D. 2003, London. While at Queen Mary, University of London, he 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 Search (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.


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, Lordei, Something’s Afoul, 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, Stasix for Orchestra on Ess.A.Y., Last 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 Philo- sphy 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).

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 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 Philosophy and the Analysis of Music (Greenwood). Coauthor of multiple editions of Research in Music Education. Recordings for Orion and Musique Internationale. Forensic music expert/consultant for major record labels, such as Sony, Warner, and Sony BMG. Recording and publishing company and artist. Also served as research director and professor of music education at the University of Limerick (Ireland), University of Cape Town (South Africa), and the National Institute of Music Education (Oxford, 2005). 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).

Catherine Fitterman, Clinical Assistant Professor. B.M. 1975, East Carolina; M.A. 1980, Cincinnati. Classically trained pianist and arts administrator with expertise in music entrepreneurship. 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.


Jonathan Haas, Professor. B.A. 1976, Washington (St. Louis); M.M. 1979, Juilliard School. At Juilliard, studied with Saul Goodman. Director of the Peabody Conservatory Percussion Studio for 20 years and a faculty artist of the Aspen Music School; conducts the percussion ensembles at both schools. Has presented master classes throughout the U.S. and internationally at the Toho Gauken, Hanoi Conservatory, Paris Conservatory, and the Graz Percussion School. Presented over 200 concert-demonstrations with his “Drumfire” program, under the auspices of the Lincoln Center Institute, the New...
York Chamber Symphony's Sidney Wolff Children's Concert Series, and the Aspen Festival Young Person's Concert Series.


Barbara Hesser, Associate Professor. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combi College of Music; C.M.T. Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.

Susan Koff, Visiting Assistant Professor. B.F.A. 1977, Arizona; M.A. 1982, Columbia; Ed.D. 1993, Temple. 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. Currently, she has a split position between the kinesiology faculty and the curriculum and instruction faculty at Louisiana Sate University in Baton Rouge. She is a visiting assistant professor of dance education.


Christina Marin, Assistant Professor. B.S. 1992, Northwestern; Ph.D. 2005, Arizona. 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.


David Montgomery, Visiting Assistant Professor. B.A. 1999, Marymount Manhattan College; M.A. 2001, Ph.D. 2007, New York. Specialist in drama education, theatre for young audiences, student teaching, and integrated arts. His research interests are in drama pedagogy, arts partnerships, and teacher education.

Catherine Moore, Clinical Assistant Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (United Kingdom). Research interests include the interaction of culture and industry, international cultural trade policy, strategic music marketing, 17th-century Italian music, genre evolution, and music in the media business. Music critic and author of The Composer Michelangelo Rossi.


Kenneth J. Peacock, Professor. B.A. 1965, California (Los Angeles); M.A. 1970, California (Riverside); Ph.D. 1976, Michigan. Publication and research interests in computer music, acoustics, music perception within the context of developing multimedia technologies.


David Schroeder, Clinical Assistant Professor. B.Ed. 1983, Northern Iowa; M.M. 1986, New England Conservatory of Music; D.A. 1993, New York. Director of Jazz Studies, he is also 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 V.P. for Laurel Tree Records. He has performed with groups including the Vanguard Orchestra, Combo Nuvo, Kenny Werner, and Don Friedman. He has produced education videos for artists including Joe Lovano, Kenny Werner, John Jones, and Mike Mainieri and has had educational articles published in Philosophy of Music Education Review, Journal of the International Society of Bassists, and Jazz Educators Journal.

Klaus Sinfelt, Visiting Assistant Professor, Ph.D. 2004, New York.
Composer and accomplished guitarist whose research interests include phenomenological approaches to music analysis and the pedagogy of aural comprehension. His compositions have been performed, recorded, and broadcast around the globe. He previously worked as director of academic affairs at New School University's School for Jazz and Contemporary Music and is a member of the Music Theory Society of New York State.

Performer and director with expertise in 20th-century acting styles, directorial approaches, physical theatre techniques, and original works. Research in experimental theatre and feminist theory with focus on drama-in-education curricula. Teaching consultant, Circle in the Square and New York City Department of Education.

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 Redouts and Patrons: 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.


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, Halleyenjah! and Thomas Michael Allen's new 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 Loss 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.

Brannon Wry, Associate Professor, B.A. 1965, 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
Leo Kraft (1989-1991)
George Perle (1993-1994)
Robert Craft (1996-1997)
Morton Subotnick (1996-1997)
Leo Kraft (1997-1998)
George Crumb (1997-1998)
Steven Schick (1997-1998)
Maya Beyser (1997-1998)
Lumina String Quartet (2003-2005)
“Prizm” Brass Quintet (2003-2005)
Tania León (2004)
Quintet of the Americas (2004-)
New Hudson Saxophone Quartet (2004-)

Full-Time and Adjunct Faculty
(by specialization)

**Dance Education**

Barbara Bashaw, B.S., C.M.A., M.A.
Miriam Berger, B.A., D.A.
Renata Celichowska, B.A., M.A.
Patricia Cohen, M.A.
Frederick Curry, M.A.
Marcea Daiter, B.A., M.F.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.
Claire Porter, M.F.A.
Lars Rosager, B.A.
Carolyn Webb, B.A., M.F.A.

**Educational Theatre**

Kevin Bort, B.A., M.A.
Edie Demas, B.A., M.A., Ph.D.
Stephen DiMenna, B.F.A.
Desiree Hamburger, B.A., M.A.
Troy Hourié, B.I.D., M.F.A.

**Ralph Lee, B.A.**
Christina Marin, B.S., 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.
Catherine Russell, B.A., M.A.
Joe Salvatoare, B.A., M.F.A.
Nancy Smithner, B.A., Ph.D.
Mark Snow, Ronald Sadoff, Ira Newborn, Ronald Mazurek, Marc Antonio Consoli, Kenny Werner, Rich Shemaria, Robert Rowe, Steven Rosenhaus, Sonny Kompanek, Young Mi Ha, Ed.D., Justin Dello Joio, D.M.A., Jason Zanitsch, Linda Larson, Dianna Heldman, Brian Gill, Jeremy Aye, Kenny Werner, Jean-Michel Pilc, Don Friedman, Mike Cochrane, Jazz Piano

Ronald Sadoff, Deirdre O'Donohue, Marilyn Nonken, Miyoko Nakaya Lotto, Jose Mendes, Eduardus Halim, Lawrence Ferrara, B.A., M.M., D.M.A., Piano


Jazz Composition


Music History


Music Business


Units


Ensembles

Deirdre O'Donohue, B.M., M.M., Ph.D.; Ronald Sadoff, B.M., M.M., Ph.D.; NYU Wind Ensemble

Mixed Ensembles

Various faculty, NYU Wind Ensemble

NYU Jazz Ensembles

Various faculty, NYU Wind Ensemble

NYU Jazz Orchestra

NYU New Music Ensemble

NYU Symphony Orchestra

Chamber Wind, String, and Mixed Ensembles

Music Theatre


Music Education


Music Technology

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.
James Sizemore, M.M.
Sascha Von Ortzen, Tonmeister
Marvin Welkowitz, B.M., M.M.
Leszek Wojcik, Tonmeister

Flute
Robert Dick, B.A., M.M.
Suzanne Gilchrest, B.A., M.A.
Susan Glaser, B.S., M.M., D.M.A.
Keith Underwood, B.A., M.A.
Eugenia Zuckerman, B.A.

Oboe
Vicki Bodner, B.M.
Rob Botti, B.M., M.M.
Jerry Reuter, B.M.
Matt Sullivan, B.A.

Trombone: Classical
Per Brevig, B.M., M.M., D.M.A.
Tom Hutchinson
James Markey
Sean Scott Reed, B.M., M.M., D.M.A.

Trombone: Jazz
Robin Eubanks, B.A.
Andre Hayward, B.M.
Mark Patterson, B.A.

Clarinet
Stanley Drucker
Larry Guy, B.M., M.M., Postgraduate Diploma
David Krakauer, B.A., M.M.
Esther Lamneck, B.M., M.M., D.M.A.

Bass Clarinet
Dennis Smylie, B.M., M.M.

Bassoon
Laura Koepke, B.M., M.M.
Kim Laskowski, B.M., M.M.
Johnny Reinhard, B.M., M.M.

Saxophone: Classical
Paul Cohen, B.M., M.M., D.M.A.
Tim Ruedeman, B.M., M.A.

Saxophone: Jazz
George Garzone, B.M.
Ralph Lalama, B.M.E.
Joe Lovano, B.M.
Lenny Pickett
Dave Pietro, B.M.E., M.A.
Chris Potter, B.A.
David Schroeder, B.Ed., B.M., M.D.

French Horn
Joe Anderer, B.M., M.M.
Terence Goss, B.M., M.A.
Barbara Oldham, B.M., M.M.

Organ
William Ennicken, B.M., M.M., D.M.A.

Trumpet: Classical
Laurie Frink, B.M.
Mark Gould
Tim Hoyt, B.M., M.M., D.M.A.
David Krauss, B.M., M.M.
Vincent Penzarella, B.M.

Trumpet: Jazz
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
Guilermo Acevedo
Billy Drummond, B.M.
Anthony Moreno, B.M.
Dafnis Prieto
Antonio Sanchez, B.A.

Harp
Emily Mitchell, Performer’s Certificate

Violin
Martin Beaver, Artist Diploma
Nina Beilina, B.M., M.M.
Stephanie Chase
Arturo Delmoni, B.M.
Pamela Frank, B.A., 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.
Sally Thomas
Nei Weinrott, 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.A., M.M.

Bass: Jazz
Richard Bona
Ron McClure, B.A.

Performing Arts Administration
Reva Cooper, B.A.
Patrice Iacovelli, B.A., M.A., M.B.A.
Duncan Webb, B.A., M.B.A.
Brann J. Wry, B.A., M.B.A., J.D.

Performing Arts Therapies
Drama Therapy
Cecilia Dintino, B.A., M.A.
Alice Forrester, B.A., M.A., Ph.D.
Jonathan Fox, B.A., M.A.
Antonina Garcia, B.A., M.A., M.S.W., Ed.D.
Maria Hodermarska, M.A.
Robbert J. Landy, B.A., M.S., Ph.D.
Sara McMullian, B.A., M.A.
Anna Marie Weber, B.F.A., M.A.

Music Therapy
Francis Bosco, B.S., M.A.
Susan Feiner, B.A., M.A., M.S.W., L.C.A.T.
Barbara Hesser, B.M., B.S., M.S., L.C.A.T.
Clive Robbins, B.A., M.A.

Noah Shapiro, B.A., M.A.
Alan Turry, B.S., M.A.
Terry Watson, M.A.
Special Departmental Features

ADMISSION REQUIREMENTS FOR MUSIC PROGRAMS

An interview and, in programs where applicable, an audition and/or composition portfolio review. See also individual programs.

See general admission section, page 204.

SPECIAL DEGREE REQUIREMENTS FOR MUSIC PROGRAMS

All incoming master's degree students, excluding Music Business, must take Theory, Ear Training, and Music History placement examinations prior to their first semester (consult the department for specific dates and locations). All master's programs in music require a final project (Colloquy). See also under individual programs.

See graduate study section, page 222.

SPECIAL SUMMER OPPORTUNITIES

The Summer Composers Seminar and Recording Technology/Temmer Tonmeister Studies offer an intensive summer of study for composers and recording engineers. In this unique collaboration, music created in the Composers Seminar is performed by a leading New York musical ensemble and recorded by the students in the Recording Technology/Temmer Tonmeister Studies course. Composition students study, among other topics, extended instrumental techniques and structural analysis and compositional process in classical and contemporary works with distinguished faculty and guests, who have included George Perle and Leon Kirchner. Stephen F. Temmer Tonmeister Recording Studies students have access to NYU's state-of-the-art recording and computer studies to record rehearsals and mix work tapes, using such techniques as random access digital editing. For more specific information, consult the NYU Summer Study Abroad Bulletin.

GLOBAL OUTREACH

Educational Theatre offers unique international programs in Mexico, Puerto Rico, England, Ireland, and Brazil. Study with leading innovators in theatre of the oppressed, applied theatre, and drama education. Students work in many of the world's key cultural institutions, including the Abbey Theatre, Shakespeare's Globe, and the Royal Shakespeare Company, as well as travel to edgy community sites where they observe applied theatre in action. Our legendary faculty has involved theatre of the oppressed authority Augusto Boal and influential drama educators such as Gavin Bolton, Dorothy Heathcote, and Cecily O’Neill. NYU Music and Dance in Florence, Italy, is one of the most exciting opportunities for study and performance abroad. The three-week course of study, open to graduate students, offers lectures and master classes by distinguished NYU faculty and visiting Italian professors from major conservatories, culminating in several student performances using technology in new music and dance.

Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-point graduate course examines the effects of economics, politics, and management on arts policy and practice.

For further details on graduate study abroad programs, contact the NYU Steinhardt Office of Special Programs at 212-992-9380.

Dance Education

Director
Susan Koff

35 West Fourth Street, Suite 675
212-992-5400

Degrees
M.A., Ed.D., Ph.D.

Faculty
See pages 84-88 for a complete listing.

The mission of the Program in Dance Education is to provide high-quality training and professional development in the theory and practice of dance education, for teachers, administrators, performing artists, and research scholars in the fields of dance and education. Our goal is to facilitate the development of your creative and critical thinking abilities, thereby increasing your knowledge and expertise in dance and dance education. Our approach emphasizes the integration of the developing mind and body in the context of cultural practices.

Created in 1932 by the legendary Martha Hill, dance education has thrived at NYU because of the many exceptional faculty members, outstanding students, and supportive alumni who have dedicated themselves to its success. We have been guided by a belief in movement as central to human development and education. From this perspective, dance and education are viewed as complementary domains of knowledge. Dance represents an intelligent expression of human experience and is an important source of understanding that contributes to our cognitive, emotional, and physical growth in multicultural settings.

Education is the means by which we increase knowledge and develop expertise. The master’s (M.A.) programs are in Teaching Dance in Higher Education and the Professions, with a concentration in ABT ballet pedagogy, and Teaching Dance, All Grades. Doctoral (Ph.D., Ed.D.) programs are in Dance Education. We pursue discipline-based studies and scholarly research to increase knowledge and expertise and to transform the way educators understand and teach dance. For this reason, our distinguished faculty members focus on creative, pedagogical, and research-based inquiries. A creative-based inquiry allows the dancer to master his or her craft with course work that includes choreography, technique, and improvisation. Pedagogical-based inquiry enables deep understanding of learning and teaching processes with courses in teaching methods, curriculum development, and multicultural practices. The research-based inquiry provides theory and methods courses for creating new knowledge in the field of dance education.

We offer many opportunities to engage in community outreach, performance, and research in dance. Close partnerships with national, state, and New York City performing arts institutions provide access to a wealth of information about innovative dance education programs for exploration and research. Our student ensemble group, Kaleidoscope Dancers, focuses on community outreach, performing with and for New York City schoolchildren and conducting workshops on learning in, through, and about dance. Our annual concerts provide opportunities to learn new repertory from distinguished faculty and develop one’s personal voice in individual choreographic works. In conjunction with the New Music and Dance Ensemble, the Program in Dance Education also sponsors a summer program in Florence, Italy, with NYU and distinguished European faculty and summer study in conjunction with the Laban/Bartenieff Institute of Movement Studies—LIMS®, offering a unique graduate-level program in the immersion of Laban Movement Studies.

CAREER OPPORTUNITIES

Graduates of the Program in Dance Education hold positions teaching dance in public and private elementary and secondary schools and as professors and researchers in college and university dance and dance education programs and related settings.

DEGREE REQUIREMENTS

Master of Arts: Teaching Dance, All Grades

The need for qualified and certified dance educators in our elementary and secondary schools has never been greater
than it is today. For this reason, we offer a new teacher certification program, Teaching Dance, All Grades, which can lead to initial teacher certification (48 points) for preservice teachers and professional teacher certification (36 points) for certified teachers who already have a bachelor’s degree.

Initial Teacher Certification. The preservice curriculum is designed to train dance educators who will be prepared to teach all grades. A total of 48 points and 100 hours of field experience are required for this master’s program, distributed as follows:

- Foundations in Dance Education (19 points): Includes, but is not limited to, Common Hour E89.1001, Laban Movement Analysis E89.1041, and Research in Dance E89.2265.
- General Pedagogical Core (17 points): Includes, but is not limited to, Common Hour E89.1001, Laban Movement Analysis E89.1041, Advanced Dance Practicum (Improvisation), and Human Development and Education in the Arts E89.2029.
- Specialized Pedagogical Core (12 points): Includes, but is not limited to, Modern Dance E89.1075, Teaching Creative Movement (Elementary Schools) E89.1453, Teaching Dance Performance and Related Educational Activities E89.1454, and Supervised Student Teaching (Elementary and Secondary) E89.2607.

Professional Teacher Certification. The inservice curriculum is designed to provide professional development for educators with initial certification to gain professional-level certification and be prepared to teach dance to all grades. A total of 36 points and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above (20 points required plus 16 elective points by advisement).

Master of Arts: Teaching Dance in Higher Education and the Professions

A total of 36 points is required for the Master of Arts Degree Program in Teaching Dance in Higher Education and the Professions. A culminating project is required. The traditional track (DAHP) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAHP:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.

DAHP: Required Core (15 points): Includes, but is not limited to, Common Hour E89.1001, Laban Movement Analysis E89.2265, and Research in Dance E89.2265.

DAHP: Specialization (12 points): Includes, but is not limited to, Advanced Dance Practicum (Improvisation), Advanced Dance Practicum (Research), and College Student Learning and Development E89.2069.

DAHP: Guided Electives (7 points): Includes, but is not limited to, Modern Dance E89.1075, Teaching Creative Movement (Elementary Schools) E89.1453, and Supervised Student Teaching (Elementary and Secondary) E89.2607.

Professional Teacher Certification. The inservice curriculum is designed to provide professional development for educators with initial certification to gain professional-level certification and be prepared to teach dance to all grades. A total of 36 points and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above (20 points required plus 16 elective points by advisement).

Master of Arts: Teaching Dance in Higher Education and the Professions

A total of 36 points is required for the Master of Arts Degree Program in Teaching Dance in Higher Education and the Professions. A culminating project is required. The traditional track (DAHP) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAHP:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.

DAHP: Required Core (15 points): Includes, but is not limited to, Common Hour E89.1001, Laban Movement Analysis E89.2265, and Research in Dance E89.2265.

DAHP: Specialization (12 points): Includes, but is not limited to, Advanced Dance Practicum (Improvisation), Advanced Dance Practicum (Research), and College Student Learning and Development E89.2069.

DAHP: Guided Electives (7 points): Includes, but is not limited to, Modern Dance E89.1075, Teaching Creative Movement (Elementary Schools) E89.1453, and Supervised Student Teaching (Elementary and Secondary) E89.2607.

Professional Teacher Certification. The inservice curriculum is designed to provide professional development for educators with initial certification to gain professional-level certification and be prepared to teach dance to all grades. A total of 36 points and 50 hours of field experience are required for this master’s program, distributed across, but not limited to, the Foundations in Dance Education and Specialized Pedagogical Core described above (20 points required plus 16 elective points by advisement).

Master of Arts: Teaching Dance in Higher Education and the Professions

A total of 36 points is required for the Master of Arts Degree Program in Teaching Dance in Higher Education and the Professions. A culminating project is required. The traditional track (DAHP) is intended for those who wish to teach in institutions of higher education or work as educational consultants and directors of education. Students intending to teach in private studios, in conservatories, as teaching-artists, and in community settings may select a concentration in ballet pedagogy, offered in partnership with the American Ballet Theatre (DAHP:ABT). Both tracks prepare students to gain the academic experience necessary to pursue doctoral study.

DAHP: Required Core (15 points): Includes, but is not limited to, Common Hour E89.1001, Laban Movement Analysis E89.2265, and Research in Dance E89.2265.

DAHP: Specialization (12 points): Includes, but is not limited to, Advanced Dance Practicum (Improvisation), Advanced Dance Practicum (Research), and College Student Learning and Development E89.2069.

DAHP: Guided Electives (7 points): Includes, but is not limited to, Modern Dance E89.1075, Teaching Creative Movement (Elementary Schools) E89.1453, and Supervised Student Teaching (Elementary and Secondary) E89.2607.
New York University offers the only academic program in the United States in educational theatre that leads to the M.A., Ed.D., and Ph.D. degrees. The program emphasizes the uses of drama education and applied theatre, with coursework in school-based drama, the teaching artist, theatre for young audiences, play production, innovative research, and community arts. It also provides concentrations in art-based research, dramatic literature, and aesthetic education. The program has a strong social justice agenda and produces plays year-round for audiences in an experimental studio space (the Black Box Theatre and the venerable Provincetown Playhouse).

New York City offers opportunities for internships and extensive experience in a variety of professional settings that include private and public schools, nationally prominent theatres for young and family audiences, hospitals, media networks, recreational and community centers, and social service agencies. Qualified students may apply for internships with educational theatre companies across New York City.

CAREER OPPORTUNITIES

Graduates are employed in educational settings for all ages, in communications, community theatre, regional and New York professional theatre, and in children’s and youth theatre and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama programs; specialists are also needed for programs in social service agencies, recreation, and guidance centers.

Notable alumni of the program include playwrights and filmmakers (John Patrick Shanley, winner of the 1988 Academy Award for his script for the film Moonstruck and the 2005 Pulitzer Prize for his Broadway play Doubt); directors (Myrna Casas, director of her own prize-winning company in Puerto Rico); authors (the late Dr. Nellie McCaslin, prolific author of widely employed texts on drama for children); the late Dr. Lowell Swortzell, playwright, children’s theatre authority; and numerous theatre professionals. Three options for master’s degrees involve teaching in colleges and communities and receiving teacher certification in Theatre K-12 or English 7-12/Theatre K-12. The program is developing a new dual certification degree in Social Studies 7-12/Theatre K-12.

DEGREE REQUIREMENTS

Master of Arts: Educational Theatre for Teachers in Colleges and Communities (EDTC)

The M.A. Program in Educational Theatre for Teachers in Colleges and Communities (EDTC) is a 36-point curriculum that prepares students to reach educational theatre at the higher educational college level and in diverse community settings. Graduates of this program hold teaching and administrative positions in contexts where teacher certification is not required: private colleges, arts organizations, galleries and museums, educational outreach centers, health education, housing programs, youth and adult detention centers, and educational programs attached to mainstream theatre houses. The program empowers graduates to design, implement, and evaluate theatre work in a wide range of community contexts and also prepares them for college teaching.

Students take courses in the foundation areas of drama education, applied theatre, play production for artists and educators, and research, as well as in the applications of these content areas to a variety of community settings. The New York State Learning Standards for Theatre informs the curriculum pathways. Substitutions, such as study abroad options, can occur by advisement. Additional courses not listed below are offered each semester. Students should discuss their course selection with their advisor.

Required Courses: Foundations


Research (3 points): An introduction to research design. Methods and Materials of Research in Educational Theatre E17.2077.

Content Core (12 points): The required discipline courses in production, performance, criticism, and aesthetics. The Content Core is informed by the New York State Learning Standards for the Arts. Students who have not taken the asterisked courses (*) or their equivalent at the undergraduate level must take them before fulfilling the Content Core requirement, even if it means that more than 36 points are required to complete this M.A. World Drama I and II E17.2102,2104, Advanced Directing E17.2097, Styles of Acting and Directing E17.2099,1100, Costume Design E17.2175, Creative Play in the Arts E17.2059, Development of Theatre and Drama I, II* E17.2021,2022, Images of Women in the Theatre E17.2023, Dramatic Criticism E17.2091,2092, Shakespeare’s Theatre E17.2171,2172, Theatre of Brecht and Beckett E17.2177.


Culminating Experience (3 points): After completing Pathways, students create an individualized research project. Seminar in Applied Theatre Research E17.2400, Human Development and Education in the Arts E78.2010, or the Practicum E17.2031.

Master of Arts: Educational Theatre, All Grades (EDTA)

The goal of this 38-point M.A. teacher certification program in educational theatre, all grades (EDTA), is to educate teachers to provide opportunities for students to explore drama strategies and theatre forms in the classroom and on stage. The curriculum provides integrated course offerings in drama, dramatic literature, and theatre, which are tied to the New York State Standards for the Arts. This course of study enables graduates to be educated as teaching artists and professionally certified in New York State as teachers of theatre, all grades.

ADMISSION REQUIREMENTS

Students must have earned 36 points in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 36 points in these areas on admission will be required to take additional coursework in educational theatre.

DEGREE REQUIREMENTS

Content Core Foundation (24 points): Development of Theatre and Drama E17.2021,2022, Drama in Education I
and II E17.2193,2194, Drama in the Special Education Classroom E17.2960,2961,2962, Methods and Materials of Research E17.2077, Educational Theatre Electives.

**Pedagogical Core** (13 points, includes 100 hours of field experience): Inquiries into Teaching and Learning III E27.2010, Human Learning and Development E63.2020, Developing Art Resources for Teachers E78.2029, The Arts in Human Development E78.2010.


**ADDITIONAL REQUIREMENTS**

1. Students being recommended for New York State Teaching Certification via the theatre teacher certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).

2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

3. All students are required to complete a Culminating Experience, which consists of a research project informed by the student's experience in the student teaching practicum (by advisement).

**Master of Arts: Educational Theatre with English, 7-12 (ETED)**

This 53-point M.A. teacher certification program in educational theatre with English, 7-12 (ETED), responds to the many opportunities available in the New York City area for English teachers at the middle and high school levels. The need for modes of artistic expression that lead toward literate engagements with texts has never been greater than it is today. The concern that technologies such as film, television, and the Internet are replacing basic reading and writing skills can be addressed by providing opportunities for students to explore ideas and concepts in the novels and plays they read in the English classroom through drama and theatre strategies. To respond to these concerns, we are offering educational theatre with English, 7-12. The curriculum reflects an integration of course work offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in English Education.

**ADMISSION REQUIREMENTS**

Students must have earned 30 points in English or dramatic literature or their equivalent and 30 points of theatre or educational theatre. Students with fewer than 30 prerequisite points in these areas on admission may be required to take additional course work as part of their master's program.

**DEGREE REQUIREMENTS**

A total of 53 points are required for this master's program, distributed as follows:


**ADDITIONAL REQUIREMENTS**

1. Students being recommended for New York State Teaching Certification via the English Teacher Certification sequence must have taken at least one semester of a foreign language at the college level (sign language is allowed).

2. Students must successfully complete the New York State Teacher Certification examinations. Scores must be submitted to the State Education Department before it will consider issuing certificates to teach in the public schools of New York State.

3. All students are required to complete a Culminating Experience, which consists of a research project informed by the student's experience in the student teaching practicum (by advisement).

**Master of Arts: Educational Theatre, All Grades, with Social Studies, 7-12**

Social studies and theatre have a powerful alliance when learners are provided with the chance to explore a period of history, historical concepts, and historical debates through the use of drama-based frameworks. This innovative dual certification program is built on the school’s teacher certification programs in Educational Theatre, All Grades, and Teaching Social Studies, 7-12. Students are provided with opportunities to explore key ideas in primary source documents or historical texts through the use of interactive dramatic strategies. The dual certification program adheres to State Learning Standards for both theatre and social studies, and the curriculums reflect an integration of course work offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Program in Social Studies Education. Each of the competencies now necessary for teacher certification programs are met by the course work, fieldwork, and student teaching requirements in both programs, as well as all the faculty and institutional requirements.

**ADMISSION REQUIREMENTS**

Students must have earned 24 points in theatre and 24 points in social studies. For social studies, students must have completed at least 15 semester points in the history and geography of the U.S. and the world; at least 3 points in economics; at least 3 points in government or political science; at least 3 points in one of the social sciences with the exception of psychology and philosophy. For theatre, students must have earned 24 points in drama, theatre, dramatic literature, or their equivalent. Students with fewer than 24 points in these areas on admission will be required to take additional course work in educational theatre and/or social studies. To be recommended for certification in social studies and theatre, students will have completed a total of 30 content credits in...
DEGREE REQUIREMENTS

A total of 48 points are required for this master's program, distributed as follows:


Doctoral Programs (EDTC, EDTH)

A strong research focus exists in the Program in Educational Theatre. Applications for doctoral study are accepted from candidates with clearly demonstrated interest in research and scholarship. Acceptance into doctoral study is competitive. Students are encouraged to complete their program in five years. A satisfactorily completed master's degree with a research component is expected prior to application. A total of 54 to 60 points beyond the master's degree (depending on the student's previous academic background) is required for the Ph.D. or the Ed.D. degree. This includes 36 points in general degree requirements and a minimum of 18 points in educational theatre to be selected in consultation with a doctoral adviser, according to the student's area of interest and professional goals. Doctoral students must complete a minimum of 36 points in residence beyond the master's degree. A candidacy examination is given approximately halfway through the academic work to determine what specific course work is still required.

Upon completion of course work, students must register in a 1-point college in performing arts education research each semester in order to maintain matriculation (Performing Arts Research College E78.3400).

Both a proposal and a dissertation are required of all doctoral students. Ph.D. students must defend their dissertation during an oral examination. Three full-time faculty members are required to serve on doctoral students' dissertation committees.

Student should consult the handbook for doctoral study published by the Steinhardt School for the specific requirements of this degree. Course substitutions for any of the general degree requirements must be approved by the academic adviser, the department director, and the associate dean for academic affairs.

 Degreed Requirements

Foundations of Education (6 points): Educational Sociology E20.2400, Educational Psychology E35.2400, Philosophy of Education E30.2400, History of Education E35.2400, Cognate Study (6 points): Electives closely related to and supportive of the student's area of specialization. This course work must be taken outside of the student's program, i.e., not E17 courses. Departmental Study (5 points): Drama in Education E17.2193 Research Electives (15 points): Course work includes Seminar in Applied Theatre Research E17.2400, Methods and Materials of Research in Educational Theatre E17.2077. Advanced specialized research courses should be taken after candidacy has been received and, preferably, as the dissertation proposal has been shaped to ensure that selections are relevant to the dissertation. For instance, a student doing qualitative inquiry, which demands extensive interviewing of participants, would register for Research Practicum in Field Settings E25.2372, Specialized Research Methodology (3 points): Qualitative Field Research E10.2141, Survey and Correlation Research E10.2139, Historical Research E10.2135.

Dissertation Proposal Seminar (3 points) E17.3000


ADMISSION REQUIREMENTS

Specific requirements for the doctoral programs in educational theatre include (1) an acceptable M.A. thesis and other submitted work, (2) the statement of professional goals, and (3) the interest of at least one faculty member in the applicant's stated area of research and dissertation concept.

See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES

The Program in Educational Theatre offers a graduate assistantship to students who prepare teaching guides and educational materials for the program's performances and dramatic activities.

See general financial aid section, page 214.

SPECIAL OPPORTUNITIES

The Program in Educational Theatre offers a unique opportunity for concentrated study and daily field participation in the uses of drama and theatre in education. The Summer Study Abroad program in England and Ireland, which celebrated its 34th anniversary in 2007, is designed for teachers, university students, recreational leaders, librarians, language and speech arts specialists, theatre directors, actors, and integrated arts educators. The program provides training with leaders in British educational theatre, including, in the past, such notable authorities as Cecily O'Neill, Jonothan Neelands, and Gavin Bolton, as well as representatives from the Royal Shakespeare Company and the Royal National
The Steinhardt School of Culture, Education, and Human Developments teacher education program has been accredited by the Teacher Education Accreditation Council for a period of five years. The accreditation certifies that the Steinhardt School teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers.


Students may also enroll in Independent Study and Practicum in Educational Theatre in order to undertake internships and fieldwork throughout the city or to work with faculty members on special research or creative projects. With leading collections for research in the performing arts, New York City affords doctoral students excellent sources for projects and dissertation subjects.

**ADMISSION REQUIREMENTS**

Students currently in the Program in Music Business hold a variety of graduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business M.A. program also participates in the Early Decision option. See admission instructions for details.

**DEGREE REQUIREMENTS**

The program requires 54 points of course work and can be completed in two years of full-time study. A part-time course of study is also available. Courses in music business are offered through the Steinhardt School of Culture, Education, and Human Development; courses in business administration are offered through the Leonard N. Stern School of Business. A supervised final project, in which students are encouraged to do innovative research and analysis, is completed through the required colloquy course.


**Electives** (by advisement) include:

- Entrepreneurship for the Music Industry E85.2516
- Colloquy in Business E85.2606
- Managing Organizations E10.2001
- Financial Accounting and Reporting B01.1306
- Managing Organizations B01.1302
- Entertainment Industry Law E85.2504
- Strategic Marketing in the Music Industry E85.2508
- Ethics in the Entertainment Industry E85.2501

**ADMISSION REQUIREMENTS**

Students currently in the Program in Music Business hold a variety of graduate degrees; business, music, and humanities are the most common. Applicants must submit at least two letters of recommendation attesting to their strengths, weaknesses, potential to succeed in a rigorous academic program, and potential for management. Some work experience is preferred (relevant internships can qualify). Students are admitted only in the fall semester of each year. The music business M.A. program also participates in the Early Decision option. See admission instructions for details.
Music Education

Director
John Gilbert
35 West Fourth Street,
Suite 777
212-998-5424
www.education.nyu.edu/
music/meducation

Degrees
M.A., Ed.D., Ph.D.

Certificate
Advanced Study

Faculty
See pages 84-88 for a complete listing.

The Program in Music Education in New York University's Steinhardt School seeks to develop students' awareness of the value of the arts and music and the importance of sharing these values with others. Located in one of the most diverse urban centers in the world, we offer students a unique opportunity to experience a broad spectrum of musical practices and pedagogy. New York University is one of the premier research universities in the world, and as such it provides a context in which studies are enriched by faculty abreast of the latest ideas and information. The Steinhardt School of Culture, Education, and Human Development, with its distinguished faculties and its location, is an institution engaged in the major issues facing urban education.

The Program in Music Education offers opportunities for teacher certification, enrichment, and systematic exploration of vital issues confronting the field. A wide range of courses in applied music, theory, and pedagogy is enhanced by a curriculum that includes specialized approaches to teaching music such as Dalcroze, Orff, and Suzuki, with a full certification program in Kodály available in summers. Faculty work closely with teachers, schools, and the community to spearhead new initiatives.

As an integral part of the Department of Music and Performing Arts, students have opportunities for extensive collaboration with other arts professionals. Course offerings within the department enable students to develop expanded contexts for music and music education. Areas for exploration include music synthesis, computer-assisted music, multimedia instruction, video reproduction, performance and composition, music therapy, music business, drama therapy, jazz studies, educational theatre, music theatre, and dance education. Performing ensembles, chamber groups, and solo recitals further enhance a solid academic program.

Housed within the department are state-of-the-art recording, computer music, and CAI studios. The Music Education Resource Room supports new technologies and provides access to an outstanding array of music materials for all ages. The Arts and Media Studio, maintained by Interactive Telecommunication Services, offers advanced hardware platforms for computer music and multimedia. The Avery Fisher Center for Music and Media, located in Bobst Library, features advanced technology for audio and video reproduction and one of the finest music collections available anywhere.

With such unique faculty, facilities, technologies, and interdisciplinary areas of study, NYU prepares music educators for the challenges facing us now and in the future.

CAREER OPPORTUNITIES
The program's alumni rank among leaders throughout the world in public school teaching, college and university teaching, performance, and research. The program meets academic requirements for New York State teacher certification and certification in many other states in the country. International students find career opportunities enhanced in their countries through the professional recognition of graduate degrees from New York University. The need for teachers is at an all-time high, and salary scales have been substantially increased. Doctoral graduates compete successfully for positions in teaching, research, and administration at major universities. Career opportunities also exist for education officers and administrators at cultural institutions—museums, community arts centers, conservatories, and musical societies.

PROGRAM OF STUDY
The Department of Music and Performing Arts Professions offers graduate-level study in music education for college and school settings. Each concentration of study exists as a template of specific components in which requirements are established through the process of working with a program adviser. In addition to holding the equivalent of a bachelor's degree in music, applicants are required to audition for entry into all music education programs. The following general categories comprise concentrations that graduate students in music education select to further their study:

- For College and University Faculty. This concentration emphasizes the preparation of teachers for community colleges and senior colleges and universities. It is also available to international students who are currently teaching or who have opportunities to teach at the college level or who may wish to focus on specific aspects and issues of music education and pedagogy in the United States.

Music, All Grades: The Preserve Master of Arts in Teaching Music, All Grades, is designed for applicants with a music background who wish to teach music at all levels from preschool through high school and are seeking initial teacher certification in New York State. Applicants must have completed a bachelor's degree or the equivalent in music, which includes a minimum of 36 points of college-level coursework in music. International students may now also complete this program, including student teaching, and be eligible for initial teacher certification in New York State.

The In-Service Master of Arts Program in Music Education is designed for applicants already holding provisional or initial certification who wish to complete the academic requirements for Permanent or Professional New York State Certification.

DEGREE REQUIREMENTS
Auditions are required. Proficiency in music theory and music history is assessed during a placement examination in the first semester of study. In addition, English proficiency is assessed through course work in the first semester.

Master of Arts in Music Education
Preservice Program in Teaching Music, All Grades (MUSA) (51 points):
The curriculum consists of a pedagogical core (10 points), a music and music education core (18 points), a content/pedagogical core (20 points), and a terminal experience (3 points). To qualify, applicants must have completed a bachelor's degree or the equivalent in music that includes a minimum of 30 points of college-level course work in music.

In-Service Program in Music Education (MUSE/MES) (39 points):
The curriculum consists of studies in education (6 points), the music education core (9 points), music pedagogy core (6-9 points), music education technology (3-6 points), music specialization (9 points), and colloquy, which includes a thesis requirement (3 points). To qualify, applicants must have completed a bachelor's degree or the equivalent in music and hold provisional or initial certification in teaching music.

Special Opportunity
The Kodály Summer Institute offers an intensive program of study for music educators each summer. Students matriculated in the department's in-service master's degree program in music education may take a three-course sequence as part of their program of study: Music for Children: Kodály Level 1 E85.2146, Music for Children: Kodály Level 2 E85.2147, and Music for Children: Kodály Level 3 E85.2148.

For College and University Faculty (MUSE/MCU) (59 points): The curriculum consists of studies in education (6 points), the music education core (9 points), music education technology (3-6 points), music in higher education (6-9 points), music specialization (9 points), and colloquy, which includes a thesis requirement (3 points).

To qualify, students must have a bachelor's degree or the equivalent in music. Open also to international students.

Colloquy in Music Education (Thesis Requirement): The culminating experience for all students in all concentrations of the Master of Arts Music Education...
Program is the Colloquy in Music Education E85.2939, which requires a written thesis on a topic related to the program concentration and the student’s background and professional goals. The thesis can include creative components such as the creation of a curriculum or compositions and arrangements for specific educational settings, or it can address educational policy, practices, standards, teaching methods and strategies, issues, and problems. The document is developed in a research context in consultation with a thesis sponsor and is discussed at a public presentation.

Auditions: Graduate Music Education Programs

All applicants for the music education programs are required to audition in person or submit a videotape (VHS) (consisting of two contrasting styles; acceptable only if students live a considerable distance from New York City) prior to acceptance to their degree program. Call the department office at 212-998-5424 for in-person audition dates.

Doctoral Programs

The Doctor of Education and the Doctor of Philosophy programs require a minimum of 45 points beyond the master’s degree; full-time students can complete the program in three to four years.

Study consists of the following:

- **Foundations** (6 points): Courses include Literature and the Arts: Experience and Response E11.2135, Aesthetic Foundations of the Arts E88.2051, Foundations of Education: Educational Sociology E20.2400, Specialized Research Methodology (3 points): Courses include Historical Research E10.2133, Survey and Correlation Research E10.2139, Qualitative Field Research: Design and Analysis I and II E10.2140.2141, Cognates (6 points): Courses include Arts Heritage and Criticism E88.2191 and Aesthetics: Education of the Perceptions E88.2053.
- **Guided Electives** (9 points).
- **Departmental Content Seminar** (3 points by advisement). Dissertation Proposal Seminar (3 points).

Ed.D. students must complete and defend orally an applied field research dissertation related to music education; Ph.D. students must complete and defend a theoretically grounded dissertation also related to music education.

In addition to the Steinhardt School admission requirements for students applying for doctoral-level degree programs, students seeking admission to doctoral programs in music education must provide the following:

1. **Performance Audition:** Prepare three selections representing three different historical styles (i.e., Renaissance, baroque, classical, romantic, and 20th-century. The 20th-century or contemporary category may be divided into the so-called mainstream 20th-century music of composers such as Bartók, Stravinsky, Schoenberg; the avant-garde; or the rock/pop/jazz genre). In addition, prepare a list of repertoire and a list of teachers you have studied with. If you have done arrangements and/or compositions, submit a portfolio of 3 to 5 works that best represent this activity.
2. **Music Skills:** Sight reading, sight singing, and keyboard skills will be evaluated at the audition.
3. **Examples of Writing:** Submit at least three examples of written work that would best represent your ability to conduct scholarly research and writing.

**ACCREDITATION**

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

35 West Fourth Street, Suite 777
212-998-5424

Director, Music Composition
Robert Rowe

Director, Woodwinds
Esther Lamneck

Director, Brass
Sean Scott Reed

Director, Piano
Marilyn Nonken

Director, Strings
Stephanie Baer

Director, Classical Percussion
Jonathan Haas

Director, Jazz
David Schroeder

Director, Vocal Performance, including Music Theatre and Classical Voice/Opera
William Wesbrooks

Degrees
M.A., Ph.D.

Faculty
See pages 84-88 for a complete listing.

New York University is one of the few institutions in the United States that offers a Ph.D. degree in music performance. A program of study leading to the Master of Arts is also available.

Faculty members are leaders in research and are internationally acclaimed artists and composers; many are members of renowned music organizations, such as the New York Philharmonic and the Metropolitan Opera Company while others are drawn from the Broadway community, and prominent jazz ensembles including the Village Vanguard Orchestra.

CAREER OPPORTUNITIES

Most students enter the graduate programs of study in music performance and composition with the intention of pursuing a career in performance and/or composition coupled with teaching at the college or university level. Graduates of the master’s program have found that being in New York City during their graduate study was an important aspect of their musical education and a significant factor in building a network of contacts that launched their professional careers as composers, arrangers, conductors, or instrumentalists and vocalists working as freelance artists, studio musicians, or performers in Broadway productions.

Alumni from the program have gone on to significant careers in opera and Broadway, with debuts at New York City Opera, Metropolitan Opera, and numerous Broadway shows. Instrumental, classical, and jazz performers have solo careers and play with major ensembles. Composers write for film and music theatre as well as traditional venues. Graduates of the doctoral programs are professors of music in leading institutions in the United States and abroad.

AREAS OF STUDY

Music Performance. Within Music Performance, students may specialize in one of three areas:

1. Applied Instrumental Studies, directed by Professors Stephanie Baer (Strings), Esther Lamneck (Woodwinds), Jonathan Haas (Percussion), and Marilyn Nonken (Piano), offers study in piano and all orchestral instruments. Students may focus on either solo performance or chamber music. Private lessons, coached ensembles, studio classes, and course work develop performance skills and repertoire from traditional to new music styles. In addition to numerous string, brass, and wood ensembles as well as chamber symphony and symphony orchestras, students can participate in the NYU New Music Ensemble, which has numerous New York City appearances during the season. It is also in residence in Florence, Italy, during the summer Music and Dance Program Abroad. In addition, students who focus on new music performance are participants in the Interactive Computer Music Series and the NYU New Music Ensemble Series.

   Students are invited to perform for the Composers’ Forum and to work with student composers as well as to record solo and ensemble CDs by music technology majors. Students have excellent opportunities to gain experience in as many diversified areas of performance as possible. Depending on the level of study, each student must present one or two formal public recitals.

2. Jazz Studies, directed by David Schroeder, emphasizes performance studies covering the full range of today’s jazz music scene. Private instruction for performers and course work in composition and theory provide a solid foundation. The most current music technology applications are available, including computer music synthesis, multimedia, and scoring for film and video, as well as analog and digital recording.

   NYU’s Greenwich Village location brings students to the center of jazz activities. Landmark jazz venues such as the Village Vanguard and the Blue Note are within walking distance. At these clubs, students experience jazz luminaries in performance on a regular basis. Students also sit in at the numerous open jam sessions around the community. The NYU Concert Jazz Ensemble appears at the famous Blue Note Jazz Club, located one block from campus, and Birdland in midtown. Many of our other award-winning NYU jazz ensembles appear in various jazz clubs and concert halls throughout New York City.

   All students in jazz/contemporary music are required to study composition as part of their recital requirements. Each student must present a recorded recital open to the public and adjudicated by a master teacher.

   Performance experience in ensemble and improvisation is designed to prepare students for the highly competitive demands of a professional career in jazz. The department houses over 30 various ensembles providing direction in performance as well as the opportunity for composers to rehearse and evaluate their works.

   An ongoing series of Jazz Master Classes on campus Wednesday evenings and at the Blue Note on Saturday afternoons provides accomplished students with the opportunity to interact directly with the most influential contemporary jazz artists. Each semester, preeminent jazz musicians are brought into the classroom to share their knowledge and expertise and provide critiques of student performance.

3. Vocal Performance, directed by William Wesbrooks, offers concentrations in two areas:

   Classical Voice Studies includes a comprehensive sequence of courses in vocal technique and repertoire for recitals, chamber music, opera, and music theatre. Courses in opera studies are supported by Opera Workshop and two productions each year. Students have the opportunity to study with prominent artists/teachers from the professional music community, including New York City Opera and the Metropolitan Opera.

Music Theatre Studies offer a comprehensive sequence of courses that provides training in voice, acting, dance, repertory, and analysis. Five fully staged musicals are produced each year in addition to operas, workshops, and new work development projects. Music theatre workshops focus on both preparation of material and its presentation in audition and performance settings. Students are taught and directed by working professionals from the Broadway community, who provide practical insight and guidance for the student who is about to enter the professional arena.

Music Composition. Within Music Composition, students may take a comprehensive sequence of courses in the following areas:

1. Directed by Robert Rowe, General Composition involves lessons, courses, and seminars aimed toward providing balanced training in multiple compositional styles. Students choose music electives and composition courses to enhance areas of particular stylistic interests.

   Exceptional works are considered for performance in joint programs featuring student and faculty composers in New York and on national and international tours of our acclaimed performance ensembles.

2. Directed by Dave Schroeder, Jazz/Contemporary Music Composition blends courses from the general, electroacoustic, and computer music sequences with specially designed courses, seminars, and workshops. All composition students studying jazz/contemporary music are required to be highly proficient performers as well as composers. All NYU jazz ensembles are laboratory/workshops for composition students to hear, rehearse, and evaluate their works.

3. Directed by Robert Rowe, Electroacoustic and Computer Music Composition combines study in composition with technology through the department’s 14 on-site electroacoustic music production labs (including a 64-track analog/digital recording studio), as well as through University-wide computing facilities, offering students access to
DEGREE REQUIREMENTS

Master of Arts/Performance

This 36-point program can be completed in three semesters of full-time study. Course work consists of the following:

- Applied Instrument or Voice (6-9 points)
- Research (3 points)
- Ensemble (6 points)
- Literature/Theory (3 points)
- Performance Practice (3 points)
- Recitals (3-6 points)

During the semester of the final recital, performers write a comprehensive paper that pulls together and demonstrates their command of musical repertoire and styles.

Master of Arts/Composition

This 36-point curriculum can be completed in three semesters of full-time study. Course work consists of the following:

- Composition Seminar (3 points)
- Composition Private Instruction (6-9 points)
- Ensemble (3 points)
- Literature/Theory (6 points)
- Orchestration (3 points)
- Music Technology (3 points)
- Recital (3 points)
- Guided Electives (6-9 points)

Doctoral Programs

Students in the Ph.D. program must complete 49-55 points of course work beyond the master's degree and must orally defend a theoretically grounded dissertation related to music performance or music composition as appropriate. Course work consists of the following:

- Foundations of the Arts (6 points)
- Specialized Research Methodology (3 points)
- Cognates (6 points)
- Departmental Content Seminars (6 points)
- Applied Study (6-12 points)
- Advised Research (15 points)
- Dissertations Proposal Seminar (3 points)
- Recitals (3-4 points)

ADMISSION REQUIREMENTS

Music performance majors must present an audition. Specific repertoire requirements for music performance are available by contacting the respective program director. Students interested in music composition must submit a composition portfolio consisting of a current curriculum vitae, several compositions in written form (general score) with date of completion, a complete list of works and dates, CD of performances of the works submitted in written form, and a letter describing the composition area of interest. Those interested in jazz composition should submit a minimum of three written scores.

FINANCIAL AID OPPORTUNITIES

See general financial aid section, page 214.

Music Technology

Director
Kenneth J. Peacock
35 West Fourth Street, Suite 777
212-998-5431

Associate Director
Robert Rowe
212-998-5435

Degree
M.M.

Faculty
See pages 84-88 for a complete listing.

Program Office
212-998-5422

Music technology is a rapidly expanding and exciting field. The University’s location in New York City—the world's center for the performing arts—offers students valuable opportunities for direct experience in their field while pursuing advanced study. Students work in professionally equipped, multitrack recording studios and electronic music laboratories located on campus.

CAREER OPPORTUNITIES

There is a need in the music industry for individuals who can methodically apply musical concepts, technology, and music theory to problems that combine elements of production, aesthetics, technical expertise, and experiential learning to create and develop artistic works more effectively. Graduates are prepared to assume responsibility in studio production and operation and may consider career opportunities in recording, producing, publishing, and the allied music industries, including computer software design and multimedia.

DEGREE REQUIREMENTS

The program requires 45 points for completion. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided course work in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.


Supportive Courses (15 points): include guided course work in computers, composition, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

Electives (12 points): Courses may be chosen from music, music business, or Graduate Internships in Music Technology E85.2603. Students complete a major final project that integrates theory and practice, E85.2616.

SPECIAL FACILITIES

The Program in Music Technology maintains 14 recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 48-channel SSL mixing console. Students also use an additional four Macintosh-based computer music laboratories, an A/V and film music editing studio with video projection and THX surround sound systems, an analog synthesis studio, a video digitizing and DVD authoring studio, as well as two research and development facilities that use Macintosh and Windows computers, plus two complete 20-bit Sonic Solutions digital editing rooms. The studios are all wired with 100-megabit network connections, facilitating quick file transfers between studios and high-speed Internet2 projects.

We suggest that students purchase a Macintosh laptop computer to facilitate their work for the program.

Music technology students also have access to the arts technology facilities, maintained by NYU’s Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia. Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School’s Kanbar Institute of Film and Television and Interactive Telecommunications Program.

The Program in Music Technology has taken a leading position in interactive music software implemented on personal computers and digital audio platforms. Students can learn programming using C or Java or in graphic environments such as Max/MSP. Sophisticated synthesis possibilities may be realized through real-
time digital signal processing, SMPTE handling, software synthesis such as Csound, Jsyn, PD, Kyma, and an extensive collection of sampling, effects, synthesis modules, and controllers.

**TONMEISTER SEQUENCE**

Selected second-year graduate students may apply for the Stephen F. Temmer Tonmeister Recording Studies Sequence. Tonmeister studies emphasize a coordination of musical and technical skills, enabling participants to direct live concert recordings with a sensitivity to the demands of both disciplines. The skills of Tonmeister students are honed during intensive workshop sessions, where participants record concerts by professional concert artists under the supervision of international recording technology specialists. A final examination is required of Tonmeister students.

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**Performing Arts Administration**

**Director**

Brann J. Wry

**Faculty**

See pages 84-88 for a complete listing.

The master’s degree program in performing arts administration was founded in 1971 and is one of the oldest arts management programs in the country. The program educates prospective and practicing administrators for positions with outstanding arts organizations in this country and abroad. It does this with a combination of courses, specifically designed for arts administrators, in the areas of the environment of arts administration, development for the arts, marketing the performing arts, law and the arts, statistics, and business courses in economics, accounting, behavioral science, and marketing, which are offered through NYU’s Leonard N. Stern School of Business.

In addition, the program emphasizes the acquisition of executive skills in the areas of organizational assessment, career planning, and executive presentation through periodic workshops offered only to students enrolled in the master’s degree program.

Internships with leading arts managers are a required part of the program of study and enhance course work. In recent years, interns, who usually receive a small weekly stipend, have trained with managers of organizations as varied as Carnegie Hall, American Ballet Theatre, Brooklyn Academy of Music, Manhattan Theatre Club, and National Endowment for the Arts. In addition, guest lecturers and adjunct faculty from the field regularly speak at special forums.

**CAREER OPPORTUNITIES**

Graduates hold positions as executive directors and presidents; directors of development, operations, and planning; and marketing, production, and general managers of such arts organizations as Lincoln Center for the Performing Arts, Metropolitan Opera Association, New York City Ballet, Paper Mill Playhouse, the Philadelphia Orchestra, Newark Symphony Hall, and the Brevard Music School.

**DEGREE REQUIREMENTS**

The master’s program requires 54 points for completion and can be completed in three to four semesters of full-time study; a part-time sequence of courses is also available. Courses in arts administration are offered through the Steinhardt School of Culture, Education, and Human Development; those in business administration are offered through the Leonard N. Stern School of Business.


**Electives** (6 points): Chosen from Consumer Behavior B70.2347, Foundations of Finance B09.2316, Microeconomics for Global Business Decision Making B09.2303, and others by advisement.

**ADMISSION REQUIREMENTS**

Program in Music Technology applicants must hold a B.A., preferably in music or a related program. In addition, all students entering this program must have the experience or course work equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

See general admission section, page 204.

**SPECIAL OPPORTUNITY**

Summer Study Abroad in Arts Administration takes degree and visiting students to the Netherlands, Germany, and France to study alternative ways of managing arts organizations through intensive examination of current practices in Europe. The 6-point graduate course examines the effects of economics, politics, and management on arts policy and practice. Traveling to Utrecht, Amsterdam, Berlin, and Paris, students meet with curators, performing arts managers, and national policy makers and tour a variety of theatres, museums, and cultural institutions. The course is designed for both graduate students and alumni of both visual and performing arts administration programs as well as arts administrators with professional experience in the field.
Performing Arts Therapies

Drama Therapy

Director
Robert Landy

35 West Fourth Street, Suite 675
212-998-5258

Faculty
See pages 84-88 for a complete listing.

Drama therapy combines the aims and techniques of drama/theatre with those of psychotherapy to treat individuals in crisis and help those with special needs to expand their quality of life. New York University was the first in the country to develop an academic program leading to a Master of Arts degree in drama therapy.

The program attracts theatre professionals and educators, therapists, and those working in the fields of medicine, nursing, and special education. Students come from diverse cultural and academic backgrounds to study and apprentice with the leading professionals in the creative arts therapies. Classes are small and instruction is individualized. The Program in Drama Therapy has been approved by the National Association for Drama Therapy. (See also Music Therapy in this department and Art Therapy in the Department of Art and Art Professions.) In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

The New York metropolitan area offers rich opportunities for clinical internships in hospitals and shelters, drug rehabilitation centers, prisons, and special facilities for the elderly, those with developmental disabilities, and the terminally ill, among others.

CAREER OPPORTUNITIES

Graduates are employed in a variety of therapeutic settings throughout the world, including public and private hospitals and mental health clinics, centers for adults with developmental disabilities, nursing homes, and drug rehabilitation centers. Drama therapists work in medical facilities as well as artistic ones, in social services as well as private practice.

Although drama therapy is a relatively new profession, it is practiced widely with a number of special populations: war veterans and those afflicted with post-traumatic stress disorder, substance abusers, mentally ill individuals, the elderly, and children who have been physically and/or sexually abused. Drama therapists also treat dysfunctional families and, more generally, healthy individuals in need of exploring significant life problems.

Master of Arts

The Master of Arts degree program requires 48 points for completion, including course work in drama therapy, educational theatre, psychology, counseling, and related creative arts therapies. All students are required to complete fieldwork and a 780-hour internship with two different populations in selected clinical facilities. A master's thesis is required. The drama therapy courses include experiential as well as theoretical work.

DEGREE REQUIREMENTS

Drama Therapy (21-28 points):
Introduction to Drama Therapy E86.2114, Drama Therapy for the Emotionally Disturbed E86.2109, Psychodrama and Sociodrama E86.2115, Advanced Practices in Drama Therapy (can be repeated for a total of 6 points) E86.2116, Projective Techniques in Drama Therapy E86.2117, Advanced Theory and Research in Drama Therapy (including thesis preparation) E86.2119, Internship in Drama Therapy E86.2302.

Counseling and Psychology (15 points):
Abnormal Psychology E63.2038 or Foundations of Psychopathology G89.2034, Theories of Personality E63.2039 or Personality and Behavior G89.2015, Survey of Developmental Psychology E63.2271/G89.2020, Group Dynamics E63.2620, Individual Counseling: Practice E63.2658.

Educational Theatre (6 points) May be chosen from the following: Development of Theatre and Drama E17.2021 or E17.2022, Creative Play in the Arts E17.2039, Drama in Education E17.2193 or E17.2194 or Theatre-in-Education Practices E17.2090.

Elective Courses (by advisement):
Chosen from such courses as Masks and Puppetry E17.1079, Psychodynamic Processes in Art Therapy E90.2038, Cross-Cultural Counseling E63.2302, Introduction to Music Therapy E85.1046.

ADMISSION REQUIREMENTS

All students should have a solid, practical background in the art form of drama/theatre, including experience in improvisational drama and theatre performance. Candidates should also demonstrate a strong academic background in psychology or a related social science, including course work in developmental and/or abnormal psychology. In certain exceptional cases, alternative experience relevant to drama therapy will be considered. All students are required to submit three letters of recommendation attesting to their strengths, weaknesses, and potential as future drama therapists. Applicants are also required to submit an autobiographical statement of four to six pages documenting three (3) major turning points in their lives and how these led to the choice of drama therapy as a profession. Interviews are by invitation only. Students are admitted only in the fall semester of each year. See general admission section, page 204.

FINANCIAL AID

The Program in Drama Therapy offers two work-study positions each year for students to assist the program director. See general financial aid section, page 214.
Music therapy is a rewarding career for musicians who wish to use their skills and artistry to benefit people with a variety of mental, physical, and emotional disabilities. Students are trained to work with people of all ages, including children with special needs, adults with psychiatric illness, children and adults with physical illness including the terminally ill, and elderly clients. The program is accredited by the American Music Therapy Association (AMTA) and provides a unique combination of advanced clinical training and academic course work to enable students to develop their own individualized approach to music therapy. Graduating students qualify to apply for certification from the Certification Board of Music Therapists (CBMT). In addition, the program is approved by the New York State Department of Education and qualifies students for licensure in Creative Arts Therapy (LCAT) after graduation and 1,500 hours of postgraduate supervised practice.

**CAREER OPPORTUNITIES**

Music therapists work with a wide range of age groups and disability conditions and are employed in a variety of settings, including mental health facilities, special education settings, medical hospitals, nursing homes, hospices, public schools, community clinics, and private practice.

**DEGREE REQUIREMENTS**

**Master of Arts**

The M.A. program in music therapy offers curricula for students who seek certification and New York State licensure. The curriculum consists of course work in music therapy theory and methods for children and adults, clinical improvisation, group sessions in music therapy, music therapy theory development, and clinical fieldwork and internships. Advanced students who are already certified or registered music therapists must complete 48 points for state licensure. The program is tailored to each student based upon individual assessment.

The basic Master of Arts program leading to certification includes the following:

**Music Therapy Courses:**
- Music Therapy: Advanced Theory and Methods I and II E85.2931, 2932 (6 points), Improvisation I: Clinical Improvisation in Music Therapy E85.2934 (2 points), Improvisation II: Clinical Vocal Improvisation E85.2062 (2 points), Improvisation III: Advanced Practices of Improvisation in Music Therapy E85.2940 (3 points), Improvisation IV: Theory and Application of Improvisation in Music Therapy E85.2941 (3 points), Music Therapy for Adults E85.2938 (3 points), Key Concepts in Music Therapy E85.2942 (3 points), Theory Development in Music Therapy E85.2943 (3 points), Music Therapy Practicum: Children and Adolescents E85.2043 (3 points), Music Therapy Practicum: Adults and Elderly E85.2053 (3 points), Internship in Music Therapy E85.2935, 2936 (2 semesters, 10 points), Colloquium in Music Therapy E85.2947 (4 semesters, 8 points), Colloquium in Music Therapy: Final Project E85.2949 (2–4 points).
- Other Requirements: Group Dynamics E63.2273 (3 points), Identifying and Reporting Child Abuse E65.2273 (0-credit workshop). Electives (6 points):
  - May include courses in music therapy specialization, related arts therapy (drama, art), graduate psychology electives in specialization area, independent studies, and advanced clinical supervision.

**SPECIAL OPPORTUNITIES**

Off-Campus Clinical Placements: The Program in Music Therapy offers many clinical opportunities for students at all levels of training. Students have worked with talented professionals in prestigious clinical facilities throughout the New York City area, including Bellevue Hospital, Beth Israel Hospital, Beth Abraham Hospital, the NYU Medical Center and Rusk Institute of Rehabilitation Medicine, Memorial Sloan-Kettering Cancer Center, Baltic Street Outpatient Clinic and the New York City Board of Education.

**Guided Imagery and Music:** Students may pursue a special sequence of courses in guided imagery and music, offered by the Program in Music Therapy in cooperation with the Creative Therapies Institute. Guided imagery and music is a therapeutic process that combines the inherent structure, movement, and spirit of music with an individual’s own creative process of imagery.

**Technology Resources for Performing Arts Educators**

E78.2029 30 hours plus hours arranged: 3 points. Applications of communication and digital technology as designed for performing arts as resources for performing arts educators. Special emphasis is given to the use of the World Wide Web (WWW) as a resource for teaching and creating performing arts materials and developing collaboration in the performing arts. Applications of the WWW as an archive for performing arts materials and portfolios are also explored.

**Performing Arts Research Collegium**

E78.3400 10 hours plus hours arranged: 1 point. May be repeated up to 3 points. Doctoral dissertation advisement with dissertation committee coordinated with seminars in which students present their works in progress and discuss research problems. Current researchers in the performing arts are invited to share research and writing. May be repeated up to three times to partially fulfill advised research requirements.

Doctoral students in the Department of Music and Performing Arts Professions must register each semester after completing course work to maintain active status in the doctoral program.

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**NOTES TO COURSES**

*Registration closed to special students.
†Pass/fail basis.
‡See Supervised Student Teaching, page 233.
§Students must also register with the Student Teaching Office the term before assigned student teaching begins.
DANCE EDUCATION/E89

Intermediate Technique and Pedagogy: Modern Dance
E89.2040 45 hours: 2 points. Fall, spring.
Intermediate skills dance technique focuses on continuity, phrasing, and performance in a modern style. Emphasis on expanding the individual's technical and expressive capabilities and developing instructional ability in modern pedagogy and practice for grades 7 and up.

Advanced Technique and Pedagogy: Modern Dance
E89.2075 45 hours: 1 point. Fall. spring.
Advanced skills in selected dance technique with focus on movement precision, musicality, and performance. Emphasis on expanding the individual's technical and expressive capabilities and developing instructional ability in modern pedagogy and practice for grades 7 and up.

Teaching Creative Movement
E89.2452 30 hours: 2 points. Spring.
Examines theories, methods, and assessment tools in the teaching of creative movement to children in grades K-6. Concentrates on basics of movement learning, developmentally appropriate activities, lesson planning, and skill in classroom instruction. Integration of dance in K-6 curriculum and multicultural environments is discussed. Observation of dance classroom settings required.

Teaching Performance of Dance and Related Educational Activities
E89.2454 30 hours: 2 points. Fall.
Explores approaches to choreographing, directing, and performing in a variety of educational settings. Specific attention paid to differentiated instruction, culturally and developmentally appropriate source materials and activities, and the use of performance in developing communication and social skills. Performance as formative and summative assessment is discussed.

Anatomy and Kinesiology
E89.2810 30 hours: 3 points.
Study of the basic mechanical principles affecting the physiological functioning and anatomical structure of the human body. Dance laboratory application of these principles to body alignment, placement, and dynamic posture for dance.

Common Hour Dance
E89.2001† 20 hours: 1 point. Fall, spring.
Weekly meeting time for graduate students, featured speakers, participation in workshops. Emphasis on career navigation, networking, placement, and support through addressing professional development skills, networking with experts in dance and education, developing resources, and utilizing peers/alumni as career associates.

Contemporary Dance Origins
E89.2012 30 hours: 3 points.
Survey of varied forms and styles of dance in their social and cultural contexts. Lecture, laboratory, and viewing of dance in selected periods of its development from early times to the present.

Intercultural Dance
E89.2021 30 hours: 2 points. Spring.
Study of dance as cultural practice, exploring dance from a broad spectrum of cultures. Focus on theoretical and practical application of key concepts and dance forms as they relate to cultural identity, representation, and education. Includes critical analysis of dance in the studio, film, and written materials. Implications for curriculum and instruction are stressed.

African Dance
E89.2022 45 hours: 3 points. Fall.
A survey course in African dance with accompanying songs, music, and simple instructions of the regions of West, East, Central, and South Africa.

Tap Dance
E89.2023 45 hours: 2 points. Fall, spring.
Basic course in jazz, tap, waltz clog, and soft-shoe styles of tap dance. Relates the cultural and generic origins of these styles to their introduction to and development in theatre as performing art. Includes fundamental skills and traditional steps and sequences for creating tap dance choreography.

Jazz Dance Techniques
E89.2029 30 hours: 2 points. Fall, spring.
Analysis of jazz as a dance discipline—introductory level. Includes composition.

Advanced Dance Practicum
E89.2077 45 hours per point, 1–6 points. Fall, spring.
Individualized advanced students in the arts.

Methods and Materials in Teaching Dance
E89.2265 30 hours: 3 points. Fall.
Learning in, through, and about dance. Investigates contemporary educational theory, curriculum development, and assessment approaches basic to the establishment of a teaching method in dance. Focus on understanding dance education in the context of general education learning environments (K-12) in multicultural settings; incorporating the national, state, and New York City standards in dance education; and exploring how dance enhances social and cognitive skills critical to the developing child.

Theory and Methodology in Ballet Pedagogy
E89.2267 60 hours: 3 points.
During this course, students examine a model ballet syllabus for ages 5-18 with attention to established theory, terminology, and methodology. Students learn the sequence and the common teaching and learning faults of the children's syllabus through a daily class as well as a pedagogy seminar.

Teaching Apprenticeship in Ballet Pedagogy
E89.2268 60 hours: 3 points.
During this course, students plan, conduct, and evaluate a teaching apprenticeship for ages 5-12 in which they demonstrate proficiency in the use of biomechanics, artistic imagery, musical accompaniment, and insight on the needs of the developing dance student at professional and recreational tracks of study.

Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy
E89.2269 60 hours: 3 points.
During this course, students plan, conduct, and evaluate a teaching apprenticeship for adolescents in which they demonstrate proficiency in the use of biomechanics, artistic imagery, musical accompaniment, and insight on the needs of the developing dance student at professional and recreational tracks of study. Additionally, students examine and prepare a ballet choreography and differentiate its elements according to the developmental needs of students ages 5-9, 10-13, and 14-18.

Fieldwork and Analysis Seminar in Ballet Pedagogy
E89.2270 30 hours: 3 points.
This course guides students in fieldwork observation, fieldwork assignments, and a fieldwork analysis-oriented seminar for the express purpose of developing informed and proficient ballet teachers who will possess a complete understanding of the use of biomechanics, artistic imagery, and insight on the needs of the developing dance student at professional and recreational tracks of study. Fieldwork is conducted at the Jacqueline Kennedy Onassis School at the American Ballet Theatre as well as at ABT's Educational Outreach Program.

Internship in Dance
E89.2273 150 hours: 3 points.
Supervised internships with placements in preapproved dance and dance education settings.

Dance in Higher Education
E89.2278 30 hours: 3 points. Spring.
Principles in administration, curriculum, instruction, and evaluation of dance pro-
grams in higher education. Current trends in college dance curricula are explored.

**Dance Intensive**
E89.2288 30-45 hours: 2-3 points.
Summer. Graduate students only.
Concentrated daily courses in a selected dance technique (beginner/intermediate level), followed by a focused improvisation, application of aesthetic principles to choreography within that style.

**Dance Workshop**
E89.2289 45 hours: 3 points. Fall.
For advanced students in dance.
Emphasis on dance production and the development of each student's personal approach to choreography.

**Composition in Contemporary Dance**
E89.2291 45 hours: 3 points.
Opportunity to work in advanced and experimental form in composition. Effort is made to develop skill in interpreting, analyzing, staging, and evaluating dance composition. Guest artist teachers.

**Independent Study**
E89.2300 45 hours per point: 1-6 points.
Fall, spring, summer hours to be arranged.
Signature of program director required.
For description, see page 210.

**Research in Dance Education**
E89.2403 30 hours: 3 points. Fall.
Examines theoretical perspectives, modes of inquiry, methodologies, and procedures for conducting research in dance and education. Focus on developing qualitative research and writing skills and tools in movement assessment. Case study applications in dance education are stressed. Individual project required.

**Dance for the Special Child**
E89.2433 45 hours: 3 points.
Seminar and laboratory experiences in multidisciplinary approaches used by leading movement specialists for working with a child with disabilities (intellectual, physical, and emotional).

**Principles of Dance Movement Therapy**
E89.2502 30 hours: 3 points.
Theories, principles, and techniques of movement in the dance therapy field. Topics include the symbolic aspects of the body; the physiological basis of emotion; movement from a developmental perspective; and cultural differences in movement behavior. The creative process, analogous to the therapeutic process is explored. A lexicon of movement elements is examined as a systematic tool for observation and interpretation. The relationship to education is emphasized.

**Seminar in Dance Education**
E89.2509 30 hours: 2 points. Fall.
Program seminar addresses issues confronting dance educators. Emphasis on integrating theory and practice and on the generation of new ideas, approaches, and perspectives in dance education. Required culminating project on dance-related research or curriculum design for elementary, secondary, or postsecondary settings. Particular attention paid to report writing.

**African Dance II**
E89.2543 30 hours: 3 points. Spring.
Prerequisite: E89.1542 or equivalent.
Emphasis on dance performance skills characterizing the distinctive style of dominant groups in selected African regions. Continuation of study of songs, music, and simple instruments that accompany authentic dances.

**Student Teaching in Dance: Elementary School**
E89.2607 30 hours plus 20 days: 3 points. Fall.
Supervised student teaching of dance on the elementary school level (grades K-6). Weekly seminar addresses formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice. Student teachers observe, plan, teach, and evaluate dance activities.

**Student Teaching in Dance: Secondary School**
E89.2608 30 hours plus 20 days: 3 points.
Spring.
Supervised student teaching of dance on the secondary school level (grades 7-12). Weekly seminar involves developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning in dance activities. The critical analysis of student teaching in the secondary classroom is designed to promote the student's development as a reflective practitioner.

**Computer Studies in Human Movement**
E89.2701 30 hours: 3 points.
The use of computers as applied to dance and other human movement, including such software as Lifeforms for choreography and Labanwriter for notation. Basic computer knowledge required.

### EDUCATIONAL THEATRE/E17

**Performance and Production**
Spring.
Design for today's stage in period and modern styles. Methods of originating and presenting a design concept.

**Practice in scene sketching. Three hours of laboratory a week.**

**Styles of Acting and Directing**
E17.2099,1100 Salvatore/Swortzell.
45 hours: 3 points each term. Fall, spring.
Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, 18th- and 19th-century European) are studied and acted. A course in performance styles and techniques for actors, directors, designers, teachers, and those interested in theatre history and criticism. Additional hours of rehearsal.

**Beginning Playwriting**
E17.2105 DiMenna. 30 hours: 2 points.
Fall.
Principles and methods of playwriting. Completion of several writing assignments is required, including a one-act play. Plays of special merit are considered for program production.

**Physical Theatre Improvisation**
E17.2113 Smithner. 45 hours: 3 points.
Fall, spring.
Techniques for performing and teaching pantomime. Training in body control, gesture, and facial expressiveness. While basically a performance course, the history of mime as a theatre art is examined, and significant examples of Eastern and Western styles are studied.

**Stage Lighting**
E17.2143 Staff. 45 hours: 3-4 points.
Spring.
Theories of light and lighting. The practice of lighting the stage. Experiments with light as a design element. Three additional hours of practical laboratory a week.

**Costume Design**
E17.2175 Staff. 45-60 hours: 3-4 points.
Spring.
Costume design for the modern stage and the history of fashion. Includes three hours of practical laboratory work a week.

**Introduction to Theatre for Young Audiences I**
E17.2005 Demas. 30 hours: 2 points. Fall, spring.
Playing and audience analysis, directing methods, production techniques. Each student plans a complete children’s theatre production. Laboratory experience recommended.

**Introduction to Theatre for Young Audiences II**
E17.2006 Demas. 15 hours per point: 2-4 points.
Spring.
Playing and audience analysis, directing methods, production techniques. Each student plans a complete children’s theatre production. Laboratory experience recommended.
Dramatic Activities in the Elementary Classroom
E17.2030 Montgomery. 30 hours; 15 hours of field experience: 2 points. Fall.
Methods and materials for role-playing, story dramatization, mask, puppetry, and improvisation as applied to the elementary classroom, in such areas as learning processes, motivation, communication, and classroom management. Relationship of drama and theatre to the elementary curriculum. Students use drama and theatre to address the human development processes that impact on the K-6 child's readiness to learn, such as culture, nutrition, personal safety, and community. Laboratory experience required: 15 hours.

Dramatic Activities in the Secondary Classroom
E17.2031 Montgomery. 30 hours: 3 points. Spring.
Theories and practices of dramatic art in relation to principles and curriculum of secondary education. Attention given to assembly programs and creative and formal techniques of play production for school, extracurricular club, camp, and playground.

Musical Theatre: Background and Analysis
E17.2062 30 hours, 15 hours of field experience: 3 points. Fall, spring.
An analysis of the various forms of musical theatre with emphasis on the libretto, lyrics, and production elements. Musicals past and present are examined and critically evaluated. Written critiques of current musicals are required; costs of tickets are the responsibility of students.

Advanced Directing
E17.2097,2098 Smith.er. 90 hours: 3 points each term. Fall, spring.
Prerequisites: proficient work in E17.1081,1082 or equivalent and permission of instructor.
Direction of a one-act play for public evening performance. Class assignments include directorial research projects and rehearsal.

Advanced Playwriting
E17.2106 DiMenna. 30 hours: 3 points. Spring.
Registration by permission of instructor.
Writing of a full-length play or musical. Plays of special merit considered for production.

Shakespeare's Theatre
E17.2171 30 hours: 3 points.
Examines Shakespeare in performance and in the classroom. Dramaturgy, scene analysis, and youth theatre included.

Theatre Education
Dramatic Activities in the Elementary Classroom
E17.2029 Montgomery. 30 hours: 2 points. Fall.
Methods and materials for role-playing, story dramatization, mask, puppetry, and improvisation as applied to the elementary classroom. Relationship of drama and theatre to the elementary curriculum. Laboratory experience required.

Theory of Creative Drama
E17.2067 Zantis. 45 hours: 3 points. May be repeated for a total of 6 points. Spring.
Techniques and practice of creative drama. Students lead classes; weekly critiques. Laboratory experience recommended.

Creative Play in the Arts
E17.2059 Smith.er. 30 hours: 3 points. Fall.
Explorations of the playful element in personality, culture, and artistic creation. The method is experiential-participatory and cross-cultural. Playful modes of activity include improvisation, masquerading, misrule, and celebration as well as the ritualization of simple pastimes and games. Work with the symbolic potential of found-objects and primary materials. Classwork includes movement, vocal expression, plastic construction, and enactment: the finding of various playful personae like the fool, the clown, and the "philobat."

Theatre-in-Education Practices
E17.2090 Swortzell. 30 hours: 3 points. Spring.
A production course for teachers, recreation leaders, language specialists, actors, directors, and students of educational theatre. Focuses on the creation and performance of projects with special educational content. Students study the history of T.I.E. programs, as well as research, devise, and present their own original productions.

Supervised Student Teaching in the Elementary Drama Classroom
E17.2134 4-8 points: 45 hours per point. Fall, spring.
Supervised student teaching in elementary classroom settings, followed by scheduled conferences with field supervisor. Student teachers observe, plan, teach, and evaluate drama activities, integrated across the elementary school curriculum, N-6.

Acting: Character Study
E17.2252 2-3 points: 15 hours per point. Fall, spring.
An advanced exploration into the tools and techniques of creating character within the context of the "world of the play." Through script analysis and attention to style, students learn how to create the imaginary world in which the character lives. Scenes are selected from both contemporary and classical genres.

Storytelling
E17.2951 Res. 3 points: 30 hours.
This course examines the ancient art of storytelling as a performance form (developing expressive tools, creativity, physical, and vocal skills); as it has appeared throughout history (in mythology, folklore, legends, fairytales, fables); and as it can enhance curricular subject areas (math, science, social studies, literature, and history) and relate to the New York State Learning Standards for Arts Education and the Standards for English and Language Arts. Oral history projects are also explored, through the telling of personal stories.

Supervised Student Teaching in the Secondary English/Drama Classroom
E17.2174 4-8 hours: 45 hours per point. Developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning. The critical analysis of student teaching during the semester is designed to promote student's development as a reflective practitioner.

Drama in Education
E17.2193,2194 Montgomery. 30 hours: 3 points each term. Fall, spring.
Relationships of theories of dramatic art to general educational principles; present practices and potentialities of educational dramatics at all levels of instruction. Uses of theatre and drama in education from the Greeks to the present day.

Practicum in Educational Theatre
E17.2305 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
Problems in academic theatre: research projects; instructional procedures; creative expression in acting, directing, and writing. Exploration of the uses of drama at all levels of education.

Drama with Special Education Populations I
E17.2960 Granet. 15 hours: 1 point.
This practical course is designed to introduce drama activities to students and professionals who work with young people with special needs. With the increased number of inclusion classrooms and the mainstreaming of students with special needs, this course is designed for both special and general education educa-
Drama with Special Education Populations II
E17.2961 Granet. 15 hours: 1 point.
Building on the activities and strategies shared in Part I, this course focuses on the specific challenges faced in the designing arts-integrated curricula for special needs students in all subject areas. Participants explore the wide-ranging special needs of cognitively, physically, and emotionally challenged students. The focus is on developing lesson plans that address and support different learning styles while meeting the state and national learning standards. Appropriate for K-12 educators.

Drama with Special Education Populations III
E17.2962 Granet. 15 hours: 1 point.
This advanced course is a follow-up to Part II. In a practical setting, students focus on the study of dramatic approaches and curriculum development for specific special needs classes. The course addresses the many ways in which young people learn and process information, based on Dr. Howard Gardner's Theory of Multiple Intelligences. Appropriate for K-12 educators.

Play Production for Artists and Educators
Development of Theatre and Drama
E17.2021,2022 Staff. 30 hours: 3 points each term. Fall, spring.
Chronological study of the evolution of plays and production styles from ancient Greece to the off-Broadway movement. History of theatre as a performing art and aesthetic experience. Research projects in selected periods of theatre development are required.

Images of Women in the Theatre
E17.2023 Smithner. 30 hours: 3 points. Fall.
Exploration of the images of women in diverse styles of dramatic literature from the Hellenic period to the present. Students participate in scenes and class discussion and investigate women currently in theatre as actresses, playwrights, directors, and critics.

Methods and Materials of Research in Educational Theatre
E17.2077 Taylor. 30 hours: 3 points. Spring.
An introduction to research design in educational theatre. Students study the range of research methods appropriate to the investigation of educational theatre.

Dramatic Criticism
E17.2091,2092 Nadler. 30 hours: 3 points each term. Fall, spring.
Historical examination of the major theories of dramatic criticism from antiquity to the present. Application of theories to plays of principal periods of drama, including current offerings. Elements of dramatic structure, play analysis, and appreciation of the drama.

World Drama
E17.2103,2104 Martin. 30 hours: 3 points each term. Fall, spring.
Modern dramas from diverse cultures not ordinarily considered in detail in other courses. The theatre of each country as an art form, an institution, and a social force.

Theatre of Brecht and Beckett
E17.2177 Taylor. 30 hours: 3 points. Fall.
This course introduces students to the contributions of Brecht and Beckett to educational theatre. The principal notions of dramatic form and pedagogy powering their lifetime contribution are outlined. Based on selected works, both dramatic and literary, students deconstruct a variety of texts and create their own dramatic work based on the form and pedagogy of these dramatists. The course culminates in a written demonstration from students of how their own praxis has been transformed as a consequence of their encounter with these dramatists.

Acting: Fundamentals
E17.2250 15 hours per point: 2-3 points. Fall.
This course offers a foundation on which to build the technique needed to do the actor’s job: to live truthfully under the imaginary circumstances of the play. In this Stanislavski/Uta Hagen-based approach, students participate in a guided study of self-observation and apply discoveries to scene work.

Acting: Scene Study
E17.2251 15 hours per point: 2-3 points. Fall, spring.
In this course, students continue the exploration begun in Acting: Fundamentals with in-depth scene and monologue preparation from the contemporary stage. Studio work focuses on the given circumstances, creating a physical life for the character and miming the relationships that drive the play.
among syntax in common practice and popular styles. Generation of lyrics discussed as content, structure, and unity.

**Music for Advanced Orchestration**  
E85.2020 30 hours: 3 points.  
Prerequisites: E85.1020, E85.1025.  
The principles of orchestral scoring are examined through detailed score analysis and writing projects, as well as related topics, including transposition, score format, and new rotation. Classical through contemporary styles.

**The Teaching of Music in the Junior and Senior High School**  
E85.2027 45 hours: 2 points. Spring.  
Music in the general curriculum.  
Developing an understanding and perception of the process of musical thought applicable to youth. Students observe in selected schools.

**Seminar in Composition**  
E85.2028 30 hours: 3 points. Fall, summer.  
Contemporary issues in music composition examined through coordinated individual compositional projects.

**Creative Performance Opportunities in Music Education**  
E85.2031 15 hours per point: 1-3 points. Spring.  
Students serve as a production team that creates, rehearses, produces, and performs a culminating musical presentation at local venues. Such sites may be schools, senior citizens homes, health care facilities, or community centers. Students assume the roles played by all personnel involved in putting on a performance, as well as becoming familiar with repertoire (music, lyrics, and dialogue) suited to the abilities of the performers.

**Song Repertoire: English**  
E85.2264 37.5 hours: 2 points. Fall.  
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in English from the genres of American and British songs.

**Song Repertoire: German**  
E85.2265 37.5 hours: 2 points. Spring.  
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in German from the genre of German lieder.

**Song Repertoire: Italian/Spanish**  
E85.2266 37.5 hours: 2 points. Spring.  
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in Italian and Latin American songs.

**Song Repertoire: French**  
E85.2267 37.5 hours: 2 points. Spring.  
A survey and performance course on the art song repertoire. Students study the interpretive and stylistic aspects and perform songs in French from the genre of French melodie.

**Reference and Research in Jazz**  
E85.2271 30 hours and 15 hours arranged: 3 points. Fall.  
Open to nonmusic majors.  
Focus is on the evolution of jazz music from its origins to the present. Both traditional and contemporary reference and research sources are reviewed. These include the principal tools of library research, as well as recordings, video, and live performances.

**Jazz Arranging Techniques I**  
E85.2273 30 hours and 15 hours arranged: 3 points. Fall.  
An introduction to the materials of jazz arranging through examination of music scores from early 20th-century sources to the present. Students produce their own arrangements.

**Jazz Arranging Techniques II**  
E85.2274 30 hours and 15 hours arranged: 3 points. Spring.  
An extension of E85.2273 with special emphasis on arrangements for large jazz ensembles.

**Composition (Private Lessons)**  
E85.2321 15 hours: 3 points. May be repeated until a total of 12 points has been earned. Fall, spring.  
Open to department graduate students majoring in music.  
Composition in all forms and styles, including electronic. Electronic laboratory by assignment. Weekly attendance at department Composers’ Forum required.

**Vocal Coaching: Advanced**  
E85.2364 30 hours: 2-3 points. Fall, spring.  
Private coaching sessions in the preparation of material for performance in the student’s graduating recital. Work is focused on the interpretation, style, and placing material in its appropriate cultural and historical context.

**Film Music: Historical Aesthetics and Perspectives**  
E85.2550 15 hours per point: 3-4 points. Fall, spring.  
From silent film’s pit orchestra to today’s synchronized high-tech productions, this course explores the great film composers from Max Steiner to John Williams through their techniques and influential styles. The course includes demonstrations within the classroom and in Studio C, an extensive music-for-video production studio.

**Music Theory**  
Analysis of 19th- and 20th-Century Music  
E85.2016 30 hours: 3 points. Spring.  
Examination and application of extant methods of analysis appropriate to 19th- and 20th-century music.

**Seminar in Theory**  
E85.2024 Fisher. 30 hours: 3 points. Fall, spring.  
Individual projects ranging from significant historical contributions in music theoretical thought to contemporary problems in theory and analysis, with emphasis on the main analytical paradigms for tonal and posttonal music.

**NYU Jazz Ensemble**  
E85.2088 15-60 hours: 0/1 points.  
Open to the University community.  
Registration by audition only.  
Study and performance of standard dance band literature, experimental jazz compositions, and student arrangements.

**Instrumental Materials and Techniques in Music Education**  
E85.2115 30 hours, 15 hours of field experience: 2 points. Spring.  
Instrumental materials and techniques suited to all levels of music instruction. Students in the materials course explore problems and needs of the first-year instrumental teacher. They discuss strategies and utilize proven teaching methods of successful music educators.

**Analysis of Contemporary Practices**  
E85.2123 30 hours: 3 points. Summer, fall.  
Seminar in music analysis with emphasis on contemporary composition. Selected works by Stravinsky, Bartók, Schoenberg, Sessions, Babbitt, and Carter are discussed using structural and linear reduction analysis.

**Compositional Process in the Symphony**  
E85.2127 Dello Joio. 30 hours: 3 points. Fall.  
Study of compositional issues related to the symphony and other large-scale orchestral works. Selected works from the late 18th century to the present are examined with reference to structure, harmonic language, developmental procedures, and the impact of different compositional aesthetics.
History and Performance Practice

Colloquy in Music
E85.2026 3 hours per point: 2-4 points. Fall, spring, summer. $75 recital fee required.

Designed primarily for master’s candidates in music performance and/or composition. Synthesis of learning based on performance. Recital and a master’s final written project are required.

Chamber Music: Traditional Ensembles for Winds, Piano, Strings, and Brass Instruments
E85.2034 Lamneck. 15 to 45 hours: 1-3 points. Fall, spring.

The study and application of performance practice techniques in traditional chamber music and new music performance, including compositions with electronic tape and mixed ensemble with dancers; works utilizing improvisation as a compositional technique; and interactive, multimedia computer music works.

Contemporary Music
E85.2039 30 hours: 3 points. Fall.

In-depth study of selected topics in music since 1945, emphasizing developments in the recent avant-garde.

Music Criticism
E85.2046 Oestreich. 30 hours: 3 points. Fall.

Explores the role of critics in the development of individual careers and in more general tendencies in music and the arts. The approach is largely practical, with discussions of the “real world” of music and journalism, analysis of published and unpublished reviews, examination of the criteria that go into critical thinking, and the writing of several reviews. Reading assignments provide historical and theoretical contexts.

Music Literature: The Baroque Period
E85.2067 Oestreich. 30 hours: 3 points. Spring.

An examination of significant works and composers in the baroque era. Historical style and performance practices are researched, discussed, and presented in individual student projects.

Music Literature: The Classical Period
E85.2073 Gilbert. 30 hours: 3 points. Spring, summer.

An examination of significant works and composers in the classical era. Historical style and performance practices are researched, discussed, and presented in individual student projects.

Participation in NYU Orchestra
E85.2087 15-60 hours: 0-2 points. Fall, spring.

Open to the University community. Registration by audition only. Performance of orchestral literature and orchestral/vocal works in concert with New York University Choral Arts Society.

Performance Practices
E85.2091 30 hours: 3 points. Fall, summer.

Review of historically significant treatises on performance practice. Application to musical works through papers and class performances.

Choral Conducting Practicum for Music Education
E85.2095 15 hours: 1 point. Fall.

Practical procedures and materials for conducting choral ensembles at all levels of music education. Students enrolled in this course demonstrate essential choral conducting techniques, knowledge of appropriate instrumental repertoire, and the ability to analyze and synthesize chamber and orchestral music scores for conception, interpretation, rehearsal, and performance.

Principles and Appreciative Aspects of Performance Practice
E85.2099 30 hours: 3 points. Summer.

Review of methods of music analysis that are directed toward performance practice including Wallace Berry and Lawrence Ferrara. Application to musical works through papers and class performances.

Woodwind Practicum for Music Education
E85.2105 15 hours: 1 point. Fall.

There is a fee for renting instruments. Fundamentals of woodwind, brass, and percussion playing in a heterogeneous situation for the prospective teacher. Class-teaching procedures and equipment, methods, and materials for children and adolescents.

Strings Practicum for Music Education
E85.2106 15 hours: 1 point. Spring.

An ensemble approach to teaching and string instruments. Each student has experience with three to four different string instruments.

Percussion Practicum for Music Education
E85.2107 15 hours: 1 point. Fall, spring.

Fundamentals of both mallet and percussion instruments for the prospective teacher. Students participate in a percussion ensemble and learn to write for and to conduct a percussion ensemble.

Instrumental Conducting Practicum for Music Education
E85.2111 15 hours: 1 point. Fall, spring.

Practical procedures and materials for conducting instrumental ensembles at all levels of music education. Students enrolled in this course demonstrate essential instrumental conducting techniques, knowledge of appropriate instrumental repertoire, and the ability to analyze and synthesize chamber and orchestral music scores for conception, interpretation, rehearsal, and performance.

Music for Children
E85.2113 30 hours: 2 points. Spring.

Music and movement experiences for the classroom (K-6); cognitive basis for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.2114 45 hours: 2 points. Fall.

Music-movement experiences for individuals with mild to moderate impairment/ dysfunction. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic factors in the individualized education program.

Instructor Materials, Techniques and Technology in Music
E85.2115 30 hours plus 15 hours of fieldwork: 2 points. Spring.

Instrumental materials and techniques suited to all levels of music instruction. Particular emphasis on assessment practices, diagnosis of instrumental problems, group methods, and individualized instruction including computer assisted technology.

Teaching of Music in the Elementary Grades
E85.2119 45 hours: 2 points. Fall.


Sonata in the 19th Century
E85.2151 30 hours: 3 points. Spring, summer.

Explores strategies for solo composition in multimovement works using the solo instrumental sonata of the 19th century as its primary focus. Works are studied and performed with reference to their common and distinctive features given the historical and aesthetic contexts in which they were created.

Introduction to Piano Literature and Repertoire I
E85.2185 15 hours: 3 points. Fall.

A survey and performance course on keyboard music from the baroque, classical, and romantic periods, focusing on repertoire, performance practice, and theory.
Significant treatises and critical writings are examined. Includes the music of Bach, Handel, Scarlatti, Mozart, Chopin, Schuman, Liszt, and Brahms.

Piano Literature and Repertoire II
E85.2186 15 hours: 3 points. Spring.
A survey and performance course on the piano repertoire of the late 19th, 20th, and 21st centuries, focusing on repertoire, performance practice, and theory. Theory, criticism, and reception are explored, as will the rise of extended techniques and the influence of technology. Includes the music of Ravel, Debussy, Schoenberg, Ives, Stockhausen, Boulez, Rzewski, Crumb, Xenakis, Murail, and Finnissy.

Piano Literature and Repertoire III
E85.2187 15 hours: 3 points. Spring.
A course in performance practice, in which pianists perform for one another and guest artists in a masterclass environment. Issues discussed include programming and reception, extended techniques, interpretive strategies, and historical precedent.

Opera Workshop
E85.2260 15 hours per point: 1-3 points. Fall, spring.
Study of fundamental techniques for performance in opera. Performance of selected arias, scenes, and operas.

Wind or Percussion Instruments (Private Lessons)
E85.2334 15 hours: 3 points. May be repeated until a total of 12 points have been earned. Fall, spring. Open to department graduate students majoring in music.
Private lessons on mallets and set percussion instruments. All styles and forms, supplemented by extra assignments. Jury examination required at end of semester. Required attendance at percussion recitals and master classes.

Stringed Instruments (Private Lessons)
E85.2345 15 hours: 3 points. May be repeated until a total of 12 points have been earned. Fall, spring. Open to department graduate students majoring in music.
Private lessons covering string repertoire in all styles and forms, supplemented by outside assignments. Jury examination at end of semester required. Required attendance at recitals and master classes.

Piano or Organ (Private Lessons)
E85.2356 15 hours: 3 points. May be repeated until a total of 12 points have been earned. Fall, spring. Open to department graduate students majoring in music.
Private piano or organ lessons covering repertoire from all styles and forms, supplemented by extra assignments. Attendance at recitals and master classes required.

Electronic Piano (Group)
E85.2359 15 hours: 2 points. Fall, spring. Group lessons in piano for nonmusic majors and those not performing in University groups (no rep group, one hour per week). Traditional and jazz sections.

Seminar in Music and Music Education
E85.3026* 15 hours per point: 2-4 points. Fall, spring, summer.
$75 recital fee required. Designed for doctoral students in graduate performance program. Study directed toward fulfillment of degree requirements in performance and/or composition. Recital required.

Composition for the Music Theatre
E85.1023 30 hours: 2-3 points. Fall. Composing in the various styles and forms to be found in music theatre. Creating lyrics and librettos. Workshops with guest artists. End-of-year performances.

Music Theatre Workshop: Technique and Materials
E85.2068 15-45 hours and hours arranged: 1-3 points. May be repeated up to 12 points. Fall, spring. Registration by permission of the program director.
The Music Theatre Workshop is divided into specialized topics, such as voice and diction, song analysis, audition technique, and production. The emphasis of the workshops is performance, its technique, its theory, and its reality. Courses are taught by Broadway professionals who are active in their disciplines and who have extensive experience in education. Guest lecturers share their experiences and lead seminars. Students perform material regularly in class.

For additional courses in music theatre, see the following courses:

Acting: Scene Study
E17.2251 Cuesta. 45 hours: 2-3 points. Fall, spring. Prerequisite: Acting 1, or by permission of instructor or program director. Not open to freshmen.

Acting: Character Study
E17.2252 45 hours: 2-3 points. Fall, spring.

Script Analysis and Dramaturgical Process
E85.2066 Allison. 45 hours: 3 points. Fall. Analysis of dramaturgical components (plot, structure, character, theme, style) of selected musicals from the American repertoire, with a historical perspective.

In the process, students develop their own research and writing skills.

Voice (Private Lessons)
E85.2363 15 hours: 3 points. May be repeated until a total of 12 points have been earned. Fall, spring. Open to department graduate students majoring in music.
Private voice lessons covering repertoire from all styles and forms, supplemented by extra assignments. Attendance at recitals and master classes required.

Dance Education
Choreography for the Musical Theatre
E89.2290
Dance and Movement Design for the Music Theatre
E89.2294

Educational Theatre
Directing
E17.1081
Styles of Acting and Directing
E17.2099
Music Theatre: Background and Analysis
E17.1101,1102
Stage Lighting
E17.1143
Costume Design
E17.1175
American Theatre
E17.2087,2092
Advanced Directing
E17.2097

Conducting
Advanced Instrumental Conducting
E85.2096 30 hours: 3 points. Spring. Advanced study of all phases of instrumental conducting as they apply to school and preprofessional instrumental groups. Individual assignments.

Jazz/Contemporary Music Studies
New York University Jazz Ensembles
E85.2088 60 hours: 0-1 point. Fall, spring. Registration by audition only. Study and performance of selected jazz literature for big band and small groups; experimental compositions and works by faculty and students are performed. Concerts and recording.

Jazz Improvisation Techniques I
E85.2075 30 hours: 3 points. Fall. Prerequisite: E85.0039.
An introduction to concepts of modal and tonal improvisation used in both instrumental and vocal settings. Examination of jazz solos and performance practices.

Jazz Improvisation Techniques II
E85.2076 30 hours: 3 points. Spring. Prerequisite: E85.2075.
An extension of E85.2075 with emphasis on style characteristics of selected jazz artists.
The Jazz Orchestra
E85.2089 30 hours. Spring. Prerequisite: E85.1120 or by permission of instructor.
Advanced seminar focusing on historical and current trends in jazz improvisation, composition, and arranging. Individual assignments in analysis and transcription.

Research in Music
Music Reference and Research Materials
E85.2021 30 hours. Spring. Prerequisites: E85.2500, E85.2502, E85.2501.
Identifying research materials and sources. Emphasis on utilizing the resources of libraries, indices, and the Internet. Development of a major bibliography on a specific topic and the writing of a brief research paper.

Research in Music and Music Education
E85.2130 30 hours. Spring. Prerequisites: E85.2500, E85.2502, E85.2501.
Methods, techniques, principles, and tools of research. Practical application through lectures, discussion, student critiques, and individual research projects. Includes essential elements of the Internet in conducting and reporting research.

Dissertation Proposal Seminar
E85.3097 30 hours. Spring. Prerequisites: E85.2500, E85.2502, E85.2501.
Development of doctoral research proposals with strategies for articulating theoretical grounding, relevant literature, research problems, research methods, and tools and techniques for analysis.

See also Performing Arts Research Colloquium E78.3400, page 101.

Music Business
The Law and the Music Industry
E85.2500 30 hours. Spring. Prerequisites: E85.2500, E85.2502, E85.2503.
Review and analysis of the law and agreements basic to the music industry. Designed to provide the student with an appreciation of legal issues as they affect management and production in the music industry.

Ethics of the Entertainment Industry
E85.2501 30 hours. Spring. Prerequisites: E85.2500, E85.2502, E85.2503.
The ethical practices of those in the entertainment industry affect not only their industry peers but all in society. Ethical problems as they relate specifically to the entertainment industry are examined. Examples of modern lyrics and similar audiovisual endeavors are studied from the perspective of their possible effect on young people in both the United States and other world markets.

Environment of the Music Industry
E85.2502 30 hours. Spring. Prerequisites: E85.2500, E85.2506.
An in-depth study of the music entertainment environment and the rapid changes (i.e., technology, acquisitions, etc.) affecting the creation, production, business administration, and professional standards of the industry. Emphasis is placed on expanding markets, new products, future technologies, and planning for the future. A historical overview and case studies are explored.

Production and A&R in the Music Industry
E85.2503 30 hours. Spring. Prerequisites: E85.2500, E85.2506.
Examination of the processes of A&R (artists and repertoire), production, and manufacturing. Criteria for music evaluation and genre categories are analyzed. The role of the studio for the producer and the artists.

Promotions and Publicity in the Music Industry
E85.2504 30 hours. Spring. Prerequisites: E85.2500, E85.2506.
A thorough investigation of product support through traditional and new media. Promotional, publicity, and marketing plans are prepared using promotional strategies such as cooperative advertising, merchandising, public relations, contests, sweepstakes, in-stores, television and radio appearances, and tour support. Sales application through retail and distribution of prerecorded product are also examined.

Principles and Practice in the Music Industry
E85.2506 30 hours. Fall. Prerequisites: E85.2500, E85.2506.
An overview of the professional structure, standards, and practices of the music entertainment industry and its application to record product and individual career development. Case studies are explored.

Strategic Marketing in the Music Industry
E85.2508 30 hours. Fall. Prerequisites: E85.2500, E85.2502, E85.2504, E85.2506.
An in-depth analysis of how the music industry is developing and implementing market opportunities in the larger context of the entertainment and mass media industries. The industry is examined from the standpoint of what strategies will enable it to maximize current and future opportunities. Topics include corporate strategy, international aspects of the market for music, market research, managing entertainment organizations, synergy and partnerships, and new media strategies.

Music Business Graduate Internship
E85.2510 1-6 points per semester (a total of 6 required for the degree). Fall, spring, summer.
Assignment to music industry companies. Responsibilities include business administration, creative services, marketing, production, and promotion. Midterm and final company analysis reports required.

Managing the Performing Artist
E85.2511 30 hours. Spring. Prerequisites: E85.2500, E85.2504, E85.2506, E85.2508.
The course examines principles and practices of managing a performing artist’s career with emphasis on the promotion and planning process used in the live performance sector. Lectures and discussions focus on people and issues that shape an artist’s career.

Concert Management
E85.2512 30 hours. Spring. Prerequisites: E85.2500, E85.2504, E85.2506, E85.2508.
Course emphasizes concert promotion and facilities management. Content to include large venues and club outlets, box office and crowd management, labor relations, production techniques (i.e., sets, lights, sound, costumes, etc.), special events, tour planning and coordination, contracts and riders. Case histories to display investment capital pursuits, administration/staffing, market identification, objectives, sequencing and strategies, budgeting, and break-even from an entrepreneurial perspective.

Global Music Management
E85.2515 Spring (taught in January intersession at NYU in London).
Examination of current global music management issues. Topics include international market research, selection of international target markets, planning and decision making, how to utilize the global reach of the Internet, how to measure and predict global music trends, and cultural diversity issues in the music industry.

Entrepreneurship for the Music Industry
E85.2516 30 hours. Spring. Prerequisite: Financial Accounting.
Introduction to the discipline of entrepreneurship and how it applies to the for-profit music industry. Explores the creation, assessment, growth management, and operation of new and emerging ventures, as well as opportunities for intrapreneurial models in existing organizations.
Music Education Technology in the Classroom
E85.2055 30 hours: 3 points.
Seminar explores how common computer applications, music education courseware, digital audio, multimedia, and Internet application technology can be applied in a music education setting.

Instrumental Materials and Techniques in Music Education
E85.2115 30 hours: 2 points.
Instrumental materials and techniques suited to all levels of music instruction. Particular emphasis on assessment practices, diagnosis of instrumental problems, group methods, and individualized instruction, including computer-assisted technology.

Supervised Student Teaching of Music in the Elementary School
E85.2141† Minimum 180 hours: 3–4 points. Fall, spring.

Supervised Student Teaching of Music in the Secondary School
E85.2145† Minimum 180 hours: 3–4 points. Fall, spring.

Music for Children
E85.2113 30 hours: 2 points. Fall, spring. Primarily for early childhood and elementary education students.
Music and movement experiences for the classroom (K-6); cognitive bases for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.2114 30 hours: 3 points. Fall.
Prerequisites: course work or experience in working with exceptional children and permission of instructor.
Music-movement experiences for individuals with mild to moderate impairment/dysfunction. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic factors in the individualized education program.

Guitar Practicum for Music Education
E85.2103 15 hours: 1 point.
A general introduction to teaching and learning guitar as a classroom instrument.

Brass Practicum for Music Education
E85.2104 15 hours: 1 point.
An ensemble approach to teaching and learning brass instruments. Each student has experience with at least three different brass instruments.

Woodwind Practicum for Music Education
E85.2105' 15 hours: 1 point.
An ensemble approach to teaching and learning woodwind instruments. Each student has experiences with at least three different wind instruments.

Strings Practicum for Music Education
E85.2106 15 hours: 1 point.
An ensemble approach to teaching and learning string instruments. Each student has experience with three to four different string instruments.

Percussion Practicum for Music Education
E85.2107 15 hours: 1 point.
An ensemble approach to teaching and learning percussion instruments. Students perform, compose/arrange, and conduct using various percussion configurations.

Vocal Practicum for Music Education
E85.2108 15 hours: 1 point.
Introduction to vocal techniques and materials with emphasis on vocal development at all grade levels, including the changing voice.

Instrumental Conducting Practicum for Music Education
E85.2111 30 hours: 1 point.
Development of advanced choral and instrumental conducting techniques, including procedures for rehearsal and performance, and appropriate repertoire for all levels.

Fundamentals of Conducting
E85.2102 15 hours: 1 point.
Basic principles of conducting, patterns, cueing, score preparation, score reading, rehearsal, and performance technique.

Problems in Music Education: Computer-Assisted Instruction
E85.2036 30 hours plus hours arranged: 3 points.
An examination of current strategies in using the computer as an aid to learning in music education. Current music software, CD-ROM, and Internet resources are examined and evaluated. Students design the content for a computer-assisted instruction module at their level of service in their special areas of teaching music. A sample music instruction program is produced using authoring software designed for educational applications on the Internet.

Dalcroze Eurythmics
E85.2077 30 hours: 3 points.
A comprehensive introduction to the theory of Émile Jacques-Dalcroze using movement and space as the basis for experiencing, learning, and understanding technical and appreciative aspects of music.

Choral Materials and Techniques
E85.2082 30 hours: 3 points.
The choral rehearsal is more than just singing. This workshop provides hands-on experience with vocal and choral techniques, choral arranging, and composition for various ensembles, including selection and development of repertoire and involving students in the arranging, composing, and performing process.

Basic Concepts in Music Education
E85.2139 30 hours: 3 points. Spring.
Study of philosophical, psychological, and sociological concepts that form a foundation for the teaching of music.

Orff Method
E85.2149 30 hours: 3 points. Summer.
Introduction to Orff Schulwerk, emphasizing the creative involvement of children’s instincts to sing, chant rhymes, clap, dance, and keep beat on anything near at hand. These instincts are directed into learning by hearing and making music before reading and writing it.

Colloquy in Music Education
E85.2939 15 hours per point: 2–4 points. Fall, spring.
For master’s candidates in music education and music therapy. Section 2 for music therapy students.
Synthesis of learning theories demonstrated through individual thesis projects.

Music Technology

Fundamentals of Music Technology
E85.1801 45 hours: 3 points.
A general introduction to the fundamental concepts of music technology, including: MIDI and sequencing, the basics of digital audio, sound recording, mixing, and sound synthesis. The course also briefly overviews advanced topics and applications in the field.

Computer Programming for Music Technology
E85.1815 45 hours: 3 points.
Introduction to the basics of computer programming for music technology. Students learn fundamentals of procedural programming in the context of processing MIDI and audio information. Hands-on classes guide students through the steps necessary to create a final project that is a complete music application. No prior programming experience is required.

Creating with Interactive Media
E85.2038 30 hours: 3 points. Spring.
A study of the principles and practice of interactive media, surveying strategies, aesthetics, techniques, and software.
Various works are analyzed for insight into the creative process as applied to interactive media. Resources utilized include the Yamaha Disklavier and NYU’s Multimedia facilities.

Psychology of Music
E85.2042 30 hours: 3 points. Spring, summer.
Considers the effect of music on the human mind. Issues discussed include rhythm perception, psychoacoustics, expressive performance, representations of music, the relations between music theory and music perception, and computational models.

Advanced Computer Music
Composition
E85.2047 45 hours: 3 points. Fall, summer.
Advanced computer music composition, using all current means. Students are introduced to the diverse facilities of Studio G—a fully equipped digital studio. The focus of seminar activity is the exploration of various strategies for musical composition with electronics. A series of short studies leads to an original computer music composition as the final project.

Scoring for Film and Multimedia
E85.2048 45 hours: 3 points. Fall, spring, summer. Department approval required.
Required for film scoring majors in graduate Programs in Music Technology and Music Composition. The creative and technical processes of composing music for moving image are accomplished through film composition techniques, live recordings, and critical assessments. The practical application of software addresses electronic and live recordings, integrating key aspects of timings, MIDI-Mockups, score preparation, and music editing. Scores are composed for graduate films and animated works from the Tisch School of the Arts, as well as a library of preexisting professional rough-cuts.

Independent Study
E85.2300 45 hours per point: 1-6 points. Fall, spring. Hours to be arranged.
Graduate-level projects to be arranged.

Music Technology: Digital Audio Processing I
E85.2600 30 hours: 3 points. Fall.
A study of the theoretical foundations of digital audio processing through lecture as well as student review and discussion of the writings of prominent researchers in the field. Seminar participants research several topics in this broad area that are specifically related to their personal educational interest. Short written/oral reports as well as a final presentation provide students the opportunity to share their discoveries with the group.

Music Technology: Digital Audio Processing II
E85.2601 30 hours: 3 points. Spring.
A continuation of the study of digital audio processing techniques through the analysis of digital processing systems. The seminar format of Digital Audio Processing I is continued, with discussions of current literature and developments. Short reports and a final presentation are required.

Music Information Retrieval
E85.2602 30 hours: 3 points. Spring.
Comprehensive overview of research in the multidisciplinary field of music information retrieval (MIR), which uses knowledge from diverse areas such as signal processing, machine learning, and information and music theory. Exploration of how this knowledge can be used to develop novel methodologies for browsing and retrieval of large music collections. Emphasis would be given to audio signal processing techniques.

Digitally Controlled Music Systems
E85.2603 30 hours: 3 points. Fall, spring, summer.
Prerequisite: E85.1014 or equivalent.
Programming for MIDI devices using MAX, C, Lisp, Csound and other software is explored. Design and implementation of sequencers, interface drivers, and interactive multimedia. A basic knowledge of computer programming is required.

Audio for Games and Immersive Environments
E85.2604 45 hours: 3 points. Fall, spring.
This course investigates aesthetic and technical aspects of sound for video games and interactive 3-D environments. Artistic implications of the technology are also explored from the perspective of the electronic composer and performer. Students work with a game engine to create an immersive interactive environment. Additional topics include Csound, Java, and other relevant technologies. Completion of a final project and class presentation, as well as several weekly assignments, is required.

Graduate Internships in Music Technology
E85.2605 50-300 hours: 1-6 points. 30 hours per point. Fall, spring, summer.
Assignment to studios, mastering labs, or other music technology-related firms for advanced on-the-job training.

Digital Signal Theory
E85.2607 45 hours: 3 points. Fall.
Prerequisite: Digital Signal Theory I Lab.
Theoretical and practical foundations for digital signal processing. Topics covered include signal representation in time and frequency domains, Fourier transform, spectrum analysis, transfer functions, convolution, filter theory, and implementation. Lectures are reinforced with a corequisite weekly lab using Matlab.

Java Music Systems
E85.2608 30 hours: 3 points. Fall, spring.
Explores real-time music using two new JAVA music technologies: JMSL and JSYN. Java Music Specification Language (JMSL) is a programming environment for experiments in music performance, algorithmic composition, and intelligent music design. JSYN is a software package with which the programmer/composer can build virtual musical instruments. JSYN delivers CD-quality stereo audio in real-time. Students program extensively in JAVA and should be prepared to spend considerable time outside of class developing their software.

Advanced Max/MSP
E85.2610 30 hours: 3 points. Fall, spring.
Prerequisite: working understanding of Max/MSP or E85.1014 MIDI Tech II.
As a follow-up to the MIDI II: Introduction to Max/MSP, this course focuses on the creation of larger and more intricate programming projects—for building useable and robust interactive music performance environments, algorithmic composition systems and sound installations—including live audio and video processing/analysis using Max/MSP/ Jitter. Designed for composers, performers, audio programmers, and engineers.

3D Audio
E85.2613 45 hours: 3 points. Fall, spring.
An interdisciplinary course about the theory, techniques, and applications of 3D and spatial audio. Topics include the psychoacoustics of directional hearing, physical acoustics of spatial sound, stereo and multispeaker sound reproduction, and spatial sound applications in virtual reality and other fields.

Advanced Audio Production
E85.2629 45 hours: 3 points. Fall, spring.
An advanced production-oriented exploration into the aesthetic and technical aspects of recording sound and mixing. Topics covered include evaluating artistic
elements of sound in audio reproductions, creating stereo and surround sound images, capturing musical performances, signal processing, and multitrack mixing.

**Master's Project Preparation**
E85.2616 3 points: hours to be arranged.
Fall, spring, summer.
Individualized consultation, which will guide the student through the final phase of the required Master's Project.

**Concert Recording III**
E85.2013 30 hours: 3 points. Fall, spring, summer.
An exploration of advanced techniques in professional mastering and compact disc preparation with a focus on Sonic Solution's Digital Audio Workstation. In addition to hands-on experience, students receive extensive training in digital signal processing and audio editing.

**Advanced Musical Acoustics**
E85.2036 30 hours: 3 points. Spring, summer.
A continuation of the principles covered in E85.1035 Musical Acoustics. The semester is divided into three modules—Room Acoustics, Physics of Vibration, and Issues in Synthesis and Sound Design—designed to address critical yet broad areas concerning the science and art of producing sound in space. Students are responsible for hands-on projects on each module, quizzes on reading assignments, and a final project.

**Software Synthesis**
E85.2037 30 hours: 3 points. Fall, spring.
An introduction to Csound and Cecilia as well as other Silicon Graphics sound applications. Programming knowledge acquired is then applied to sound processing, composition, and mixing. A final project is required that may include composition or programming project. Additional topics explored include CLM (Common Lisp), PD (Pure Data), Mix (a hard disk mixer), and SND (a powerful sound editor).

**Principles in Multimedia**
E85.2038 30 hours: 3 points. Spring.
A study of the principles and practice of interactive media, surveying strategies, aesthetics, techniques, and software. Various works are analyzed for insight into the creative process as applied to interactive media. Resources utilized include the Yamaha Disklavier and NYU's multimedia facilities.

**Electronic Music Performance**
E85.2609 45 hours: 2 points. Spring, summer.
Through discussions with guest performers, students study the conceptualization and production of live electronics performance pieces. Individual proposals for several pieces are created, followed by a final live performance project, in which live electronics are an integral part of the concept.

**Concert Recording I**
E85.2611 30 hours: 3 points (fall), 2 points (summer).
Introduction to the concepts of the live concert recording. Microphone selection, characteristics, and placement, as well as the acoustic problems encountered in concert halls are discussed. Students have the opportunity to apply the lecture material by recording undergraduate rehearsals and recitals.

**Concert Recording II**
E85.2612 30 hours: 2 points (spring), 3 points (summer).
Advanced techniques in concert recording. Topics include refinement of microphone placement and the use of artificial reverberation techniques to enhance the natural acoustics of concert halls. Students have the opportunity to apply lecture material by recording graduate rehearsals and faculty concerts.

**Max Programming I**
E85.2614 45 hours: 3 points.
Programming for MIDI, C, and other appropriate techniques. Design and implementation of software sequencers, interface drivers, and hardware applications are the focus.

**Music Technology: Master’s Project Preparation**
E85.2616 Hours to be arranged: 3 points. Fall, spring, summer.
Individualized consultation, which will guide the student through the final phase of the required master's project.

**Live Sound Reinforcement**
E85.2619 45 hours: 3 points. Fall, spring.
A focus of basic knowledge of live sound reinforcement; applicable to interested students in music, theatre, or the performing arts. Course topics include mixing consoles, room EQ, and speakers.

**Audio for Video I**
E85.2620 45 hours: 2-3 points. Fall, summer.
An introduction to the concepts and applications of audio production for video, television, and film. Current production techniques frequently used in the postproduction industry are explored, with special emphasis on synchronization and the interfacing of SMPTE time code and multitrack audio-sweetening techniques including music editing, sound effects design, foley, and dialog replacement.

**Audio for Video II**
E85.2621 45 hours: 3 points. Spring, summer.
Prerequisite: E85.2620.
A continuation of E85.2620. This is an advanced, detailed study of the audiovisual production and postproduction process, including digital recording techniques with special emphasis on synchronization and the interfacing of SMPTE time code. Multitrack audio-sweetening techniques, including music editing, sound effects design, foley, and playback are discussed, as well as other issues that concern state-of-the-art postproduction.

**Sound Design for the Web**
E85.2622 30 hours: 3 points. Spring.
Aesthetics of sound design and interview audio are explored. Basic principles of MIDI sequencing and digital audio are reviewed. Various audio compression codecs and models are discussed. Adding interactive audio to HTML, documents are introduced, including Real Audio, MP3, MIDI files, quicklime, JAVA, Beatnik, and Flash.

**Computer Music Synthesis: Fundamental Techniques**
E85.2624 60 hours: 3 points.
Introduction for teachers, composers, and performers to explore potentials of computer science synthesis. Basic concepts of music synthesis presented through the use of a microcomputer, keyboard, and appropriate software. System may be used as a real-time performance instrument or as a studio composition instrument. Educators may explore potentials for classroom application.

**Recording Practicum I**
E85.2625 60 hours: 4 points. Fall, summer.
Principles covered in Recording Technology I and II are put into practice with additional theory and hands-on training. Students perform various duties just as they would in a professional recording session.

**Recording Practicum II**
E85.2626 60 hours: 4 points. Spring, summer.
Actual recording experience with live musicians in the recording studio. Students perform various duties just as they would in a professional recording session.

**Aesthetics of Recording**
E85.2627 30 hours: 3 points. Fall.
A critical listening study of music recordings developing the student's ability to define and evaluate aesthetic elements of recorded music, and discussion of the means to capture artistic performances.
Audio for the Web
E85.2628 30 hours: 3 points.
This advanced course focuses on the technical development, production, and delivery of audio and multimedia content for the Internet using industry-standard tools and technologies. Topics include Web dynamic applications, audio formats, Internet protocols, audio compression, broadcasting, and podcasting.

PERFORMING ARTS ADMINISTRATION/E67

Internship in the Administration of Performing Arts Centers
E67.2001† A minimum of 450 hours: 3 points. Fall, spring; hours to be arranged. Assigned, supervised, and evaluated responsibilities at major New York cultural centers, including training in programming, publicity, development, marketing, general management, and fiscal affairs. Open to matriculated students in the program.

Internship in the Administration of Performing Arts Centers
E67.2002† A minimum of 450 hours: 3 points. Fall, spring; hours to be arranged. For description, see E67.2001.

Law and the Performing Arts
E67.2008 McClimon 30 hours: 3 points. Spring.
Issues of law that affect the arts, e.g., contracts, liability, copyright, and labor relations. Analyzes important legal practices that have shaped cultural institutions in this century and examines legal relationships of producers, artists, and presenters in the performing arts.

Marketing the Performing Arts
E67.2105 Guttmann 30 hours: 3 points. Fall.
Investigation and application of marketing techniques and practices for performing arts organizations. The aim is to develop students’ abilities to select and identify effective marketing applications to increase earned revenue from all sources. Promotional techniques such as telemarketing, brochure and advertisement development, direct mail marketing, and merchandising-related artistic products are examined. Participants are required to propose, present, and defend assigned projects.

Planning and Finance in the Performing Arts
E67.2120 30 hours: 3 points. Spring.
Techniques of strategic planning and managerial finance in the performing arts organization from the perspective of its chief executive officer. Integration of skills in organizational evaluation, strategic planning, mission formulation, operations management, and finance. Students are required to write a strategic plan for a performing arts organization.

Seminar in Cultural Policy: Issues in Performing Arts Administration
E67.2222 Wry. 30 hours: 3 points. Fall, spring. Prerequisites: E67.2001, 2002, and substantial completion of the Program in Performing Arts Administration curriculum. Open only to arts administration majors. Study and preparation of papers on selected issues and cases in arts administration. Selected readings. Major paper required.

E67.2130 (formerly E88.2131) 30 hours: 3 points. Fall.
Prerequisites: E67.2131.
Introduction to the controlling elements affecting performing arts organizations in the United States. In addition to examining the position of the artist in society and in the labor market, the course analyzes the relationship of the environment to the production, marketing, and distribution of artistic services. Students study the derivation of the present environment, the relevance and import of tax exemption and nonprofit status, the organizational structures for arts organizations, the role of funding on all levels, and the strategies and techniques needed to manage performing arts organizations effectively.

Principles and Practices of Performing Arts Administration
E67.2131 (formerly E88.2130) Wry. 30 hours: 3 points. Fall.
Prerequisite: E67.2130.
Covers the areas of long-range planning, application for tax exemption, program budgeting, incorporation, demographics, board and constituency building, staff development, and community development as related to the establishment and viability of performing arts organizations. Students participate in a class project and case studies that integrate administrative, planning, programming development, and marketing skills.

Development for the Performing Arts
E67.2152 Dorfman. 30 hours: 3 points. Spring.
Revenue generation for the performing arts organization. Examines development and fund-raising in the performing arts organization with a view to students learning strategies and acquiring skills to raise funds from disparate sources. Development is examined in its potential for fulfilling planning objectives, community development, and stability for the performing arts organization.

Governance and Trusteeship in Performing Arts Organizations
E67.2153 Wry. 30 hours: 3 points. Spring.
For trustees, practicing arts administrators, or arts administration majors only. The roles and responsibilities of trustees and officers who govern nonprofit, tax-exempt arts organizations. How the planning, budgeting, personnel development, and marketing policies of arts endeavors are determined.

Psychodrama and Sociometry
E86.2114 (formerly E17.2114) Garcia. 30 hours: 3 points. Fall.
Prerequisite: E86.1114 or permission of instructor.
The practice of psychodrama and sociodrama are examined as a treatment modality for use in drama therapy. Classroom experiences include participation in the psychodramatic process, group leadership training, and the further development of the aims and principles of drama therapy.

Advanced Practices in Drama Therapy
E86.2116 (formerly E17.2116) Staff. 30 hours: 3 points. May be repeated for a total of 6 points. Fall, spring, summer.
Prerequisite: matriculation in the Program in Drama Therapy.
A practical application of the aims and principles of drama therapy to the leadership of groups. Focus is on selected methods and theoretical frameworks.
Projective Techniques in Drama Therapy
E86.2117 (formerly E17.2117) Landy. 30 hours: 3 points. Spring.
Prerequisite: E86.1114, E86.2109, or permission of instructor.
The practice of selected projective techniques used frequently in drama therapy, such as puppetry, mask, makeup, and video. Projective techniques are demonstrated in class and examined theoretically. Applications to special and normal populations.

Advanced Theory and Research in Drama Therapy
E86.2119 (formerly E17.2119) Landy. 30 hours: 3 points. Fall.
Prerequisites: E63.2038, E63.2039, E86.2109, E86.1114, E63.2271.
An examination of advanced drama therapy theory and research; new approaches that speak to the aesthetic and psychological dimensions of drama therapy. Intended for students planning research for the M.A. thesis.

Independent Study
E86.2300 (formerly E17.2300) 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Internship in Drama Therapy
E86.2302 (formerly E17.2302) Hodermarska. 45 hours per point: 1-6 points. Fall, spring, summer.
Supervised internship at selected clinics, hospitals, and rehabilitation centers.

Collaboration Among the Creative Arts Therapies
E97.2010 Hess, Landy. 30 hours: 3 points. Spring.
Prerequisite: completion of two full-time semesters in any of the graduate-level creative arts therapies. Registration by permission only.
An interactive approach toward clinical treatment through the creative arts therapies. Differences and similarities among the creative arts therapies in terms of goals, practices, and theory are discussed and demonstrated.

MUSIC THERAPY/E85

Introduction to Music Therapy
E85.2930 45 hours: 3 points. Spring.
A survey of the scope and variety of practices in the music therapy profession. Current research and methodologies. Contrasting modalities of treatment. Relationship to arts therapies, music education, special education. Of special interest to educators, performers, and art professionals.

Colloquium in Music Therapy
E85.2947 45 hours: 3-6 points. Fall, spring; hours to be arranged.
Orientation to problems in clinical music therapy situations. Offered in conjunction with fieldwork in various agencies and institutions associated with New York University.

Music Therapy: Advanced Theory and Methods I
E85.2931 45 hours: 3 points. Fall.
Theoretical and methodological foundations for the use of music as therapy are explored in depth with an emphasis on work with children and adolescents. Psychological, philosophical, and sociological theories of music; underlying assumptions of pathology governing treatment of populations with disabilities; and relevant therapy theories and research findings in music therapy are studied.

Music Therapy: Advanced Theory and Methods II
E85.2932 45 hours: 3 points. Spring.
Theoretical and methodological foundations for the use of music as therapy are explored with an emphasis on work with adults and the elderly. Established and creative techniques of music therapy, group processes, and personal resources of the music therapist are explored.

Practicum: Children and Adolescents
E85.2043 135 hours: 3 points. Fall, spring.
Supervised music therapy clinical practice with children and adolescents with mental, physical, and/or emotional problems in a variety of settings within the New York City area. A weekly seminar covers critical issues pertaining to assessment, treatment, and evaluation of music therapy with these populations.

Music Therapy Practicum: Adults and Elderly
E85.2053 135 hours: 3 points. Spring.
Supervised music therapy clinical practice with adults and the elderly with mental, physical, and/or emotional problems in a variety of settings within the New York City area. A weekly seminar covers critical issues pertaining to assessment, treatment, and evaluation of music therapy with these populations.

Key Concepts in Music Therapy
E85.2942 45 hours: 3 points. Fall.
This course covers theory in music therapy that derives from music-based sources and explores suitable research approaches for investigating this type of theory. Students study music therapy theorists who base their therapy on music philosophy, psychology, musicology, and ethnomusicology.

Theory Development in Music Therapy
E85.2943 45 hours: 3 points. Spring.
The historical development of therapy and research in the field of music therapy are examined. Students each develop an individualized theoretical framework for the music therapy techniques and strategies that they have learned in their clinical internship.

Internship in Music Therapy
E85.2935,2936 100 hours per point: 5 points each term. Fall, spring; hours to be arranged.
Supervised fieldwork in the student's clinical specialization area. The internship helps the student develop advanced skills in music therapy practice. Seminar and independent projects are included.

Colloquium in Music Education: Final Project
E85.2949 10 hours per point: 2-4 points.
The culminating experience for all students in the M.A. program in music therapy. This final written document reflects each student's clinical specialization within the field of music psychotherapy. Students integrate what they have learned in all aspects of the program by presenting case material from their clinical experiences with supportive theory and research. After the final project is submitted and reviewed, students present their ideas to the community in a final program meeting.

Independent Study
E85.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.
Through research, teaching, and community service, the Department of Nutrition, Food Studies, and Public Health’s mission is to generate and disseminate knowledge and to effect sustainable change in the health and well-being of our local, urban, and global communities. We teach undergraduate and graduate students to be broad, critical thinkers and partner with alumni, professionals, and the larger community to provide education, research, and service focused on the role of food, nutrition, and public health in all aspects of life.

The department’s master’s programs in nutrition and dietetics, food studies, and community public health educate students through carefully developed curricula containing core, specialization, and elective courses. These programs share an interdependence that provides the next generation of students with a strong foundation for collaborative research and innovative opportunities. For further information, please visit our Web site at www.steinhardt.nyu.edu/nutrition.

The master’s programs lead to M.S., M.A., or M.P.H. degrees.

The M.S. program in nutrition and dietetics offers specialized training in either clinical nutrition or foods and nutrition, along with graduate-level dietetic internships fully accredited by the American Dietetic Association (ADA). The clinical nutrition specialization provides the undergraduate courses and postbaccalaureate experience needed to meet the ADA’s requirements for credentialing as a registered dietitian (R.D.).

The department’s innovative M.A. program in food studies prepares students for leadership positions in numerous food professions. Courses examine the sociocultural, economic, and historical factors that have influenced food production and consumption in both local and global settings.

The public health master’s (M.P.H.) program in community public health, accredited by the Council on Education for Public Health, offers three areas of concentration: community health, international community health, and public health nutrition. The program prepares students for exciting careers in communities, organizations, and government agencies that work to improve the health of underserved population groups in the United States and throughout the world.

The department’s Ph.D. programs train students to become researchers, educators, and advanced practitioners in nutrition, food studies, and public health. Together, these programs focus on the role of food, nutrition, and health as separate but integrated aspects of society. They emphasize the scientific, behavioral, socioeconomic, cultural, and environmental factors that affect health and the ways in which trained professionals
can apply this information to help individuals and the public make dietary and other behavioral choices that will promote health and prevent disease. In support of this goal, the programs address the current reality of diet and health patterns. People are increasingly eating meals prepared outside the home in restaurants, workplaces, and supermarkets. Overweight and obesity constitute major health problems, not only in the United States but also throughout the world, and coexist with classic conditions of undernutrition and emerging infectious diseases, not least of which is HIV/AIDS.

Changes in society and disease risk have increased the need and demand for trained professionals who can employ nutritional, behavioral, sociocultural, and population-based strategies to improve personal, public, and environmental health.

Faculty


Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.


Research interests include New York City foodways; American Jewish history; immigration studies; culture and food.

Lori Beth Dixon, Associate Professor. B.A. 1987, Duke; Ph.D. 1994, Penn State; M.P.H. 1999, California (Berkeley).

Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.


Nutrition assessment; nutrition in gerontology; clinical nutrition management; genetics education of health professionals.


Policy and prevention of chronic and infectious diseases; poverty and public health; women's health.


Nutrition and physical activity in health promotion and disease prevention in children and adolescents; prevention of obesity and risk for cardiovascular disease; social and behavioral determinants of health.

Krystie J. Lancaster, Associate Professor. B.A. 1985, Princeton; M.S. 1995, Ph.D. 2000, Penn State; R.D.

Chronic disease prevention in at-risk populations; nutrition in African Americans; nutrition in hypertension; nutrition in gerontology; neighborhood food availability and diet.


International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.


Dietary guidance policy; nutrition in health promotion and disease prevention; nutrition education of health professionals; nutrition intervention in high-risk groups; community nutrition.


History of food technology, science and industrialization; history of taste; history of dietary change and obesity; environmental and agricultural history.

Domingo J. Piñero, 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.


Contemporary issues in food and food management, food theory, social and cultural aspects of food, food identity and migration.

Yumary Ruiz, Clinical Assistant Professor. B.S. 1996, UCLA; M.P.H. 2000, San Jose State; Ph.D. 2006, Purdue.

Electronic advocacy; social justice; health policy; social determinants of health.

Lisa Sasson, Clinical Assistant Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; R.D.

Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.


Research on children in urban areas; violence prevention; adolescent risk behaviors; public health policy; program evaluation.

RESEARCH AND PROGRAM SPECIALISTS

Rebecca A. Sparks, Coordinator of Food Programs. B.A. 1971, Scripps College; B.S. 1999, Colorado State; M.S. 2005, Columbus; R.D.

Community nutrition; food events as an effective way to change behavior; food policy.

Frederick R. Tripp, Graduate Nutrition and Food Studies Advising Coordinator. B.A. 1975, Rutgers; M.S. 1990, New York; R.D.

Geriatric nutrition; nutrition in HIV; professional development.
The Master of Science Program in Nutrition and Dietetics prepares students for a wide range of careers as dietitians and nutritionists. It provides training for registered dietitians and other credentialed health professionals who seek to become registered dietitians or to obtain advanced academic training in one of two areas of concentration: (1) clinical nutrition, which provides all academic and internship requirements of the American Dietetic Association (ADA) for registration eligibility, and (2) foods and nutrition, which provides advanced training for professionals in food, health, and business fields.

Internships and field placements in specific areas of interest offer exceptional opportunities to apply nutrition knowledge in a great variety of professional settings.

Within the overall program, students must select either clinical nutrition to pursue a master’s degree and to meet ADA eligibility requirements for dietetic registration, or foods and nutrition to pursue the master’s degree alone. These concentrations require the same core sequence of nutritional science and research courses; they differ in prerequisite, specialization, and professional experience requirements.

Although the two concentrations differ most significantly in level of clinical training, both programs are designed to train students to help individuals and the public choose foods that promote health and prevent disease; manage human, financial, and physical resources to improve the nutritional status of individuals and population groups; monitor trends and issues in the field of nutrition and translate this information into education and training programs; and apply research principles and processes to the examination of nutrition problems.

CAREER OPPORTUNITIES

These programs prepare students for careers as dietetic practitioners or administrators in health care, community, and private practice settings; as food industry specialists in public relations, media, or food product development; and as nutrition educators and counselors in health care, community, or corporate health programs.

CLINICAL NUTRITION

This concentration is a 40-point curriculum for students who would like to obtain the registered dietitian (R.D.) credential. It is a 34-point curriculum for students who already have an R.D. or are R.D.-eligible at the time of matriculation, but who would like to obtain a master’s degree that provides advanced training in clinical dietetics.

In order to become a registered dietitian, the ADA requires students to fulfill the following three separate sets of training requirements prior to taking the dietetic registration examination: (1) A bachelor’s degree from an accredited college; (2) completion and verification of a specific sequence of undergraduate prerequisite courses that meet defined educational competencies and are known collectively as the Didactic Program in Dietetics (DPD). (3) Completion of an ADA-accredited dietetic internship. The department provides two internship options, which are discussed below.

Students who do not hold bachelor’s degrees from ADA-accredited nutrition programs should take the following steps: (1) enroll in the clinical nutrition graduate program; (2) while enrolled, take undergraduate (DPD) prerequisite courses; (3) take the one graduate course (Research Methods) required for the DPD; (4) apply for admission to a dietetic internship (which may involve master’s-level course work); and (5) complete the internship and courses for the master’s degree. All DPD courses must be completed prior to entering an internship program. For further information about DPD prerequisites, request the department’s handout for the Steinhardt School of Culture, Education, and Human Development Undergraduate Bulletin for course descriptions.

ACADEMIC PREREQUISITES

The following courses comprise the ADA-accredited Didactic Program in Dietetics (DPD). They may be taken while matriculated as a graduate student in clinical nutrition and must be completed prior to enrolling in graduate-level courses. As prerequisites, however, they do not earn graduate credit.


Food Science: Introduction to Foods and Food Science, Food Science and Technology, Food Production and Management, Food Management Theory.

Research Methods (earns graduate credit). Note 1: Undergraduate chemistry courses (Organic, Biochemistry) should be taken with laboratory; at least two of the three must be taken with laboratory.

DEGREE REQUIREMENTS: CLINICAL NUTRITION


Didactic Program in Dietetics (DPD) Verification

The NYU Graduate Didactic Program in Dietetics (DPD) is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association until 2011. Evaluation and verification of the ADA’s DPD requirements for dietetic registration eligibility may be obtained by students who have completed at least 15 points in residence at NYU. Students must request and file a formal application, appropriate documents, and a $25 fee with the director, DPD Didactic Program Verification, at the department’s address.

DIETETIC INTERNSHIPS

The department offers two ADA-accredited options for students to obtain dietetic internships.

The NYU Dietetic Internship meets ADA requirements for supervised clinical practice for registration eligibility. It is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association from April 1999 through November 2011. It also fulfills 18 of the 40 points needed for a Master of Science degree in clinical nutrition. It is a one-year, full-time program that requires registration in three NYU semesters or two semesters and a summer session. The program includes one full semester of course work, followed by six months of super-
vised practice that also involves registration in two consecutive 3-point courses.

First semester: Interns must complete four graduate courses (12 points) before entering supervised clinical practice: Research Methods E33.2190, Nutrition Counseling Theory and Practice E33.2198, Medical Nutrition Therapy E33.2237, Nutrition-Focused Physical Assessment E33.2196.

Second and third semesters (or second semester and a summer session): Interns complete supervised clinical practice rotations in clinical nutrition therapy (13 weeks), community nutrition (three weeks), food service management (six weeks), specialties (two weeks), and staff relief (two weeks)—a total of at least 975 practice hours, along with 23 hours of classroom instruction. The supervised practice takes place in one of the many affiliated hospitals, institutions, and agencies located throughout the New York metropolitan area. Because some of these sites train more than one dietetic intern, starting dates for the supervised clinical practice may vary.

Concurrent with the supervised practice, interns register in two consecutive semesters for Clinical Practice in Dietetics I and II E33.2146, 2147. Class sessions cover the Code of Ethics of the ADA/Commission on Dietetic Registration (CDR) and the Standards of Practice for dietetic professionals; political, legislative, and economic factors affecting dietetic practice; and development of effective communication and counseling skills.

Admission requirements: Applicants must (1) hold a baccalaureate from an accredited college or university; (2) present an official ADA Verification Statement of Completion of a DPD, or a statement of Declaration of Intent to Complete a DPD, with original signatures; (3) apply and gain acceptance into the clinical nutrition M.S. program; (4) apply and be accepted into the NYU Dietetic Internship; and (5) have a minimum academic average of B in nutrition DPD courses. Preference will be given to applicants with an overall academic average of B or better.

Application procedures: Because students in the NYU Dietetic Internship take courses in the clinical nutrition M.S. program, and because the NYU Dietetic Internship participates in national computer matching, the admission process requires three separate applications to (1) the NYU Steinhardt School of Culture, Education, and Human Development M.S. program in clinical nutrition (HOND-CNU), (2) the NYU Dietetic Internship, and (3) the national computer matching system. Each requires a separate fee, and all should be filed at the same time.

Deadlines: Applications are accepted twice annually, in September for the following spring, and in February for the following fall (consult the current departmental handout on the NYU Dietetic Internship for specific dates).

The James J. Peters Veterans Affairs Medical Center Dietetic Internship/ NYU Master's Degree Program is conducted jointly by NYU’s Department of Nutrition, Food Studies, and Public Health and the James J. Peters Veterans Affairs Medical Center (VA). The coordinated program affords the opportunity to complete the dietetic internship and M.S. in only 16 months. The program meets all requirements for dietetic registration eligibility, as well as for the M.S. degree in nutrition and dietetics: clinical nutrition (HOND-CNU). Full accreditation by the American Dietetic Association’s Commission on Accreditation of Dietetics Education has been granted since 1981.

The program accepts seven students annually. The VA pays each dietetic intern a stipend during the 12-month (1,550-hour) clinical training period. During the first 12 months, interns spend four days a week in internship rotations and one day a week attending classes at NYU. The final four months of the program are spent as full-time master's degree students at NYU. For information, contact Dietetic Internship Director (120) at the James J. Peters Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: antoinette.franklin@med.va.gov; Web site: www.va.gov; Veterans Affairs Medical Center, 130 West Kingsbridge Road, Bronx, NY 10468; telephone: 718-584-9000, ext. 6845; e-mail: antoinette.franklin@med.va.gov; Web site: www.va.gov; E33.2190

ACADEMIC PREREQUISITES
Students must take or present evidence of competency in all graduate course prerequisites: introductory chemistry (see Note 1, below), organic chemistry (see Note 1, below), biochemistry, human anatomy and physiology, nutrition and health, introduction to foods and food science, diet assessment and planning, nutrition and the life cycle, and any others that may be required for specific elective courses.

DEGREE REQUIREMENTS

Elective Courses (8-14 points): Selected from departmental and other related courses in community nutrition; food studies; food management; nutrition and physical fitness; clinical nutrition; and public health and counseling.

SPECIAL OPPORTUNITIES
The department offers special courses, such as a 6-point graduate summer study abroad program on food and nutrition in Tuscany, Italy. The program immerses participants in a full experience of Italian food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops. Students examine food and nutrition on a variety of levels: from the small olive oil producers and winemakers to Italian public health philosophies, nutritional practices, and agriculture under the European Union.

Note 1: Undergraduate chemistry courses (inorganic, organic, biochemistry) should be taken with laboratory; at least two of the three must be taken with laboratory.
Food Studies

Director
Jennifer Schiff Berg

Education Building, 10th Floor
212-998-5580

Degree
M.A.

Food is the nation’s largest industry. It encompasses the production, transportation, storage, preparation, merchandising, marketing, and sales of food, beverages, products, ingredients, and services in a very wide range of locations. The multiple aspects of the food system, its size, and its international dimensions demand a large workforce knowledgeable about the role of food in society, culture, health, and the environment.

Food studies focuses on critical inquiry relating to food production, processing, distribution, marketing, and consumption. The program seeks to place food not only in a local urban context, but also in a global perspective. It examines the social, cultural, and historical aspects of food consumption and explores the linkages between the farm and city in an age of increasingly industrial and global food production and processing. Courses train students to develop, prepare, market, and evaluate food, food products, and meals; research and write about food, food products, meals, and diets; and examine the social, economic, cultural, and behavioral factors that have influenced food production and consumption practices and patterns in the past and present.

The curriculum consists of core, specialization, and elective courses that may be taken in several NYU schools and an emphasis on critical thinking and research skills transferable to professional work experience.

CAREER OPPORTUNITIES

Food studies careers focus more on the conceptual and creative aspects related to the role of food in culture and society. They involve product, menu, and recipe development; advertising, marketing, and public relations; communications and media; writing and editing; styling, photographing, and testing; and teaching, consulting, and research. Food studies careers can also occur in any place where food is developed, produced, purchased, prepared, or served: corporations and companies; restaurants and chains; hotels, resorts, spas; convention centers; airlines; educational institutions; health care facilities; community sites; government agencies; and consulting firms.

ACADEMIC PREREQUISITES

The following courses are prerequisite to the Program in Food Studies. Any unmet prerequisites may be fulfilled while enrolled in the M.A. program, either by taking courses or by passing exemption examinations.

Courses: food science; food production.

Work experience: students entering the M.A. program are expected to have had at least six months of full-time work experience in food studies or food management. Students without this experience are expected to complete at least 500 hours of work experience during the first year of the program.

DEGREE REQUIREMENTS


SPECIAL OPPORTUNITIES

The department offers special courses, such as a 6-point graduate summer study abroad program on food and nutrition in Tuscany, Italy. The program immerses participants in a full experience of Italian food, diet, culture, and history through classroom instruction, field trips, guest speakers, and hands-on workshops. Students examine food and nutrition on a variety of levels: from small olive oil producers and winemakers to Italian public health philosophies, nutritional practices, and agriculture under the European Union.

Community Public Health

Director
Sally Guttmacher

Education Building, 12th Floor
212-998-5780

Degree
M.P.H.

The mission of the Program in Community Public Health is to improve the health of diverse population groups at the local, national, and international levels. This mission is consistent with New York University’s role as a center for global education. It is accomplished by preparing students to integrate the knowledge, skills, and experience fundamental to all public health disciplines and to apply the integrated knowledge to prevention of a broad range of community health problems. The program prepares students to be effective public health leaders and service providers through its commitment to excellence in education, research, and community service. It promotes public health practice and professional values through graduate-level fieldwork with community agencies, collaboration with outside agencies, and the provision of direct service to the community.

The M.P.H. program provides the rigorous professional education needed to launch a successful career with governmental, private, and community agencies devoted to improving the health of diverse population groups in communities here and around the world. The 46-point program, accredited by the Council on Education for Public Health, offers concentrations in community health, international community health, and public health nutrition and is designed for college graduates, mid-career professionals, and health workers interested in population-based approaches to improving the health of diverse, high-risk, and low-income communities.

Community Health (Sally Guttmacher, director). This concentration is designed for students who seek graduate training in planning and evaluating programs designed to promote health and prevent disease in diverse population groups. It prepares students for careers in local, state, federal, and international health agencies as well as in community and nonprofit organizations. The M.P.H. degree broadens employment opportunities for graduates by providing training in the application of public health approaches to a broad range of health and societal problems.

International Community Health (Sally Guttmacher, director). This concentration is designed for students who seek graduate training in planning and evaluating programs designed to promote health and prevent disease in diverse population groups throughout the world. It prepares students for careers in international health agencies and nongovernmental organizations. The M.P.H. degree broadens employment opportunities for graduates by providing training in the application of public health approaches to a broad range of health
and societal problems that affect the populations of low-income and developing countries.

Public Health Nutrition (Beth Dixon, director). This concentration is designed for students who seek graduate training in program and policy approaches to improving the nutritional status of diverse population groups. It prepares students for careers in local, state, federal, and international health agencies. The M.P.H. degree broadens employment opportunities for nutritionists by providing training in the application of public health approaches to a broad range of health and societal problems.

CAREER OPPORTUNITIES
The Program in Community Public Health prepares students for careers in health activism, health organizations, planning agencies, community-based organizations, and research institutions. Students in the M.P.H. program will be prepared to work in a wide variety of areas, including chronic disease prevention, teen pregnancy/sexual risk, tobacco and substance abuse, asthma, domestic violence, food and nutrition planning, and HIV/AIDS, as well as other public health issues facing communities.

ACADEMIC PREREQUISITES
The Community Health and International Community Health concentrations do not have academic prerequisites.

The Public Health Nutrition concentration requires specialization in foods and nutrition in addition to public health fundamentals. For students who enter the public health nutrition program without previous training in these fields, the program requires the following four prerequisite courses (or their equivalents in course work as determined by an adviser): Nutrition and Health E33.0119, Introduction to Foods and Food Science E33.0085, Nutrition and the Life Cycle E33.1269, and Diet Assessment and Planning E33.0060. These courses fulfill basic competencies in public health nutrition and prepare students to enter graduate nutrition courses. Students who enter the M.P.H. program with credentials as registered dietitians, or who are R.D.-eligible, or who elect the R.D./M.P.H. option have already met (or will meet) all of the prerequisite requirements for the M.P.H. program.

DEGREE REQUIREMENTS
The requirements for the 46-point M.P.H. program include the following:

Public Health Foundations:
- Biostatistics I and II E10.2995, 2996
- Epidemiology E33.2306
- Environmental Health Problems E33.2356
- History and Principles of Public Health E33.2322
- Community Health and Medical Care P11.1830

Applied Public Health:
- Assessing Community Health Needs E33.2318
- Social and Behavioral Determinants of Health E33.2353

Research:
- Research Methods in Public Health E33.2361
- Program Planning and Evaluation for Community Health E33.2349

Internship:
- Internship and Seminar in Public Health E33.2360

Specialization courses: a variety of courses are available to meet the 12-point requirement within each student’s area of specialization.

Students in the International Community Health concentration are required to demonstrate proficiency in at least one foreign language (please refer to the program handouts on the Web site for options for meeting this requirement).

Our students take their core public health courses in NYU’s innovative Department of Nutrition, Food Studies, and Public Health and their administration, policy, and finance courses in the premier Robert F. Wagner Graduate School of Public Service. Small classes allow students to work closely with faculty who have years of domestic and international experience and a deep commitment to educating public health professionals for community and international settings.

ADMISSIONS
In addition to meeting the Steinhardt School of Culture, Education, and Human Development general admissions requirements for master’s-level study, all applicants must submit scores from either the Graduate Record Examination (GRE) or Medical College Admissions Test (MCAT).

SPECIAL OPPORTUNITIES
Graduate Summer Study Abroad Program in Cape Town, South Africa.
The 6-point, four-week course is based in the Department of Public Health and Primary Care in the Medical School of the University of Cape Town. Students examine how primary health care is delivered through the South African health care system; the current distribution of infectious and chronic diseases in South Africa; specific issues related to reproductive health in South Africa, including the implementation of the new abortion act and issues in family planning; and current problems in community health associated with the repression of the apartheid era, such as the impact of past human rights violations on the community’s health. Students spend one week as interns in South African clinics or social advocacy groups. The curriculum includes lectures, seminars, and field trips in the Western Cape Province, as well as travel into rural areas in other provinces to examine health care delivery and community health issues from a rural perspective.

Internships. All Community Public Health students complete an internship, including 180 hours of direct fieldwork in the community. The internship experience allows students to apply theoretical concepts, skills, and knowledge from course work to practical situations in an actual work setting. Internships are planned, supervised, and evaluated practical experiences, where students are expected to participate in agency activities on the level of a beginning practitioner. Students are placed in a wide range of local, national, and international health agencies and are directly involved in the selection of their internship site based on their career goals, previous experiences, and interests.

Internship placements are highly individualized, so as to complement the student’s prior experience and professional goals and objectives. Students in the past have worked with a variety of agencies including the U.N., the World Health Organization, New York City Department of Health and Mental Hygiene, Planned Parenthood, New York City Food Bank, NYU School of Medicine Center for Immigrant Health, Leukemia and Lymphoma Society, and the Caribbean Women’s Health Association.

Hands-on Experience. In addition to the internship, practical, hands-on experience in diverse settings throughout the city is integral to the M.P.H. curriculum. For example, the needs assessment course sends students into Chinatown, Spanish Harlem, and African immigrant communities to measure diabetes, asthma, obesity, and other health needs. The grant-writing course partners students with nonprofit health groups to help them fund urgent educational outreach programs.
Doctoral Programs

Directors
Amy Bentley
Food Studies
and
James Macinko
Public Health

Education Building,
Suite 1077
212-998-5580

Degree
Ph.D.

The department offers doctoral education in (1) nutrition and dietetics, (2) food studies, and (3) public health. Because these programs are small and highly selective, the department administers them jointly. Within the overall program structure, students are encouraged to select specific courses, course sequences, and dissertation proposal and research topics that meet their individual interests and goals. Each program is developed individually by students in consultation with advisers who are specialists in the course of study.

Application procedures, general admission requirements, examination and research requirements, and overall course requirements are the same for all doctoral programs. Program admission requirements and prerequisites differ for each doctoral area and are described under that area.

APPLICATION INFORMATION AND PROCEDURES

For general application procedures, see pages 204-5.

GENERAL ENTRANCE REQUIREMENTS

Master's degree from an accredited institution and GRE scores for the verbal and quantitative sections; TOEFL scores (if applicable); demonstrated leadership potential as shown by honors, awards, publications, active participation in professional organizations or agencies, or independent research; a statement of goals (500 words) explaining why the applicant is seeking a doctoral degree and how doctoral training will help achieve career goals and contribute to the profession, and three letters of recommendation from employers, former professors, or professional colleagues who have observed the applicant's work. Applicants whose credentials pass an initial screening are interviewed in person or by telephone.

DEGREE REQUIREMENTS

For doctoral requirements of the Steinhardt School of Culture, Education, and Human Development, see pages 225-27. In addition to school requirements, the department requires 18 points of specialization courses.

Nutrition and Dietetics

The interdisciplinary Ph.D. program of advanced study in nutrition and dietetics provides broad training in education, specialization, and research theory and applications. The program is designed specifically to meet the needs of employed professionals who desire further education to advance in their careers or to develop a career in academics. The program prepares graduates for teaching, research, administrative, and leadership positions in academic, public health, government, industry, and other institutions.

ADMISSION REQUIREMENTS

In addition to the general requirements listed above, the applicant must have previous academic training in nutrition or dietetics at the undergraduate or master's level. Preference is given to applicants with at least three years of full-time (or six years of part-time) work experience, with major emphasis in nutrition or dietetics.

See general admission section, page 204.

Food Studies

The food studies doctoral program at NYU is an interdisciplinary program of advanced study focused on food as it intersects with society, culture, environment, health, history, and commerce. This highly selective program prepares students for positions in higher education, including teaching, research, and administrative positions; positions outside the academy, including public policy, government, for profit and not-for-profit private industry; and other positions in education, including secondary institutions seeking teachers with advanced degrees and adult learning communities.

ADMISSION REQUIREMENTS

In addition to the general requirements listed above, applicants should submit a current résumé or curriculum vitae. As determined in consultation with an adviser, some preparatory academic work may be required in addition to minimum specialization requirements for the degree.

See general admission section, page 204.

Public Health

The Doctoral Program in Public Health is targeted to individuals who wish to develop advanced skills in public health research. Graduates of the program are prepared in careers as leaders in academic institutions, public and private sector organizations, and governmental agencies in state, national, and international settings. Students will benefit from the interdisciplinary nature of the department and the wider NYU community where faculty have existing research programs in the United States and internationally.

In addition to the general requirements listed above, a prior graduate degree in public health or a related field is strongly preferred. Preference is given to applicants with previous experience conducting public health or social science-based research.

See general admission section, page 204.

Financial Aid Opportunities

The Department of Nutrition, Food Studies, and Public Health offers a limited number of teaching and graduate assistantships. See page 216. Students may also be eligible for certain schoolwide scholarships established by professional organizations and bequests. These scholarships are limited in number and in the amount of money they provide. Applicants should visit the Steinhardt School of Culture, Education, and Human Development Web site for more information.

See general financial aid section, page 214.
Courses

**NUTRITION/E33**

**Medical Nutrition Therapy**  
E33.2037  45 hours: 4 points.  
Study of the research basis of diet therapy for the principal nutrition-related disease conditions through analysis of case histories. The relationship of food and nutrition to medicine: physiological and clinical basis of disease processes and medical, surgical, and diet therapies for acute and chronic disease conditions, through lectures, case discussions, assigned readings, programmed learning guides, and class presentations. Course is restricted to dietetic interns.

**Pediatric Nutrition**  
E33.2041  30 hours: 3 points.  
Principles of nutrition applied to disorders of infants, children, and adolescents, with emphasis on current research.

**Maternal and Child Nutrition**  
E33.2042  30 hours: 3 points.  
Principles and application of nutrition for healthy mothers, infants, children, and adolescents with emphasis on current research related to normal growth and development.

**Critical Care Nutrition**  
E33.2043  30 hours: 3 points.  
Principles and skills for parenteral and enteral nutrition (nutrition support) practice: indications, calculations, formulas and solutions, access, complications, and ethical considerations, along with professional practice issues and the regulatory status of nutrition support products.

**Sports Nutrition**  
E33.2045  30 hours: 3 points.  
Evaluation and application of nutrition concepts related to the energy, fluid, and nutrient requirements of athletes and physically active individuals: diet-related physiology, trends in sports nutrition, special conditions affecting athletic performance, and techniques for counseling athletes.

**Field Experience**  
E33.2077  45 hours per point: 3-4 points.  
Participation and experience in the professional field of major interest and seminar discussion of professional issues and responsibilities. Application must be filed during the previous term.

**Advanced Nutrition: Proteins, Fats, and Carbohydrates**  
E33.2139  30 hours: 3 points.  
Biochemical, physiological, and clinical factors that affect the role of macronutrients in human health and disease, with an emphasis on critical analysis of recent research studies in this field. May also include topics such as cholesterol, fiber, nonnutritive sweeteners, and alcohol.

**Advanced Nutrition: Vitamins and Minerals**  
E33.2144  30 hours: 3 points.  
Biochemical, physiological, and clinical factors that affect the role of micronutrients in human health and disease, with an emphasis on critical analysis of recent research studies in this field. Includes the role of selected vitamins and minerals in cancer, coronary heart disease, HIV infection, bone loss, and other conditions of topical interest.

**Clinical Nutrition Services**  
E33.2145  30 hours: 3 points.  
Comparison of programs, services, and systems designed for clinical practitioners who manage nutrition services in health care settings.

**Clinical Practice in Dietetics I**  
E33.2146  150 hours per point: 3 points.  
Seminars and supervised experience in clinical dietetics through observation, practice, and research; food service systems, inpatient and ambulatory nutrition care, specialty practice settings.

**Clinical Practice in Dietetics II**  
E33.2147  150 hours per point: 3 points.  
Seminars and supervised experience in clinical dietetics through observation, practice, and research; food service systems, inpatient and ambulatory nutrition care, specialty practice settings.

**Nutrition Assessment Methods in Research**  
E33.2178  30 hours: 3 points.  
Theory and analysis of nutrition assessment methods in community and clinical settings. Dietary, clinical, anthropometric, and biochemical assessment methods and their limitations and strengths are discussed using current research.

**Food Science and Technology**  
E33.2184  45 hours: 3 points.  
Scientific and sensory principles of food evaluation; professional methods, quality assurance, and objective experiments in advanced food preparation.

**International Nutrition**  
E33.2187  10 hours per point: 1-3 points.  
Introduction to world food problems and their nutritional, economic, and social effects.

**Nutritional Epidemiology**  
E33.2192  30 hours: 3 points.  
Considers the basic concepts of epidemiology as applied to the measurement of dietary intake and diet-disease relationships. The course emphasizes current issues in nutritional epidemiology in both industrialized and developing countries.

**Weight Management**  
E33.2194  30 hours: 3 points.  
Evaluation and application of theories of weight control and eating behavior to weight reduction and maintenance programs, with emphasis on development of scientifically based methods to promote appropriate body weight.

**Nutrition-Focused Physical Assessment**  
E33.2196  30 hours: 2 points.  
Emphasis on broadening knowledge and skills in physical assessment applied to the nutrition evaluation of individuals.

**Nutrition Counseling Theory and Practice**  
E33.2198  30 hours: 3 points.  
This course integrates medical nutrition therapy and education with psychodynamic theory and technique to increase the efficacy of nutrition care in short- and long-term health care settings. Through the use of advanced cases and related theory, core learning methods include classroom discussion, role play, weekly logs, process recordings, and supervision.

**Nutrition Education**  
E33.2199  30 hours: 3 points.  
Principles, methods, and materials for teaching nutrition to diverse groups in a variety of settings.

**Seminar in Advanced Nutrition**  
E33.2207  10 hours per point: 1-6 points.  
Selected topics in advanced nutrition, investigated through analysis of current data.

**Complementary and Alternative Nutrition Therapies**  
E33.2210  30 hours: 3 points.  
Review and analysis of the cultural context of, rationale for, and applications of complementary and alternative nutrition-therapy for acute and chronic conditions. The course emphasizes critical evaluation of scientific and other evidence for safety and clinical efficacy of products and methods and of library, Internet, and popular resources on this topic.

**Nutrition and Aging**  
E33.2220  30 hours: 3 points.  
Analysis of research, programs, and services related to the interaction between nutrition and aging, with emphasis on the role of nutrition in comprehensive geriatric care.

NOTE TO COURSES  
*Registration closed to special students. Consult department advisor with questions regarding prerequisites.*
Nutritional Aspects of Eating Disorders
E33.2222 30 hours: 3 points.
Definition, diagnosis, assessment, and determinants of eating disorders from the nutritionist’s perspective, with an emphasis on team approaches to treatment.

See Departmental Courses section for additional listings.

FOOD STUDIES/E33

Food History
E33.2012 45 hours: 3 points.
Examination of food and diets from historical and international perspectives.
Considers the origins of foods, the evolution of world cuisines and civilizations, the international exchange and spread of foods and food technologies following the voyages of Columbus, and the effects of the emergent global economy on food production, diets, and health.

The Role of Food in Social Movements
E33.2013 20 hours: 2 points. Fall, spring.
How food is used as a tool in social movements across cultures and time. Some of the themes of the course are food and revolutions, food as a form of social resistance, and food as an apparatus for government policies. Students learn that food’s highly flexible meaning can be both a force for change as well as oppression.

Food Policy
E33.2015 30 hours: 3 points.
Analysis of the economic and social causes and consequences of food production, marketing, and product development.

Food Markets: Concepts and Cases
E33.2016 30 hours: 3 points.
Explores the conceptual underpinnings of the distributive networks through which food travels from farm to table. Examines the relationships between markets, states, and society in their historical and contemporary forms. Employs case studies of how commodities travel through the food system at the local, national, and international levels. Topics include mass markets and niche markets; the culture of markets; reciprocity, exchange, and redistribution; conventional and alternative supply chains.

Contemporary Issues in Food Studies
E33.2017 30 hours: 3 points.
Survey and critical examination of the broad range of current economic, social, demographic, environmental, and ethical trends that affect food and food management. Examples: global labor markets, international agribusiness, food biotechnology, global marketing.

Current Trends in Foods
E33.2018 10-30 hours: 1-3 points.
Interaction between current trends in food production, marketing, and service and traditional food consumption practices as observed in current cuisine through lectures, demonstrations, and field trips.

Comparative Cuisines
E33.2019 30 hours: 3 points.
Examination of world cuisines and their influences on late 20th-century North American food, meals, and menus. Students analyze various cuisines from the perspective of geography, climate, colonialism, economics, politics, and culture.

Food Writing
E33.2021 30 hours 3 points.
Practical experience in writing reports, articles, pamphlets, and other informational materials in the student’s primary area of interest in foods and nutrition, along with studies of classic readings in these fields.

Beverages
E33.2025 45 hours: 3 points.
Basic principles and practical experience in development of beverage systems and menus. Considers pricing, equipment, legal, merchandising, and personnel policies.

Food Systems I: Agriculture
E33.2033 30 hours: 3 points.
Surveys issues surrounding food production from an agricultural perspective. Students gain an understanding of how agricultural production shifted from a Jeffersonian ideal to an industrial and political practicality. Topics include the agrarian ideal of the yeoman farmer, the ascendancy of markets and agricultural commodification, the politicization of agriculture and the farm bill, and sustainable agricultural systems.

Food Systems II: Processing and Industrialization
E33.2034 30 hours: 3 points.
Prerequisite: Food Systems I.
A survey of issues surrounding food production from a processing perspective. Students gain an understanding of various forms of food processing and the issues that surround industrial food production.

Waste, Water, and the Urban Environment
E33.2036 30 hours: 3 points.
Investigates the final stages of the food system, water, and waste disposal, as it is manifested in the urban metropolis. This course also draws on the historical underpinnings of the systems used to manage water and waste, but also the underlying issues of purity and contamination that these systems are also designed to address. Issues include water and waste in relation to changing landscapes and demographics, enmeshment in urban policy making, and competing notions of environmentalism.

Food Facility Design and Equipment
E33.2054 45 hours: 3 points.
Prerequisites: E33.0052 and E33.0091.
Food facility design, layout, and equipment selection, specification, and organization.

International Food Regulation
E33.2110 30 hours: 3 points.
Examines the international legal and regulatory systems that affect global food production and distribution. The course also explores some debates over food regulation and how different countries approach these controversies and the variety of policy outcomes that result from these debates.

Techniques of Regional Cuisine
E33.2183 15 hours: 1-2 points.
Introduction to foods from various nationality groups through lectures, demonstrations, and field trips.

Food and Culture
E33.2191 30 hours: 3 points.
Study of the complex interactions between food and culture, the effects of cultural factors on dietary practices, and the cross-cultural exchange of dietary practices, beliefs, and foods between the United States and countries throughout the world.

Food in the Arts
E33.2204 30 hours: 3 points.
The ways in which writers, artists, musicians, and filmmakers have used food as a theme of symbol for reasons of aesthetic, social, cultural, or political commentary.

Advanced Topics in Food Studies
E33.2240 30 hours: 3 points.
An umbrella course designed for advanced graduate students to explore a specific food topic. It is expected that course themes will vary to reflect debates in the fields of food culture and food systems. Topics may include the following: women and food, the agro-industrial complex, food and postcolonial fiction, food and the media, Frankenstein’s kitchen: food technology in historical perspective, and globalization and the political economy of food.

Advanced Topics in Food Studies: The Agro-Industrial Complex
E33.2241 30 hours: 3 points.
Focuses on the development of an industrialized agricultural system. Some of the topics that are covered in class include taming nature, industrializing the farm, applying science to the food problem, and the social cost of the system.
Students learn about the development of industrial farming practices, environmental issues surrounding industrial agriculture, the politics of food production, and the human cost of inexpensive food.

Advanced Topics in Food Studies: Women and Food
E33.2242 30 hours: 3 points.
Explores various aspects of women's relationship to food. Some of the themes of the course are the gendering of food, women as food producers, motherhood, feeding women's bodies; kitchen labor; racial constructions of cooks; and the feminized space of the cookbook. Students learn that women have a highly complex and contested relationship to food and that prescribed social roles help shape this relationship.

Advanced Topics in Food Studies: Food in Western Art
E33.2246 30 hours: 3 points.
Explores the intersection of food and art, focusing on images of foods, meals, and banquets throughout Western history. Topics include analysis of painting and sculpture in selected cultures and time periods; examination of the rituals, both real and imagined, of the marketplace, food preparation, and eating in a variety of settings; cultural contexts and prevailing ideas informing the images; and shifting meanings and portrayals of food over time.

Nutrition in Food Studies
E33.2215 30 hours: 3 points.
An accelerated survey of basic principles of nutrition applied to food studies: nutrient functions, nutritional requirements, food composition, menu planning and assessment, food safety, dietary patterns, diet and health issues, dietary recommendations, and food products for nutritional purposes. For students with no previous training in nutrition or health.

Advanced Foods
E33.2216 15 hours per point: 1-3 points. Prerequisite: E33.0085 or equivalent.
Principles and practice of identification, comparison, and evaluation of selected foods, ingredients, techniques, and equipment for recipe formulation, menu planning, or preparation, with an emphasis of modifications to meet specific nutritional or other requirements. Repeatable up to 3 points.

Food Fundamentals
E33.2217 30 hours: 3 points. Fall. Prerequisites: E33.0085 and E33.1052 (may be taken concurrently).
Advanced identification and evaluation of food resources: sources, varieties, and qualities of the most commonly consumed foods, beverages, and ingredients.

Food Photography
E33.2271 15 hours: 1 point.
Demonstration of techniques for photographing foods for use in print and other media formats.

See Departmental Courses section for additional listings.

PUBLIC HEALTH/E33

Nutrition in Public Health
E33.2213 30 hours: 3 points.
Advanced course in public health from an international perspective. Introduction to the concepts, principles, and scope of practice of public health nutrition. Population-based and individual-based approaches to prevention and alleviation of diet-related conditions, and the societal, economic, environmental, and institutional barriers to improving the nutritional status and health of diverse population groups are discussed using current research.

Public Health Through Film and Fiction
E33.2315 30 hours: 3 points.
Examination of public health issues through the lens of film and fiction, illustrating how narrative works provide dramatic insight into the multifaceted nature of public health problems, the complex circumstances giving rise to them, and the factors influencing responses. Discussion includes militarism, gender inequality, economic conditions, drug trafficking, occupation, pandemic disease, the interrelatedness of these problems, and the diverse geographic regions affected by them.

Assessing Community Health Needs
E33.2318 45 hours: 3 points.
Definition and description of health problems of specific immigrant communities in New York City using census data and other sources of objective information. Through field observations, students determine the ways in which health providers, community leaders, and community residents view that health problem, and compare these views with more objective data as a means to develop health intervention strategies.

Environmental Health Problems
E33.2356 30 hours: 3 points.
Understanding natural principles underlying health issues related to human ecology, infectious and noninfectious disease control, and population problems.

Social and Behavioral Determinants of Health
E33.2355 30 hours: 3 points.
Study of the social, psychological, and cultural determinants of health behavior and consideration of their meaning for public health professionals in domestic and international community settings. The course addresses conditions and phenomena that affect people's understanding, acceptance, and use of health information and the design, implementation, and evaluation of community health interventions.

Internship and Seminar in Public Health
E33.2360 Minimum of 180 hours: 3 points. Fall, spring, summer. Should be taken in the last year of graduate study. Registration by permission of instructor. Supervised field experience providing a learning opportunity to apply public health skills in actual community health settings. Locations may include government agencies, hospitals, professional associations, voluntary health agencies, business, industry, and international agencies.

Writing Grants and Funding Proposals for Health-Related Programs
E33.2319 30 hours: 3 points.
A “hands-on” approach to grant writing including development of skills in locating potential funding sources and the use of appropriate grant-writing style and technique. Students are guided through the development of a grant proposal, from locating sources of funds; through development of program objectives, background, and methods; to the peer review process.

International Health and Economic Development
E33.2314 30 hours: 3 points.
An introduction to the issues of health and health care on a global basis. The course focuses on the nature and scope of major worldwide health problems and the study of different national and international approaches to their solution.

International Health Seminars
E33.2316 30-180 hours: 2-12 points. For specific calendar dates and geographic locations, consult the Office of Study Abroad Admissions. Designed for M.P.H. students and graduate students in health-related fields and held only outside mainland U.S.A. On-site study of health problems and health care systems in other countries with comparison of international health concerns. Primary emphasis is on factors affecting the roles of health professionals.

Research Methods in Public Health
E33.2561* 30 hours: 3 points. Fall. Open only to public health students. Review of research and original writings related to public health. Application of research methodology to problems in public health.
International Population and Family Health
E33.2385 30 hours: 3 points.
A cross-cultural framework is used to compare the health status of populations and families and factors that affect their health in societal subgroups (for example, urban, rural, poor, women and children, and the elderly). The course emphasizes the effects of secular changes in women’s roles and status and other societal, economic, and environmental trends on population and family health.

History and Principles of Public Health
E33.2322 30 hours: 3 points.
Examination of the mission of public health from a historical perspective. Past and current public health issues, policies, and practices are critically analyzed.

Advocating for Community Health
E33.2335 30 hours: 3 points.
Examines models and principles of community development, social planning, social action, and public advocacy for health education, and concepts and theories related to planned change.

Program Planning and Evaluation for Community Health
E33.2349 30 hours: 3 points.
Research methods for identification of population-based needs for public health intervention, development of programs to meet those needs, and evaluation of the effectiveness of the intervention. Application of research methods to proposal writing, budget planning, project management, and program evaluation. Students research the need for a public health intervention through a formal needs assessment, conduct the intervention, evaluate its impact, and describe these events in a formal paper and presentation.

Epidemiology
E33.2306 40 hours: 3 points.
Introduces students to the field of public health epidemiology, emphasizing the sociocultural factors associated with the distribution and etiology of health and disease. Methodological skills, including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package, are covered.

Health Communications: Theory and Practice
E33.2405 30 hours: 3 points.
Identification, development, and evaluation of methods for encouraging communities to participate in public health interventions with emphasis on the theoretical basis for communication strategies and on the design, implementation, and evaluation of health communications programs. Case studies draw on examples from television, radio, print, drama, and other communications media.

Community-Based Health Interventions
E33.2410 30 hours: 3 points.
Identification and evaluation of programs designed to reduce health risks among individuals and communities, with a focus on factors influencing the design of interventions, choice of methods, ways to assess the magnitude of change effected by the intervention, and ethical issues raised by the interventions.

DEPARTMENTAL COURSES/E33

Nutrition, Food Studies, and Public Health: New Graduate Student Seminar
E33.2000 3 hours: 0 points.
Introduction to the academic and professional resources at New York University and to career opportunities in food studies and food management (section 01) or nutrition, dietetics, and public health nutrition (section 02). Class meets three or four times during the first semester of study.

Sensory Evaluation of Foods
E33.2010 30 hours: 3 points.
Prerequisite: E33.1185.
Physiological, psychological, and aesthetic principles of evaluation of food, with emphasis on taste, olfaction, and tactile responses. Lectures and demonstrations of consumer testing methods.

Research Applications
E33.2061 30 hours: 3 points.
Theoretical and applied aspects of research design, data analysis, and interpretation. Students conduct, analyze, and present an evaluative or applied research project in nutrition and food studies. Should be taken in the last year of study in the master’s program.

Research Apprenticeship in Food and Nutrition
E33.2063 45 hours per point: 1-6 points.
Practical aspects of research on topics related to nutrition, food studies, or food management. Students assist a faculty member with an ongoing research project. Depending on the nature of the specified project and the time available for assistance, qualified students may participate in one or more components of the research: study design, bibliographic retrieval, data collection, data analysis, or writing for publication. Permission of sponsoring professor required.

Food Science and Technology
E33.2184 45 hours: 3 points.
Scientific and sensory principles of food evaluation; professional methods, quality assurance, and objective experiments in advanced food preparation.

Research Methods
E33.2190 30 hours: 3 points.
Introduction to the design, interpretation, and evaluation of research in nutrition and food studies. To be taken in the first semester of the master’s program.

Independent Study
E33.2300 45 hours per point: 1-6 points; 10 hours to be arranged through advisement.

Doctoral Seminar
E33.3098 10 hours: 1 point.
Attendance is required every semester of graduate study. Registration is required in lieu of the 1-point Doctoral Advisement for every semester in which students are enrolled for less than 3 points. Credit does not count toward the doctoral degree. Course is graded pass/fail only.

Critical examination of research proposal, methods, data collection and analysis, and other issues related to development and completion of the dissertation proposal.
Occupational therapy is a health profession whose goal is to help individuals achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational therapists apply their specific knowledge to enable individuals to engage in activities of daily living that have personal meaning and value. Occupational therapists develop, improve, sustain, or restore independence to any person who has an injury, illness, disability, or psychological dysfunction. The occupational therapist consults with the individual and family or caregivers and, through evaluation and treatment, promotes the client’s capacity to participate in satisfying daily activities. Intervention may address the person’s capacity to perform, the activity being performed, or the environment in which it is performed. The occupational therapist’s goal is to provide the client with skills for the job of living—those necessary to function in the community or in the client’s chosen environment.

For over 65 years, New York University’s Department of Occupational Therapy continues to be preeminent in the extent of its contribution to occupational therapy education and the number and quality of its outstanding graduates. The Department of Occupational Therapy is a leading academic center committed to the development of ethical therapists and scholars who are prepared to respond to the challenges of society’s ever-changing needs. The department offers professional-level graduate education for entry into occupational therapy practice and postprofessional master’s and doctoral degrees for graduates of approved occupational therapy programs.

The professional education of occupational therapists involves the study of the biological and social sciences fundamental to practice and the role of activities and human occupation in improving, restoring, and sustaining function. Postprofessional education emphasizes scientific inquiry and advanced clinical skills to prepare master clinicians, administrators, educators, scientists, and professional leaders. The Department of Occupational Therapy’s educational efforts are enhanced by its location in the midst of the most outstanding array of health and educational facilities in the country. The program also has a highly qualified faculty. The relationships thus developed provide unparalleled learning experiences for students, distinguishing this program from others. The New York metropolitan area provides a source of diverse practicum sites that are virtually matchless.
## Faculty

**Offiong Aqua, Clinical Associate Professor. M.D. 1986, Moscow.**
Research and advanced study of human anatomy and physiology. NYU Steinhardt’s Teaching Excellence Award 2006.

**Jane Bear-Lehman, Associate Professor. B.S. 1973, Wisconsin (Madison); M.S. 1981, Illinois (Chicago); Ph.D. 1998, New York; OTR, Fellow of the American Occupational Therapy Association (FAOTA).**
Extensive research focuses on the hand and upper limb and in the use of physical measures of impairment as predictors for disablement. Current research addresses the process of disablement among community-dwelling, well elders.

**Karen A. Buckley, Clinical Assistant Professor. B.S. 1973, SUNY (Buffalo); M.A. 1977, New York; OT/L, Neuro Development Treatment (NDT) Certified.**
Extensive clinical experience working with adults and children in various practice settings; coordinates courses that address evaluation, assessment, and treatment of motor and process skills required for engagement in activity and occupation; special interest in neurological impairment and application of motor learning principles to intervention.

Specialist with extensive research in cognitive and functional impairments resulting from brain injuries. Research examines cognitive components and their associations with activities of daily living in individuals with acute brain injuries to develop interventions aimed at improving everyday functioning and quality of life.


**Paula McCreedy, Clinical Assistant Professor. B.A., B.S. 1970, Pueblo, Colorado; M.Ed. 1981, New Orleans; OT/L.**
Fieldwork coordinator and teacher with extensive experience in the practice areas of mental health and pediatrics. Related experience in private practice consultation, schools, and consultation.

**Anita Perr, Clinical Assistant Professor. B.S. 1983, Virginia Commonwealth; M.A. 1995, New York; OT, Certified Assistive Technology Practitioner, Fellow of the American Occupational Therapy Association (FAOTA).**
Clinical expertise in rehabilitation, assistive technology, and workplace ergonomics. Coordinates courses in rehabilitation evaluation and intervention.

**Sally Poole, Clinical Assistant Professor. B.A. 1968, M.A. 1975, New York; OT, Certified Hand Therapist (CHT).**
Extensive clinical experience with individuals with physical disabilities, especially hand and upper-extremity disorders. Expertise in anatomy, kinesiology, splinting, and treatment of patients with biomechanical/orthopedic injuries/illnesses.

## Adjunct Faculty

**Marie-Louise Blount, M.A.; OT, FAOTA**
**Todd Bryson, B.S.; OT/CHT**
**Isabel Cadenas, M.A.**
**Connie Charney, M.A.; OT**
**Diana Chen Wong, M.A.; OTR**
**Tracy Chippendale, M.A.; OTR/L**
**Antonietta Corvinelli, M.A.; OTR**
**Laura Dunlop, B.S.; OT**
**Joan Feder, M.A.; OTR/L**
**Patricia Gentile, M.S.; OTR/L, BCN**
**Henry Hanif, M.A.; OT**
**Janine Kahan-McLear, M.A.; OTR/L**
**Christine Peters, Ph.D.; OTR**
**Gregory Roth, M.A.; OTR/L**
**Francine Seruya, M.A.; OTR/L**
**Jeffrey Tomlinson, M.S.W.; CSW, OTR, FAOTA**
**Michael Tranquilli, M.A.; OT**
**Steven Van Lew, M.A.; OT**
**Sheri Wadler, M.A.; OTR**

## Professional Program

**Director**
**Karen A. Buckley**

Education Building, 11th Floor
212-998-5837

**Degree**
M.S.

**Faculty**
Aqua, Bear-Lehman, Buckley, Goverover, McCreedy, Perr, Poole

### Master of Science

**The Master of Science Program in Occupational Therapy** provides the professional education necessary for initial certification as an occupational therapist. Affiliated with 450 sites, the program affords students intervention experiences in challenging settings, which are integrated into the curriculum through connection with courses or as full-time fieldwork.

### Career Opportunities

Occupational therapy is a fast-growing profession, and graduates are sought by employers nationwide.

## Degree Requirements

**Academic Prerequisites:** Undergraduate course work in abnormal psychology, developmental psychology, behavioral sciences; one additional course in either psychology, anthropology, or sociology; human anatomy and physiology I and II; and elementary statistics.

A full-time course of study is 27 to 30 months. Students are required to participate in two full-time, three-month fieldwork experiences, which usually take place during the summer and fall. The program requires successful completion of 74 points in anatomy; kinesiology; human growth and development; activity group process; psychiatric, medical, surgical, orthopedic, and neuromuscular conditions; theoretical foundations of occupational therapy; and research, analysis, and synthesis of activities as they relate to human occupation through emphasizing evaluation and intervention in the occupational therapy process.


Summer, First Year (5 points): Research Design in Occupational Therapy (2 points) E40.2724, Analysis of Human Activity and Occupational Performance II (2 points) E40.2736, Fieldwork I (1 point) E40.2720.

Fall, Second Year (13 points): Fieldwork I (1 point) E40.2721, Research Interpretation of Occupational Therapy (3 points) E40.2725, Orthopedic Evaluation and Intervention (3 points) E40.2741, Neurological Evaluation and Intervention (5 points) E40.2743, Mental Health Evaluation and Intervention (3 points) E40.2745.

Spring, Second Year (16 points): Fieldwork I (1 point) E40.2722, Rehabilitation Evaluation and Intervention (3 points) E40.2742, Cognitive Evaluation and Intervention (3 points) E40.2744, Community Practice (2 points) E40.2746, Pediatric Evaluation and Intervention (3 points) E40.2748, Health Advocacy and Administration (3 points) E40.2750, Professional Issues II (1 point) E40.2041.

Restrictive Elective (2 points) can be taken any semester or Fieldwork II in Occupational Therapy (Nontraditional) E40.2704 to be taken in the spring, third year.

Summer, Second Year (3 points): Fieldwork II in Occupational Therapy E40.2703 (12 weeks).

Fall, Third Year (3 points): Fieldwork II in Occupational Therapy E40.2703 (12 weeks).

TIME LIMIT
Students must complete all fieldwork requirements within a 20-month period following the completion of academic course work.

CERTIFICATION/LICENSURE
The Program in Occupational Therapy is accredited by the Accreditation Council of Occupational Therapy Education (ACOTE)® of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; telephone: 301-652-AOTA. For ACOTE, the telephone number is 301-652-2682. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapist. Most states require licensure in order to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination.

ADMISSION REQUIREMENTS
Applicants must submit two letters of recommendation and a statement of purpose/personal statement. In addition, a personal interview and writing sample may be requested. See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES
Students may apply for tuition assistance from local, state, and federal government agencies. Sometimes clinical facilities offer financial assistance in exchange for a work commitment after graduation. See general financial aid section, page 214.

The Department of Occupational Therapy offers postprofessional programs in occupational therapy leading to the M.A., D.P.S., or Ph.D. degree for occupational therapists. These programs integrate the theoretical foundation of occupational therapy and the knowledge, skills, and attitudes necessary for engaging in scholarly activity. Students develop analytical skills necessary for assuming leadership roles while cultivating a network of professional contacts through their studies, clinical experiences, and collaborative research. One of the most outstanding features is the strong peer support network provided by an active cadre of postprofessional students.

A limited number of teaching assistantships are available to qualified students and provide stipend and tuition. Applicants are encouraged to visit NYU’s Office of Financial Aid Web site, www.nyu.edu/financial.aid, and the Steinhardt School’s Office of Graduate Admissions Web site, www.steinhardt.nyu.edu/graduate.admissions, for more information.

The postprofessional master’s degree program is designed for occupational therapists who want master’s-level study regarding current theories, research, frames of reference, and issues related to practice. Each student takes a core of graduate-level courses in occupational therapy theory, research, and professional skills. Students may begin their studies in the fall, spring, or summer term (matriculation in fall semester only). This 30-point program may be completed as full-time or part-time study.

Students select an area of specialization such as pediatrics, mental health, assistive technology, physical disabilities, upper quadrant, or school-based practice. Selection of courses is made by advisement. Electives may be taken in other New York University schools, divisions, and programs, including psychology, education, special education, psychology, ergonomics and biomechanics, public administration, and others.

Department Core Courses (6 points): Theoretical Foundations for Intervention E40.2762, Developing a Guideline for Intervention E40.2763, Ethics and Analytical Reasoning E40.2764, Research Methods (6 points).

Specialization (12 points): by advisement. Electives (6 points).

ADMISSION REQUIREMENTS
In addition to the admission criteria of the school, the following specific requirements apply: (1) certification as an occupational therapist or eligibility for certification; (2) baccalaureate degree in occupational therapy; (3) a strong grade-point average; (4) a personal statement; and (5) interview(s) as requested by the department.

Doctor of Professional Studies (OTHS)
Through the Doctor of Professional Studies (D.P.S.) Program, students have the opportunity to advance their knowledge and critical thinking via course work that builds a foundation of critical analysis, evidence-based practice, ethics, and theory. The D.P.S. prepares advanced, skilled occupational therapists to deliver, present, and collaborate with interdisciplinary professionals to provide high-quality care. Full-time or part-time
study is available. Students are offered two areas of advanced clinical specialization: pediatrics and upper quadrant.

**ADMISSION REQUIREMENTS**

In addition to the admission criteria of the school, the following specific requirements apply: (1) GRE score; (2) graduation from an approved professional occupational therapy program; (3) master's degree or equivalent; (4) a personal statement; (5) three letters of recommendation; and (6) interviews as requested by the department. There is a special application deadline of March 1 (fall entry only) for the D.P.S.

**DEGREE REQUIREMENTS**

Occupational therapists who hold a master's degree complete (1) 36 points of approved course work with a minimum cumulative grade point average of 3.0, (2) presentation and successful defense of evidence-based professional portfolio, and (3) completion of all requirements for the D.P.S. within seven years. Full-time or part-time study is available.

**Department Core Courses**

- Theoretical Foundations for Intervention (6 points)
- Occupational Therapy (3 points)
- Ethics and Analytical Reasoning (6 points)
- Program Requirements (6 points)

**Courses**

The courses listed herein are to be offered in 2007–2009.

**OCCUPATIONAL THERAPY/E40**

- New Student Seminar in Occupational Therapy (3 points)
- Human Anatomy Lecture (3 points)
- Human Anatomy Laboratory (3 points)
- Neuroscience (3 points)
- Occupational Performance in Context (3 points)

**NOTE TO COURSES**

1 Pass/fail basis.
Theoretical Bases for the Scope of Practice
E40.2030  Bear-Lehman, Buckley. 40 hours: 4 points. Spring.
Prerequisites: E40.2701 and E40.2709.
Provides foundation knowledge underlying occupational therapy practice for the formation and use of conceptual practice frameworks. The course focuses on the theories supporting current and emerging areas of occupational therapy practice.

Analysis of Human Activity and Occupational Therapy Performance I
E40.2035  Buckley, Poole. 20 hours: 2 points. Spring.
Prerequisite: successful completion of all first-semester occupational therapy courses. This lecture and laboratory course presents an in-depth examination of the therapeutic value of purposeful activity/occupation, with emphasis on activity analysis, synthesis, and gradation. The role of the teaching and learning process and its relevance to designing effective intervention is examined.

Medical and Psychiatric Conditions
E40.2039  Perr, Poole. 45 hours: 4 points. Spring.
Prerequisite: E40.2000. Issues related to working as an occupational therapist in a variety of health care arenas are addressed. Interviews with fieldwork placement administrators and faculty occur during this course.

Professional Issues I
E40.2040  McCreedy. 10 hours: 1 point. Spring.
Prerequisite: E40.2000. Issues related to working as an occupational therapist in a variety of health care arenas are addressed. Interviews with fieldwork placement administrators and faculty occur during this course.

Professional Issues II
E40.2041  McCreedy. 10 hours: 1 point. Spring.
Prerequisites: satisfactory completion of all level 1 fieldwork in the first year. Students must be in good standing in academic courses for the second year.
This course provides students with information to transition from academic learning to clinical reasoning in varied fieldwork settings and practice arenas.

Assistive Technology for People with Disabilities
E40.2195  Perr. 30 hours: 3 points. Fall.
A multidisciplinary course on the principles and application of technological aids used in occupational therapy assessment and intervention. Use of mainstream and specialized equipment for mobility, computer access, and environmental control are highlighted. Client assessment strategies, legislation, and the roles of team members are examined.

Independent Study
E40.2300  45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged.
For description, see page 210.

Treating Children with Sensory Regulatory Dysfunction
E40.2332  Hinojosa. 30 hours: 3 points. Fall, spring.
This course examines occupational therapy literature and research findings that support treatment of children with sensory regulatory difficulties in a variety of settings. Students’ clinical experiences are used as a basis to examine the efficacy and effectiveness of intervention.

Successful Intervention in Schools
E40.2335  Hinojosa. 30 hours: 3 points. Fall, spring.
Examine therapists’ perceptions that have an impact on therapy in the classroom. Students learn to identify strategies and methods that will assist in designing intervention plans that can be implemented in a classroom. Research effective strategies for ensuring best practice in a wide variety of educational systems.

Reframing the Meaning of Disability to Families
E40.2338  Hinojosa. 30 hours: 3 points. Fall, spring.
Examination of family-centered care for families with special needs. Reviews theoretical approaches and explores the views and experiences of parents and other care providers. Evaluates the importance of the environment to clinical decision making and service delivery.

Clinical Management I: Bone and Joint Disorder of the Upper Quadrant
E40.2341  Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001 and E40.3306.
This course uses a seminar and laboratory teaching model to explore the intervention process for hand and upper limb bone and joint disorders. This course addresses the psychological and physical ramifications of hand and upper limb impairments.

Clinical Management II: Nerve Disorders of the Upper Quadrant
E40.2342  Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001, E40.2341, and E40.3306.
Essential to good clinical practice is the use of treatment strategies to the trajectory of recovery of physical function and ultimately occupational performance.

Clinical Management III: Complex Multisystem Injuries of the Upper Quadrant
E40.2343  Bear-Lehman, Poole. 30 hours: 3 points. Fall, spring.
Prerequisites: E40.2001, E40.2342, and E40.3306.
This course uses a lecture, seminar, and laboratory teaching model to explore intervention strategies for the complex, multisystem, and/or catastrophic upper limb injuries. As the final course in a sequence of three treatment courses, it also addresses working with the “difficult” patient and the ways in which the practicing therapist can promote recovery from a physical and psychological perspective.

Foundations of Occupational Therapy
E40.2701  Governer. 20 hours: 2 points. Fall.
Orientation to the profession of occupational therapy, its historical development, and its current issues. Roles and functions of occupational therapists in various settings. Historical and philosophical development of the profession, influential leaders, and their orientations. Introduction to practice and the role of the therapist examined through lectures, discussion, and field experience.

Fieldwork II in Occupational Therapy
E40.2703  McCreedy. Minimum of 480 hours per point: 3 points (6 points required). Fall, spring, summer. Hours to be arranged.
Registration by permission of instructor. Supervised full-time practice in various agencies and institutions in the New York area or elsewhere. Students gain and apply knowledge in a practice setting. Students are assigned caseloads that match individual learning needs. Students show initiative and respond appropriately to supervision.

Fieldwork II in Occupational Therapy (Nontraditional)
E40.2704  McCreedy. Minimum of 480 hours per point: 3 points. Fall, spring, summer. Hours to be arranged.
Registration by permission of instructor. Supervised fieldwork oriented to the development of skills in occupational therapy evaluation and intervention.
Fieldwork II in Occupational Therapy (Nontraditional)
E40.2705 McCreedy. Minimum of 400 hours: 2 points. Fall, spring, summer; hours to be arranged. Registration by permission of instructor. Clinical practice in area of specialization. For description, see E40.2704.

Activity Group Process
E40.2707 34 hours: 3 points. Fall. Theory and practice of small group intervention and process in occupational therapy. Topics include communication, small group formation, observation and recording, analysis, roles, leadership, group development, structure, use of activities, and therapeutic intervention. Lecture and laboratory.

Performance and Development Across the Life Span
E40.2709 McCreedy. 30 hours: 3 points. Fall. The role of the occupational therapist in relating maturational data from conception to old age to the practice of occupational therapy.

Kinesiology
E40.2710 Poole. 35 hours: 2 points. Spring. Students are introduced to the principles of biomechanics, joint kinematics, and muscle function to enhance their understanding of normal human motion. Experiential lab sessions provide illustrations of these concepts, as well as the opportunity to develop skill in assessing joint range of motion, muscle strength, and movement patterns.

Fieldwork I
E40.2720 55.5 hours: 1 point. Summer. Integration of academic learning with clinical practice. Group assessment and the design of group experiences applied to the teaching of clinical problem solving. This practicum emphasizes group leadership. Fieldwork seminars and community experiences.

Fieldwork I in Occupational Therapy
E40.2721 Perr. 195 hours: 1 point. Fall. Students continue to integrate academic learning with clinical practice. Actual case studies are presented by experts in various specialties. Students formulate treatment plans in small groups and present their work.

Fieldwork I
E40.2722 120 hours: 1 point. Spring. Fieldwork I in the spring semester is a continuation of Fieldwork I in the fall semester. Students integrate academic learning with clinical practice.

Research Design in Occupational Therapy
E40.2724 Baar-Lehman. 20 hours: 2 points. Summer. Groups develop preliminary research ideas and initiate review of the literature.

Research Interpretation for Occupational Therapy
E40.2725 Baar-Lehman. 43 hours: 3 points. Fall. Guided independent or group research in topics relevant to the application of occupational therapy. Lectures on research methodology, critiques of published research, ethical considerations and practices, implementation and completion of an investigation, and written and oral presentations. Lecture and laboratory.

Analysis of Human Activity and Occupational Performance II
E40.2736 Perr. 20 hours: 2 points. Summer. Lecture and Laboratory. Employing a biopsychosocial model, various aspects of work and productive activities are explored. Includes psychosocial issues, epidemiology, job analysis, an introduction to ergonomics, work hardening, social and legal issues relative to the world of work.

Orthopedic Evaluation and Intervention
E40.2741 Poole. 45 hours: 3 points. Fall. Introduces administration of biomechanical evaluation of the upper quadrant, hand, and selected other orthopedic conditions; documentation and interpretation of assessment findings; planning and implementation of biomechanical occupational therapy interventions; and fabrication of upper-extremity orthotics for persons with physical dysfunctions. Integrates principles and procedures of therapeutic exercises, purposeful activity, independent living skills, and prevention as they contribute to overall occupational performance.

Rehabilitation Evaluation and Intervention
E40.2742 Perr. 42 hours: 3 points. Spring. The concepts and principles of rehabilitation, habilitation, compensation, and adaptation as they relate to individuals with physical disabilities. Development of clinical reasoning to assess and intervene in the areas of activities of daily living, including environmental control, communication, and mobility using assistive equipment and technology. Rehabilitative concepts are examined and practiced as they apply to persons with selected diagnoses.

Neurological Evaluation and Intervention
E40.2743 Buckley. 44 hours: 3 points. Fall. Theoretical foundations underlying motor control related to the clinical application of various approaches to the assessment and treatment of clients with neurologic dysfunction. Development of preliminary skill in assessment of motor behavior, selection of appropriate assessment tools, and selection of treatment strategies to promote the client’s occupational and role performance. Traditional and contemporary views of motor behavior—motor control, motor development, and motor learning—are presented.

Cognitive Evaluation and Intervention
E40.2744 Goverover. 30 hours: 3 points. Spring. Orientation to theoretical approaches addressing cognitive and perceptual dysfunction. Emphasis on problem identification: selection of appropriate assessment tools, establishment of goals, documentation and treatment planning for clients with various cognitive and perceptual deficits.

Mental Health Evaluation and Intervention
E40.2745 44 hours: 3 points. Fall. Application of evaluation and intervention methods in psychosocial occupational therapy practice. Screening, assessment, goal setting, planning of intervention, implementation of intervention, and program planning in mental health settings. Therapeutic use of self, activity-based treatment, and clinical application of occupational therapy frames of reference. Major psychiatric disorders as clinical examples.

Community Practice
E40.2746 21 hours: 2 points. Spring. Advanced knowledge for psychosocial practice in occupational therapy. Discussion of specific populations, including mentally ill substance abusers, mentally ill elderly, homeless persons, and persons with eating disorders. Roles of occupational therapists in diverse settings and programs. Family intervention, crisis intervention, suicide prevention, program planning for special needs groups in adult day care, nursing homes, home care, and homeless shelters are covered. Case management skills for team leadership are emphasized.

Pediatric Evaluation and Intervention
E40.2748 45 hours: 3 points. Spring. Principles and methods of evaluation, goal development, and intervention in
pediatric practice in occupational therapy. Factors that influence pediatric practice and selected frames of reference are discussed. Assessment and intervention methods are demonstrated, applied, and discussed in laboratory sessions.

Health Advocacy and Administration
E40.2750 Gentile. 45 hours: 3 points. Spring.
Overview of the health care delivery system and ethical, organizational, economic, and political issues influencing delivery of care that affect occupational therapy practice; includes ethics, advocacy, quality assurance, personnel relations, program development, and management of all aspects of occupational therapy services.

Theoretical Foundations for Intervention
E40.2762 Hinojosa. 30 hours: 3 points. Fall.
How theoretical information is formulated, refined, tested, and assessed relative to its suitability for use in sets of guidelines for occupational therapy practice.

Developing a Guideline for Intervention
E40.2765 Hinojosa. 30 hours: 3 points. Spring.
Prerequisite: E40.2762.
The use of applied scientific inquiry to formulate sets of guidelines for occupational therapy practice.

Ethics and Analytical Reasoning
E40.2764 Hinojosa. 30 hours: 3 points. Summer.
Prerequisites: E40.2762 and E40.2763.
Analysis of philosophical issues in occupational therapy with an emphasis on considering ethical dilemmas and sound arguments. Characteristics of analytic philosophy and techniques used in inquiry are explored.

Gross Anatomy of the Upper Quadrant
E40.2801 Aqua, Poole. 30 hours: 3 points. Spring.
In-depth study of human gross anatomy of the hand and upper-quadrant rehabilitation in order to understand and apply kinesiological and biomechanical principles. Lab, lecture.

Developing Assistive Technology
E40.2900 Perr. 30 hours: 3 points. Fall, spring.
This multidisciplinary course allows students from a variety of backgrounds to work together to develop assistive technology. Partnering with outside organizations, students work in teams to identify a clinical need relevant to a certain clinical site or client population and to learn the process of developing an idea and moving to the development of a prototype product. Teams comprise Interactive Telecommunication Program students as well as graduate rehabilitation, physical, and occupational therapy students.

Evidence-Based Practice
E40.3301 Chen. 30 hours: 3 points. Fall, spring.
Students evaluate clinical literature and determine the evidence level of a clinical study, appraise the feasibility of applying such concepts in everyday practice, and design a program evaluation of their own practice using an evidence-based approach. The course emphasizes the need for evidence-based clinical practice and prepares students to obtain the knowledge and skills for future clinical effectiveness studies (e.g., participate in systematic review, data collection, or being a clinical trial coordinator).

Professional Portfolio: Advanced Practice
E40.3310 Hinojosa. 30 hours: 3 points. Fall, spring.
Students assess and refine their portfolios. Portfolios are Web-based and include performance, observation, case studies, peer ratings, specialty certification documentation of professional activities, publications, and presentation summaries. At the end of the semester, students present their portfolio to a panel of three faculty members. The portfolio must document how the student integrated knowledge and skills learned in the curriculum to his or her specialty practice area.

Advanced Assessment for the Practicing Therapist
E40.3306 Bear-Lehman. 30 hours: 3 points. Fall, spring.
The course focuses on the selection and use of an evidence-based evaluation system to measure practice outcomes and interpret clinical change. This process requires selecting the tools for assessment of function based on achieved validity and to accurately interpret observations and measurements.

Departmental Seminar: Occupational Therapy
E40.3406† 30 hours: 3 points. Spring.
Doctoral seminar focusing on selection of an area of study for dissertation and review of the literature therein. Critical examination of scientific and philosophical issues related to student’s areas of study.

Occupational Therapy Doctoral Colloquium
E40.3408 Bear-Lehman. 15 hours: 1 point. Fall, spring, summer.
Final integrating seminar for doctoral candidates. Major studies and current research of candidates, faculty, and invited scholars are evaluated.
The Department of Physical Therapy at New York University has been a leader in physical therapy education since 1942. The professional entry-level doctoral program began in 1998.

New York University offered the first M.A. program and the first Ph.D. program in physical therapy in the United States. We continue to lead in physical therapy graduate education. Graduate programs in physical therapy leading to the M.A. or Ph.D. degree are open to physical therapists who are graduates of accredited physical therapy programs. Students have the opportunity to work with our experienced faculty in state-of-the-art research laboratories. In addition, federal- and state-level grants provide significant financial aid for qualified full-time students.

Faculty

Offiong Agua, Clinical Associate Professor. M.D. 1986, Friendship (Russia).
Joint appointment in the Departments of Occupational Therapy, Physical Therapy, and Speech-Language Pathology and Audiology. Research focuses on anatomy.

Mitchell Batavia, Associate Professor. B.S. 1981, Delaware; M.A. 1986, Columbia; Ph.D. 1997, New York; PT.
Assessment of touch and pressure, motor control, and seating and positioning.

Elaine Becker, Clinical Associate Professor. B.S. 1968, M.A. 1983, New York; PT.
Pediatric physical therapy; movement analysis; clinical education.

Ann Goerdt, Clinical Assistant Professor. B.S. 1966, St. Louis; M.A. 1972, Ph.D. 1984, New York; PT.
Geriatric physical therapy; physical therapy within community health care; international health and rehabilitation.

Louis N. Iannuzzi, Clinical Assistant Professor. B.S. 1978, Wisconsin-Milwaukee; B.S. 1980, New York; PT.
Wound care; pathomechanics; pedorthics; electromyography; bioelectronics.

Wen K. Ling, Chair and Associate Professor. B.S. 1978, National Taiwan; M.A. 1980, Ph.D. 1984, New York; PT.
Kinesiological electromyography; movement analysis; pediatric physical therapy.

Andrew L. McDonough, Associate Professor. B.A. 1972, Gettysburg College; Certificate 1974, Columbia; M.S. 1981, Fairleigh Dickinson; Ed.D. 1996, Columbia; PT.
Anatomy; histology; orthopedic physical therapy; motor control.

Tsega A. Mehreteab, Clinical Professor. B.S. 1973, Hunter College (CUNY); M.S. 1977, Rutgers; D.P.T. 2003, Temple; PT.
Exercise physiology; cardiovascular physiology; clinical electrophysiology; cardiopulmonary and geriatric physical therapy.

Marilyn Moffat, Professor. B.S. 1962, Queens College (CUNY); M.A. 1964, Ph.D. 1973, New York; PT.
Cardiopulmonary physical therapy; orthopedic physical therapy; professional and practice issues.
Eugene Tunik, Assistant Professor. B.S. 1997, Northeastern; Ph.D. 2003, Rutgers; PT.
Motor control and learning; cognition and perception; neuroscience; fMRI; TMS.

Kevin Weaver, Clinical Assistant Professor. B.S. 1990, M.A. 1995, New York; D.P.T. 2005, Temple; PT.
Ergonomics; biomechanics; musculoskeletal physical therapy.

Adjunct Faculty

Albert Accentrolla Jr., M.D.
Shingpui Betty Chow, M.A.; PT
Carlo Ciotoli, M.D.
Michael Cormican, M.S.; PT
Anthony County, M.S.; C.P.
Francisco Carlos Nunes Da Silva, PT
Carol R. Davis, PT
Kathy deRenzy, PT
Joan Edelstein, M.A.; PT
Elaine Espinosa, PT
Joann Ferrara, PT
Michael Fox, PT
Jacqueline Friedman, M.D.
Susan L. Garritan, Ph.D.; PT
Coleen T. Gately, PT
Benjamin Gelfand, PT
Roya Ghazinouri, PT

John Gianuros, Ph.D.
Joan T. Gold, M.D.
Carroll Anne Grece, M.P.S.; PT
Francois Haas, Ph.D.
Jeff Hoder, PT
Tom Holland, Ph.D.; PT
Vern Houston, Ph.D.
Jane Katz, Ed.D.
Norma M. Keller, M.D.
Richard Keohane, M.S.; PT
Fidelindo Lim, M.A.; R.N.
Gaetano Lombardo, M.A.; PT
Avelin A. Malyango, M.D.
Ted Marks, M.S.; PT
Georgettean McGuinness, M.D.
Allyson McGuire, PT
Malachy McHugh, Ph.D.
Alec J. Megibow, M.D.
Theresa Morrone, PT
Arthur Nelson, Jr., Ph.D.; PT
Laura O’Brien, M.S.; R.N.
Kate Parkin, PT
Attilio Pensavalle, D.P.T.; PT
Vincent Perez, M.A.; PT
Joan Pfitzenmaier, PT
Martin Roy, Ph.D.
Lenny Sadowsky, RF; EMT/P
Susan C. Schiliro, D.P.T.; PT
Frederick Schiang
Greg Sweeney, PT
Catherine Van Olden, PT
Harvey Wishe, Ph.D.
Mariana Zane, M.D.

Pathokinesiology

Director
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

Degree
M.A.

Faculty
Ling, McDonough, Moffat, Tunik

Adjunct Faculty
McHugh, Nelson

The Master of Arts degree concentration in the kinesiology of persons with disabilities prepares physical therapists for advanced practice, clinical research, and teaching. Students develop competent clinical research skills to examine control problems in individuals with physical disabilities. This 36-point concentration gives students expertise in the analysis and synthesis of human motion, biomechanics, and abnormal human motion. Electromyography, electromyography, dynamometry, and cinematography are used to illustrate the most advanced theories and techniques for measurement and evaluation of human motion. Course work and independent study enhance capacities for scientific thought and develop skills in research methodology and data analysis.

CAREER OPPORTUNITIES
Graduates from this program work as clinical researchers, teachers, administrators, and clinicians in a variety of settings.

DEGREE REQUIREMENTS
This concentration requires a minimum of 36 points including a master’s thesis pertaining to the scientific study of pathological human motion or intervention procedures designed to improve motor control. A total of 6 points may be taken outside of New York University and may be transferred for credit to the degree as long as prior permission and approval have been obtained from the adviser and the Graduate Studies Office.

Requirements (32 points): Research in Physical Therapy I E44.2016, Research in Physical Therapy II E44.2018, Analysis and Synthesis of Human Motion I E44.2116, Analysis and Synthesis of Human Motion II E44.2118, Measurement and Evaluation of Human Motion I E44.2187, Measurement and Evaluation of Human Motion II E44.2188, Independent Study E44.2300, Statistics I E10.1085 (or an advanced statistics course), Basic Statistics II E10.1080 (or an advanced statistics course), master’s thesis.

Elective Courses (6 points): Gross Human Anatomy E44.2120.

ADMISSION REQUIREMENTS
Only graduate physical therapists with a minimum of a baccalaureate degree in physical therapy will be considered as candidates for matriculation in the pathokinesiology master’s concentration. It is anticipated that the candidate will have one year of clinical experience prior to undertaking this M.A. concentration. Foreign-trained physical therapists should first request review of their credentials from the World Education Services, Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087. See general admission section, page 204.

SPECIAL OPPORTUNITIES
Opportunity exists for graduate students to perform instruction in portions of the basic professional courses under the supervision of full-time faculty. These teaching experiences may be formulated on an individual basis by the student’s adviser. This type of experience is considered essential as many candidates for this degree are contemplating a teaching career in physical therapy.
Doctor of Physical Therapy
Entry-Level Program

Director
Marilyn Moffat
380 Second Avenue, 4th Floor
212-998-9406

Degree
D.P.T.

Faculty
Aqua, Batavia, Becker, Goerd, Iannuzzi, Ling, McDonough, Mehreteab, Moffat, Tunik, Weaver

Adjunct Faculty
Accettola, Cirotoli, County, deRenzy, Edelstein, Friedman, Haas, Keller, Lim, Malyango, McGuinness O’Brien, Pensavalle, Roy, Wishe, Zane

The Doctor of Physical Therapy degree program is the professional physical therapist educational program at New York University that prepares students for entry into the practice of physical therapy. Since physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximal physical functions, this program is designed to develop competent practitioners for contemporary practice.

The program enables students to become physical therapists who seek to prevent injury, impairments, functional limitations, and disabilities; to maintain and promote fitness, health, and quality of life; and to ensure availability, accessibility, and excellence in the delivery of physical therapy services to the patient.

Since physical therapists will be essential participants in the health care delivery system, graduates will be prepared to assume leadership roles in prevention and health maintenance programs and rehabilitation services and to assist in the development of health policy standards tied to physical therapy practice. In order to meet the changing needs of the health care delivery system, the Doctor of Physical Therapy program seeks to graduate an autonomous practitioner with the expertise and skills to examine, evaluate, and diagnose physical impairments as a result of injury, disease, or disability. After assessment, the physical therapist practitioner will apply appropriate interventions and treatments and reassess patient progress. This autonomous practitioner will also evaluate patients as to their prognosis and work with other health care professionals to develop a comprehensive treatment plan.

CAREER OPPORTUNITIES
Graduates from this program will practice as physical therapist clinicians in a variety of settings.

DEGREE REQUIREMENTS
This program requires the completion of 133 credits including three major papers—a review of the literature, a case report, and the development of a research plan. See courses by semester starting on page 137.

ADMISSION REQUIREMENTS
Applicants must have a bachelor’s degree. Applicants must complete the Graduate Record Examination; have an academic record that demonstrates a balance of course work in the humanities, social sciences, and natural sciences, including at least two laboratory courses in biology, chemistry, and physics; evidence of clinical observations in three distinct physical therapy practice settings (total of 24 hours); a strong GPA in the prerequisite natural science courses; competence in conveying ideas in an organized manner through written communication that demonstrates critical and logical thinking; interpersonal communications skills; evidence of community service and leadership; and two letters of reference from licensed physical therapists.

See general admission section, page 204.

DOCTOR OF PHYSICAL THERAPY TUITION
Under the DPT Secured Tuition Plan, students pay a flat rate of tuition each term based on a total tuition amount that is secured for the duration of their studies. Students must maintain consecutive registrations (excluding maintenance of matriculation and/or leave of absence) in order to be eligible for the flat tuition rate guaranteed at the time of their matriculation.

New tuition rates for the DPT Secured Tuition Plan are posted on our Web site: www.steinhardt.nyu.edu/pt.
Doctor of Physical Therapy for Practicing Physical Therapists Program

Director
Ann Goerdt
380 Second Avenue, 4th Floor
212-998-9401

Degree
D.P.T.

Faculty
Batavia, Becker, Goerdt, Iannuzzi Ling, McDonough, Mehreteab, Moffat, Tunik, Weaver

Adjunct Faculty
Accetolla, Aqua, Ciotoli, County, deRenzy, Edelstein, Friedman, Haas, Keller, Lim, Malyango, McGuinness, O’Brien, Pensavalle Roy, Wishe, Zane

The Doctor of Physical Therapy (D.P.T.) for Practicing Physical Therapists Program is designed to educate professional physical therapists who are knowledgeable, self-assured, adaptable, reflective, humanistic, and service-oriented and who, by virtue of critical thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs.

The D.P.T. for Practicing Physical Therapists Program will enable currently practicing, licensed physical therapists to upgrade their clinical knowledge and skills to today’s entry-level professional doctoral degree. Practicing physical therapists who were educated at the certificate, baccalaureate, or master’s level will have the opportunity to increase their knowledge and skill in the areas of anatomy, exercise science, physical therapist examinations and interventions, business practices, and critical inquiry. Upgrading the knowledge and skill of practicing physical therapists to the doctoral level (D.P.T.) will enable them to better serve their patients and clients.

DEGREE REQUIREMENTS
This part-time program requires a total of 36 credits beyond the baccalaureate degree.

ADMISSION REQUIREMENTS
Only physical therapists with a minimum of a baccalaureate degree will be considered as candidates for matriculation in the Doctor of Physical Therapy for Practicing Physical Therapists Program. Applicants must have a strong grade point average; competence in conveying ideas in an organized manner through written communication; two letters of reference; and scores from the Graduate Record Examination.

Research in Physical Therapy

Director
Wen Ling
380 Second Avenue, 4th Floor
212-998-9415

Degree
Ph.D.

Faculty
Batavia, Ling, McDonough, Moffat, Tunik

Adjunct Faculty
Giannousos, Haas, Houston, McHugh, Nelson

The formulation of theoretically based studies of human motion in healthy and physically challenged persons that make a contribution to the body of pathokinesiological literature are fundamental to the physical therapy doctoral program. The Ph.D. program emphasizes the study of kinesiology, the measurement of human motion, and issues in motor control. The application of these content areas is to those with physical disabilities, and studies are encouraged that contribute to the alleviation of disability. Preparation in research design and methodology is emphasized along with pathokinesiology practicum in research settings under the supervision of experienced researchers in metropolitan New York and New Jersey human performance laboratories.

CAREER OPPORTUNITIES
Of the 60 graduates of this doctoral program, all are actively engaged in teaching and research in physical therapy in institutions of higher learning in the United States and in Nigeria, Kuwait, Egypt, Thailand, and Taiwan. For example, Dr. Jules Rothstein, a graduate of this doctoral program, is the editor of the Journal of Physical Therapy and chair of the Physical Therapy Program at the University of Illinois. Dr. Isaac Owuye is conducting research and teaching at the University of Ibadan, Nigeria. Dr. Chuchuka Enwemeka is chair of the Physical Therapy Department at the University of Kansas and has developed an international reputation in research on the healing of connective tissues. Dr. Prapos Pohtongsumun is chair of the Physical Therapy Program at Chiang Mai University, Thailand.

DEGREE REQUIREMENTS
Foundation Courses (6 points): from, for example, Foundations of Education: Educational Sociology E20.2400, Educational Psychology E63.1014, Introduction to Philosophy of Education E50.2003.

Seminar (3 points): Departmental Seminar E44.3006.

Content Preparation in Study of Human Motion (18 points): Practicum in Pathokinesiology Research I and II E44.3001,3002, Analysis and Synthesis of Human Motion I E44.2116, Analysis and Synthesis of Human Motion II E44.2118, Measurement and Evaluation of Human Motion I E44.2187, Measurement and Evaluation of Human Motion II E44.2188.

Cognate Courses (6 points).
Investigative Skills (3 points): Experimental and Quasi-Experimental Design and Analysis Research E10.2134.


SPECIAL OPPORTUNITIES
Several clinical research laboratories are available to doctoral candidates to work under the supervision of an experienced researcher in physical therapy: Arthur J. Nelson Jr. Human Performance Analysis Laboratory, NYU Department of Physical Therapy; Balance Training Laboratory, Cardiopulmonary Laboratory of the NYU Rusk Institute of Rehabilitation Medicine; Rehabilitation Engineering Research Center, VA Medical Center, New York City; and the Research Laboratories of the Kessler Institute for Rehabilitation.

ADMISSION REQUIREMENTS
Candidates for admission must be graduates of an accredited physical therapy program, possess a master's degree, and submit positive recommendations from two graduate faculty members.
See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES
The department offers a limited number of graduate assistantships and teaching fellowships. See page 215-16.
See general financial aid section, page 214.

RESEARCH FACILITIES
The Arthur J. Nelson Jr. Human Performance Analysis Laboratory houses state-of-the-art equipment for research in the neuromuscular, musculoskeletal, and cardiopulmonary areas, including a computerized 3-D motion analysis system with a force plate and an eight-channel, tethered electromyographic unit; an isokinetic dynamometer; a four-channel, hard-wired kinesiologic electromyographic unit; and an oxygen analyzer with electrocardiogram and ergonometer.

Courses
The courses listed herein are to be offered in 2007-2009.

M.A./PH.D. PHYSICAL THERAPY

Research in Physical Therapy I
E44.2006  30 hours: 3 points. Fall, spring.
Logic and scientific thinking; the identification of research problems; research methodology, analysis, and interpretation of data with special reference to the physical therapy field.

Research in Physical Therapy II
E44.2018  30 hours: 3 points. Spring, summer.
Logic and scientific thinking; the identification of research problems; research methodology, analysis, and interpretation of data with special reference to the physical therapy field.

Analysis and Synthesis of Human Motion I
E44.2116  45 hours: 3 points. Fall.
Prerequisites: courses in human anatomy, kinesiology, and physiology.
Integration of facts and principles derived from the fields of anatomy, physiology, and biomechanics with implications for normal physical activity, conditioning, and therapeutic exercise; research approach.

Analysis and Synthesis of Human Motion II
E44.2118  45 hours: 3 points. Spring.
Prerequisites: courses in human anatomy, kinesiology, and physiology.
Analysis of abnormal motion and the procedures employed in its modification.

Measurement and Evaluation of Human Motion I
E44.2187  Ling. 45 hours: 3 points. Fall.
The theoretical basis, principles, and techniques of kinesiological electromyography and motion analysis of normal and abnormal human motion.

Measurement and Evaluation of Human Motion II
E44.2188  Ling. 45 hours: 3 points. Spring.
Prerequisite: E44.2187.
The theoretical basis, principles, and techniques of dynamometry; the integration of kinesiological electromyography, motion analysis, and dynamometry.

Measurement and Evaluation of Human Motion III
E44.2189  McDonough. 48 hours: 3 points. Summer.
Prerequisites: E44.2187 and E44.2188.
Open to nonmatriculated students or by permission of the instructor.
An introduction to the use of the LabVIEW computer programming language for the collection, manipulation, and processing of data collected from instruments that measure various aspects of human movement. Examples of instruments include electromyographs (EMG), dynamosimeters (e.g., Biodex), and electromyographs. LabVIEW is a graphical programming language that uses software to stimulate hardware devices that may be custom-tailored to meet the needs of researchers. LabVIEW utilizes a series of icons that represent data collection, mathematical, statistical, and file management functions. Icons are “wired” together to establish a directional flow of information in somewhat the same way that transistors, diodes, and computer chips are wired or soldered together on circuit boards. Data may be collected and displayed in various graphical or tabular formats in real time or saved to memory for later analysis.

Independent Study
E44.2300
For description, see page 210.

Practicum in Pathokinesiology
Research I
E44.3001  90 hours: 3 points. Fall.
Experience in clinical research centers under supervision of experienced clinical researchers of problems concerned with human motion of cardiopulmonary function.

Practicum in Pathokinesiology
Research II
E44.3002  90 hours: 3 points. Spring.
Experience in clinical research centers under supervision of experienced clinical researchers of problems concerned with human motion of cardiopulmonary function.

Departmental Seminar
E44.3006  Ling. 30 hours: 3 points. Spring.
Seminar for doctoral students.

Doctoral Colloquium: Physical Therapy
E44.3010  13 hours: 1 point. Fall, spring.
Pass/fail.
Required every semester of all doctoral students who are working on their proposal/dissertations. Taken in lieu of Doctoral Advisement Fee. Provides an opportunity for students to share the most recent development of their proposals/dissertations. Students are expected to report on their own research projects and critique the projects of others in the class. Presentations on research design, statistics, procedures for validity and reliability measures, and grant-writing skills are included.

DOCTOR OF PHYSICAL THERAPY

Summer

Histology/General Pathology
E44.2004  45 hours: 3 points. Summer.
Overview of microanatomical structure from the perspective of cells, tissues, and systems. The four tissue types are studied including epithelial, connective, nervous,
and muscular tissues. Basic concepts of cell and tissue injury and disease are presented, including examination of acute and chronic inflammation and immune and autoimmune responses.

CPR/First Aid Advanced Emergency Techniques
E44.2030 30 hours: 2 points. Summer.
Provides the student with all of the skills necessary to take appropriate action in an emergency in any practice setting.

Gross Human Anatomy
E44.2120 60 hours: 4 points. Summer. $65 laboratory fee required.
Overview of human anatomy of the muscular, skeletal, nervous, and circulatory systems. Anatomical models and specimens complement didactic classroom activities.

Professional Behavior
E44.2281 30 hours: 2 points. Summer.
History of the profession, the professional association (American Physical Therapy Association), professionalism, and individual and cultural differences. The student demonstrates professional behavior in all interactions with patients, clients, families, caregivers, and other health care providers. Enables the student to practice in a safe setting and manner to minimize risk to the patient, client, therapist, and others; be aware of the practices and ramifications of sexual harassment; identify and assess the health needs of individuals, groups, and communities including screening, prevention, and wellness programs appropriate to physical therapy; display generosity as evidenced by the use of time and effort to meet patient or client needs; and demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.

Fall, First Year

The Physical Therapist as an Educator/Communicator
E44.2020 30 hours: 2 points. Fall, first year.
Enables the student to provide patient-related instruction; educate others using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner; provide consultative services using the physical therapist’s skills to individuals, businesses, schools, government agencies, or other organizations; expressively and receptively communicate with patients, clients, family, caregivers, practitioners, consumers, payers, and policymakers; and take responsibility for communication or discussion of diagnoses or clinical impressions with other practitioners.

Applied Anatomy/Physiology of the Cardiopulmonary System
E44.2024 45 hours: 3 points. Fall, first year.
In-depth knowledge of human anatomy and the principles of regulation of function of the cardiac, circulatory, and pulmonary systems. Anatomical models and specimens complement didactic classroom activities.

Life-Span Development
E44.2209 45 hours: 3 points. Fall, first year.
Provides an in-depth knowledge of human development throughout the life cycle. The student is given the foundation on which typical and atypical behavior may be compared.

Physical Agents and Mechanical Modalities (Including Aseptic Techniques/Infection and Disease Control)
E44.2215 60 hours: 4 points. Fall, first year.
Enables the student to apply physical agents, including deep thermal modalities (e.g., ultrasound), athermal modalities (e.g., pulsed ultrasound, pulsed electromagnetic fields), superficial thermotherapy (e.g., heat, paraffin baths, hot packs, hydrotherapy), cryotherapy modalities (e.g., cold packs, ice massage), hydrotherapy (e.g., whirlpools, tanks, contrast baths), and phototherapies (e.g., ultraviolet) in order to increase connective tissue extensibility, modulate pain, reduce or eliminate soft tissue inflammation and swelling caused by musculoskeletal injury or circulatory dysfunction, increase the healing rate of open wounds and soft tissue, remodel scar tissue, treat skin conditions. The basic effects of the physics, physiology, and psychology of each modality are presented. Basic aseptic techniques including practice of universal precautions to prevent infection; cross-contamination; and spread of bacterial, fungal, and viral infections.

Exercise Physiology
E44.2225 60 hours: 4 points. Fall, first year.
Physiological and pathophysiological principles for understanding the response of the human body to exercise. The musculoskeletal, pulmonary, cardiovascular, and metabolic responses to exercise and their implications in physical therapy intervention are explored.

Applied Anatomy/Physiology of the Musculoskeletal System
E44.2230 45 hours: 3 points. Fall, first year.
In-depth knowledge of human anatomy and the principles of regulation of function of the muscular and skeletal systems.

Anatomical models and specimens complement didactic classroom activities.

Spring, First Year

Manual Techniques
E44.2008 45 hours: 3 points. Spring, first year.
This course enables the student to apply manual therapy (including mobilization and manipulation), which consists of a broad group of passive interventions in which physical therapists use their hands to modulate pain, increase joint range of motion, reduce soft tissue inflammation, induce relaxation, improve contractile and noncontractile tissue extensibility, and improve pulmonary function.

Clinical Sciences/Pathology/Imaging/Pharmacology of the Cardiopulmonary System
E44.2026 60 hours: 4 points. Spring, first year.
Analysis of the etiology, pathology, and clinical sciences of cardiac, circulatory, and pulmonary diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Kinesiology/Biomechanics/Ergonomics
E44.2220 60 hours: 5 points. Spring, first year.
Study of normal and abnormal human motion, including gait and posture. Macrophysiological and biomechanical principles are defined and applied to static and dynamic movement. Once developed, basic concepts are applied to specific joints, the trunk, and spine.

Principles of Exercise
E44.2227 45 hours: 3 points. Spring, first year.
Analysis of underlying principles of the following types of therapeutic exercise: stretching; strengthening; active; assistive; active resistive, using manual resistance, pulleys, weights, hydraulics, elastics, robotics, and mechanical or electromechanical devices; neuromuscular relaxation, inhibition, and facilitation; neuromuscular reeducation; motor training or retraining; developmental activities; breathing exercises, including ventilatory muscle training; aerobic endurance activities, using cycles, treadmills, steppers, pools, manual resistance, pulleys, weights, hydraulics, elastics, robotics, and mechanical or electromechanical devices; aquatic exercises; and conditioning and reconditioning.
Fitness Theory and Practice  
E44.2229  30 hours: 2 points. Spring, first year.  
Theoretical and practical aspects of physical fitness. The course enables the student to evaluate, design, and implement fitness and conditioning programs. Health, safety, and injury prevention are discussed. The importance of an active lifestyle as a health behavior and the role of physical activity in preventing cardiovascular disease and promoting health and longevity are discussed.

Critical Inquiry and Clinical Decision Making I  
E44.2286  30 hours: 2 points. Spring, first year.  
Students utilize critical inquiry by applying the principles of scientific method to read and interpret professional literature. Students apply the principles of clinical decision making in the delivery of patient or client care to include identification of the problem; collection and interpretation of data; formulation of hypothesis; acceptance or rejection of hypothesis; determination of clinical decision; deliberate action; and reevaluation of actions. The final outcome of this course is a review of the literature.

Summer, First Year  
Clinical Affiliation I  
E44.2450  40 hours per week for 6 weeks: 2 points. Summer, first year.  
This experience enables the student to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply course work in the clinical setting.

Fall, Second Year  
Clinical Sciences/Pathology/Pharmacology/Imaging of the Musculoskeletal System  
E44.2231  60 hours: 4 points. Fall, second year.  
Analysis of the etiology, pathology, and clinical sciences of musculoskeletal diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Applied Anatomy/Physiology of the Neuromuscular System  
E44.2232  45 hours: 3 points. Fall, second year.  
In-depth knowledge of human anatomy and the principles of regulation of function of the central, peripheral, and autonomic nervous systems and their relationship to the muscular system. Anatomical models and specimens complement didactic classroom activities.

Physical Therapy Examinations of the Cardiopulmonary System  
E44.2250  60 hours: 4 points. Fall, second year.  
Students independently examine and reexamine a patient or client with a cardiopulmonary problem by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation.

Critical Inquiry and Clinical Decision Making II  
E44.2287  30 hours: 2 points. Fall, second year.  
Design and implementation of decision-making guidelines in order to utilize outcome effectiveness and efficiency studies to establish, implement, and evaluate the effectiveness of patient or client protocols. The student uses a case report as a vehicle for identifying clinical problems, assessing measuring devices, and collecting and interpreting data to aid in clinical decision making.

Clinical Observation I  
E44.2455  1 day per week for 12 weeks: 1 point. Fall, second year.  
This experience enables the student to participate in clinical education through observation of master clinicians.

Spring, Second Year  
Physical Therapy Interventions/Prevention Programs/Wellness Programs for the Cardiopulmonary System  
E44.2260  60 hours: 4 points. Spring, second year.  
Establish a safe and effective physical therapy plan of care; establish goals and functional outcomes that specify expected time duration; define achievable patient or client outcomes within available resources; monitor and adjust the plan of care in response to patient or client status; provide direct physical therapy intervention to achieve patient or client outcomes based on the examination and on the impairment, functional limitations, and disability; promote optimal health by providing information on wellness, impairment, disease, disability, and health risks related to age, gender, culture, and lifestyle; provide primary, secondary, or tertiary care to patients in collaboration with other practitioners in settings supportive of comprehensive and complex services based on patient’s or client’s goals and expected functional outcomes and on knowledge of one’s own and others’ capabilities.

Electrotherapeutic Modalities  
E44.2218  45 hours: 3 points. Spring, second year.  
Electrotherapeutic modalities, including alternating, direct, and pulsed current (e.g., high-voltage galvanic stimulation, interferential current); neuromuscular electrical stimulation (NMES); functional electrical stimulation (FES) for improving posture or movement; transcutaneous electrical nerve stimulation (TENS); iontophoresis, electrical muscle stimulation; and biofeedback in order to modulate or decrease pain; reduce or eliminate soft tissue inflammation caused by musculoskeletal, neuromuscular, peripheral vascular, or integumentary injury, disease, developmental delay, or surgery.

Prescription, Application, and, as Appropriate, Fabrication of Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices and Equipment  
E44.2219  45 hours: 3 points. Spring, second year.  
Enables the student to understand the physical properties and biomechanical principles of devices and equipment; to prescribe, apply, and fabricate, as appropriate, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment for ADL and IADL; to analyze their use during ADL and IADL; and to evaluate the limitations and contraindications of devices and equipment. The course enables the student to practice fabricating adaptive, supportive, and protective devices.
Clinical Sciences/Pathology/Pharmacology/Imaging of the Neuromuscular System

E44.2242 60 hours: 4 points. Spring, second year.

Analysis of the etiology, pathology, and clinical sciences of neuromuscular diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Clinical Observation II

E44.2456 1 day per week for 12 weeks: 1 point. Spring, second year.

This experience enables the student to participate in clinical education through observation of master clinicians.

Summer, Second Year

Clinical Affiliation II

E44.2451 40 hours per week for 8 weeks: 3 points. Summer, second year.

Students are presented with the opportunity to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply course work in the clinical setting.

Fall, Third Year

Applied Anatomy/Physiology of the OB/GYN, Integumentary, and Endocrinology Systems

E44.2233 45 hours: 3 points. Fall, third year.

In-depth knowledge of human anatomy and the principles of regulation of function of the reproductive, renal, integumentary, and endocrine systems. Anatomical models and specimens complement didactic classroom activities.

Clinical Sciences/Pathology/Pharmacology/Imaging of the OB/GYN, Integumentary, and Endocrinology Systems

E44.2243 60 hours: 4 points. Fall, third year.

Analysis of the etiology, pathology, and clinical sciences of reproductive, renal, integumentary, and endocrine diseases, disorders, and disabilities. Imaging techniques and clinical/laboratory assessment techniques and pharmacological interventions are presented.

Physical Therapy Examinations of the Neuromuscular System

E44.2252 60 hours: 5 points. Fall, third year.

Students examine and reexamine a patient or client with a neuromuscular problem by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation.

Physical Therapy Examinations of the OB/GYN, Integumentary, and Endocrinology Systems

E44.2253 45 hours: 3 points. Fall, third year.

 Enables the student to independently examine and reexamine a patient or client with OB/GYN, integumentary, or endocrine problems by obtaining a pertinent history from the patient or client and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures. Synthesize examination data to complete the physical therapy evaluation and engage in the diagnostic process.

Critical Inquiry/Clinical Decision Making III

E44.2288 30 hours: 2 points. Fall, third year.

Student integrates knowledge in physical therapy with statistics and research design to critically analyze current physical therapy literature. Each student develops a research plan with a given topic.

Clinical Observation III

E44.2457 1 day per week for 12 weeks: 1 point. Fall, third year.

This experience enables the student to participate in clinical education through observation of master clinicians.

Spring, Third Year

The Physical Therapist as an Administrator/Delegator/Manager

E44.2019 30 hours: 3 points. Spring, third year.

Management of human and material resources and services to provide quality, efficient, and cost-effective physical therapy services based on patient’s or client’s goals; interact with patients, clients, family members, other health care providers, and community-based organizations for the purpose of coordinating activities to facilitate efficient and effective patient or client care; delegate physical therapy-related services to appropriate human resources; supervise and manage support personnel to whom tasks have been delegated; and participate in management, budgeting, billing, and reimbursement activities.

Physical Therapy Interventions/Prevention Programs/Wellness Programs for the OB/GYN, Integumentary, and Endocrinology Systems

E44.2262 90 hours: 6 points. Spring, third year.

Students establish a safe and effective physical therapy plan of care; establish goals and functional outcomes that specify expected time duration; define achievable patient or client outcomes within available resources; monitor and adjust the plan of care in response to patient or client status; and provide direct physical therapy intervention to achieve patient or client outcomes based on the examination and on the impairment, functional limitations, and disability.

Business Practices/Reimbursement/Marketing/Technology/Management of Care Delivery System

E44.2295 60 hours: 4 points. Spring, third year.

Implementation of marketing plans and related public relations activities; know major reimbursement guidelines; how to reflect patient or client care activities in all billing; apply time management principles to patient or client treatment scheduling; and understand and exhibit responsibility for practicing within the guidelines of third-party payers.

Clinical Observation IV

E44.2458 1 day per week for 12 weeks: 1 point. Spring, third year.

This experience enables the student to participate in clinical education through observation of master clinicians.

Summer, Third Year

Clinical Affiliation III

E44.2452 40 hours per week for 16 weeks: 6 points. Summer, third year.

This experience enables the student to participate in clinical education to enhance knowledge, values, and skills as a practitioner and integrate and apply all course work in the clinical setting.
Graduate study in the Department of Applied Psychology is embedded in three significant contexts: the history of graduate training in psychology and counseling, our urban location, and the mission of the Steinhardt School of Culture, Education, and Human Development. The history of graduate training in psychology carries with it a commitment to a range of training models. At the doctoral level, these include the scientist-practitioner, the scientist-researcher, and the practitioner-scholar. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As a department in an urban university, we are concerned with the multiethnic, multicultural issues and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, we are actively involved in research and community outreach, with particular emphasis on human development throughout the life span.

The Department of Applied Psychology includes both theoretical and applied courses in the field of psychology and counseling, as well as courses in research methodology. Though emphases and specific core requirements differ somewhat from program to program, each advanced program includes a commitment to this strong foundation in psychological science. Thus all doctoral students are required to gain proficiency in five core areas of psychology, selected by advisement from among the following: social, developmental, personality, history and systems, biological bases of behavior, cognition, and measurement/evaluation/learning.

The department houses doctoral, certificate, and master’s programs in several areas of applied psychology, including counseling and guidance, mental health and wellness, counseling psychology, educational psychology, psychological development, and school psychology. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including cognition; language; social and emotional development; health and human development; applied measurement and research methods; work-
ing people's lives; spirituality; multicultural assessment; group and organizational dynamics; psychopathology and personality; sexual and gender identity; communication and creative expression; trauma and resilience; and immigration. The counseling and school psychology doctoral programs provide the credentials required for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degrees in counseling psychology and school psychology are fully accredited by the American Psychological Association.

**Faculty**


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.

LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology. 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.


Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.

Joshua Aronson, Associate Professor of Applied Psychology. 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.

Mary M. Brabec, Professor of Applied Psychology and Dean of the 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.

Elise Capella, Assistant Professor of Applied Psychology. 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 of Applied Psychology. 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 of Applied Psychology. 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.


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

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

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 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).

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 of Music Therapy and Applied Psychology; Artist in Residence. B.M. 1970, DePauw; B.S. 1973, M.S. 1974, Combs College of Music; C.M.T.

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


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


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

Samuel Juni, Professor of Applied Psychology. 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 on defense mechanisms and object relations.


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


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


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

Mary McRae, Associate Professor of Applied Psychology. 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.


Family involvement in young, low-income children's education; whole-child assessment of school readiness; partnership-based models of community research.


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


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

Randolph L. Mowry, Clinical Associate Professor of Applied Psychology. 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.


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 of Applied Psychology. 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.


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.”


How characteristics of individuals and of social settings combine to affect individuals’ lives; how social settings and social policies can be modified to promote people’s well-being; research on these issues in the substantive context of homelessness among families and among individuals with mental illness and in the context of welfare reform.

Selçuk R. Şirin, Assistant Professor of Applied Psychology. 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 of Applied Psychology. 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 of Applied Psychology. 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.


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.


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 of Applied Psychology. B.S. 1954, Rio Grande College; M.Ed. 1957, Ph.D. 1969, Iowa (Iowa City).

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


Application of models of cumulative risk and protection and dynamic systems theories to address antisocial behavior and school success; programs and policies for America’s poor and how they shape patterns of growth and human development; examining cultural and contextual influences on school readiness; HIV prevention among men of color.

FIELDWORK AND INTERNSHIP COORDINATORS


ACADEMIC AFFAIRS ADMINISTRATOR

THE CENTER FOR HEALTH, IDENTITY, BEHAVIOR, AND PREVENTION STUDIES (CHIBPS)
The Center for Health, Identity, Behavior, and Prevention Studies is a behavioral research center that conducts formative and intervention-based research in the areas of health, identity, and disease prevention, with an emphasis on the HIV and drug abuse epidemics. Our approach is multidisciplinary and examines the intersection of biological, contextual, cultural, and psychosocial factors. One of our principal missions is to identify and promote strategies to prevent the spread of these epidemics and to improve the lives of people living with these conditions. The center is directed by Perry Halkitis. For more information, visit www.steinhardt.nyu.edu/appsych.

THE CHILD AND FAMILY POLICY CENTER
The chief mission of the Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote children’s healthy development and school success to the forefront of policy-making and program implementation. The center conducts applied research that can inform efforts to develop effective programs and policies for young children and families. Through conferences, technical assistance activities, partnership projects, and publications, the center also communicates important knowledge about children and families to policy makers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit children in New York City and New York State. The center’s director, LaRue Allen, is a leading child development scholar who is currently directing a number of projects involving University-community partnerships. The center also draws on expertise from other sectors of the University and the Steinhardt School. New York University’s Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs, including occupational therapy.

INFANCY STUDIES LABORATORY
The Infant Studies Laboratory (212-998-5399) is a resource for students conducting research on infant learning and parenting views and engagement styles. The laboratory is equipped with PC and Mac computers, camcorders, VCRs, and standardized infant tests.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION
We have recently experienced unprecedented change in the lives of children and youth in New York City, the United States, and elsewhere in the world because of globalization, shifting demographic and immigration patterns, technological advances, and changes to the social and economic structures of families and institutions. By 2040, it is projected that the majority of U.S. children will be nonwhite. In the largest U.S. cities, such as New York, this is already the case. In light of these changing demographics, questions about the factors that promote the school readiness and academic achievement of children and youth across diverse ethnic and cultural groups are critical to address. Nonetheless, there continues to be a lack of research on the trajectories of academic success among children and youth across different ethnic and immigrant groups. Social scientists are finding they must “go back to the drawing board” to devise entirely new, culturally sensitive methods of inquiry if they are to identify pathways to successful outcomes.

Faculty and students of the Center for Research on Culture, Development, and Education (CRCDE) are doing just that. The center is co-directed by Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa. The Center for Research on Culture, Development, and Education (CRCDE) Web site is www.steinhardt.nyu.edu/crde.

INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE
Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming the majority of children in the U.S., bringing linguistic and cultural diversity to the institutions with which they come in contact. Technological developments will proceed at a pace that may outstrip school systems’ capacity to adequately prepare children. The homes of children, youth, and adults will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from professional schools and the Faculty of Arts and Science. The institute’s Governing Committee includes Professor Lawrence Aber, chair (Department of Applied Psychology); Professor Beth C. Weitzman (Program in Health and Policy Management, Wagner Graduate School of Public Service); Professor Christopher Flinn (Department of Economics, FAS); and Marcelo Suárez-Orozco, Courtney Sale Ross University Professor of Globalization and Education. The institute’s director is Dr. C. Cybele Raver.

MEASUREMENT LABORATORY
The Measurement Laboratory is a multi-purpose resource for student and faculty use. The laboratory houses a collection of educational and psychological tests and reference books containing critical reviews of tests. Also housed in the laboratory are reference books on measurement, research, and statistics. PC computers are available for student use, including data entry and analysis, self-instructional program use, and evaluation of software.

STUDY ABROAD
The Department of Applied Psychology offers a range of study abroad opportunities during intersessions and summers. Further information is provided through the Office of Special Programs, www.steinhardt.nyu.edu/studyabroad.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION (CRCDE) are doing just that. The center is co-directed by Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa. The Center for Research on Culture, Development, and Education (CRCDE) Web site is www.steinhardt.nyu.edu/crde.
Counseling and Guidance Programs

Director
Lisa Suzuki
East Building, Suite 400
212-998-5555

Degree
M.A.

Certificate
Advanced Study

Faculty
Ali, Esposito, Grossman, Juni, Mattis, McRae, Mowry, Richardson, Suzuki

Affiliated Faculty
Acosta, Hesser, Landy

Director of Internship
Weinman

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in counseling and counseling psychology. The principles informing our work include understanding people across the life span in cultural contexts, promoting equity and social justice, and helping all people craft lives of wellness, health, and meaning. Students wishing to pursue master’s-level graduate study in counseling and guidance may choose one of two programs:

- Counseling for Mental Health and Wellness, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers.
- Graduates of the program are eligible for New York State Licensure in Mental Health Counseling and additionally are eligible to take the National Counselors Exam to become a national certified counselor.

- Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as school counselors in grades K-12. Graduates are eligible for New York State Certification as School Counselors and additionally eligible to take the National Certified School Counselor Exam to become national certified school counselors.

The Certificate of Advanced Study is available to individuals who possess a master’s degree in counseling and provides post-M.A. study in individually selected areas of counseling.

CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State Licensure requirements allows one to engage in private psychotherapy practice. Many graduates go on to pursue advanced degrees, including doctoral study.

DEGREE REQUIREMENTS

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in this program complete 48 points of course work. All students are required to take 34 points in the following core courses: Professional Orientation and Ethical Issues in School Counseling E63.2650, Foundations of School Counseling E63.2662, Counseling: Theory and Process E63.2657, Research and Evaluation in Behavioral Sciences E63.2070, Individual Counseling Practice Labs I and II E63.2658,2659, Cross-Cultural Counseling E63.2682, Developmental Psychology E63.2271 or E63.2272, Group Dynamics E63.2620, Dynamics of Vocational Development E63.2634, Program Development and Evaluation E63.2663, and Interpretation and Use of Tests in Counseling Children and Adolescents E63.2673.

In addition to the core curriculum, students in school counseling complete a yearlong, 8-point (400 hours) internship in a school that is selected by the student in consultation with the director of internship. Course work for this sequence includes Internship in School Counseling I E63.2667 (4 points) and Internship in School Counseling II E63.2668 (4 points). Students must also take 3 points in applied content area (see below), as well as one course (3 points) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

Master of Arts in Counseling for Mental Health and Wellness

Students in Counseling for Mental Health and Wellness must complete 60 points of course work. All students are required to take 37 points in the following core courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness E63.2651, Foundations of Counseling for Mental Health and Wellness E63.2661, Counseling: Theory and Process E63.2657, Individual Counseling Practice Labs I and II E63.2658,2659, Cross-Cultural Counseling E63.2682, Research and Evaluation in Behavioral Sciences E63.2070, Human Growth and Development E63.2138, Abnormal Psychology E63.2038, Group Dynamics: Theory and Practice E63.2620, Dynamics of Vocational Development E63.2634, Program Development and Evaluation E63.2663, and Interpretation and Use of Tests in Counseling Adults E63.2672. In addition to the core curriculum specified above, students also complete an 8-point, yearlong (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internship.

Course work for this sequence includes Internship in Counseling for Mental Health and Wellness I E63.2655 (4 points) and Internship in Counseling for Mental Health and Wellness II E63.2656 (4 points).

In addition, students choose one course (3 points) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Students must also take 12 points in applied content areas (see below).

Applied Content Area

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. Students may also elect to take applied course work in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art therapy, or music therapy; and marriage and family. Students in the program in Counseling for Mental Health and Wellness should consult with their adviser to develop this applied content area sequence.

Comprehensive Exams

All students in the M.A. programs in counseling and guidance must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to three times if they are unsuccessful in their initial attempts.
CERTIFICATE OF ADVANCED STUDY

A Certificate of Advanced Study is available to individuals already possessing a master’s degree in counseling. This program is designed to meet the specialized and diverse needs for professional education beyond a counseling M.A. A minimum of 30 points is required to complete this program of study, and the certificate is awarded on completion of three years of full-time professional work experience. Students may complete the program in one year of full-time study or three or more semesters of part-time study. Students design their own program of study in consultation with faculty advisers.

Course offerings for this program may include doctoral-level courses such as Seminar in Vocational Development Theory and Research, Supervised Counseling in Counseling Theory and Research, and Research in Counseling Theory and Research. Some courses may be waived, exempted, or passed by examination. A minimum of 48 points must be completed at New York University.

ADMISSION REQUIREMENTS

Applicants to the Program in Counseling Psychology must follow both the Steinhardt School’s and the program’s admission procedures and deadlines. All school and program admissions materials must be received by December 15. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 15. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Students are strongly encouraged to submit their financial aid application by January 15 as well. Contact the program directly for full details on program admission criteria.
The M.A. Program in Educational Psychology offers students a solid graduate foundation in the core areas of psychology, including developmental psychology, personality theories, social psychology, and measurement and research methods in the context of an individualized and goal-directed plan of study.

During the course of study, students acquire a solid base in psychological theory and are challenged to consider the ways that basic psychological research might be applied to address the challenges faced by individuals in our society—particularly those living in the multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of two concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student's chosen topic. These independently pursued projects should be related to and emerge out of the student's studies in his or her selected areas of emphasis. In most instances, the fieldwork/research experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

Students may choose from two concentrations: general educational psychology and psychological measurement and evaluation.

**CAREER OPPORTUNITIES**

In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in areas such as research and data collection for hospitals and community agencies, advertising agencies, and private industry as well as for school systems and other learning environments. It also offers educators an appropriate program to satisfy M.A. degree requirements in their school systems.

**DEGREE REQUIREMENTS**

Students in the Master of Arts program complete 36 points of course work. The curriculum includes the following areas:

**Core Requirements**

(9 points): Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2003, Abnormal Psychology E63.2038, Psychological Disturbances in Children E63.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

**Concentration Requirements** (24 points): Measurement and Evaluation E63.2035; one course in statistics or research methods (e.g., Educational Statistics E10.2001, Research and Evaluation Methods in Behavioral Sciences E68.2000); a total of four courses completed from Group A and Group B as listed below. **Note:** Students must complete at least one course from each group; students must select courses not already completed under Core Requirements.

**Electives:** Under faculty advisement, students are encouraged to pursue courses (6 points) that complement their programs of study, such as multiculturalism and diversity, counseling, or women's studies.


**Terminal Experience** (3 points): Applied Psychology Integrative Seminar E63.2335 serves as the capstone to all students in the Master of Arts program. Students pursue independent projects under faculty supervision and meet to discuss their fieldwork and research projects. As part of this culminating experience, students complete a comprehensive paper regarding their own fieldwork/research project.
**Psychological Measurement and Evaluation Concentration**

As psychological measurement and evaluation have taken on new meaning in the behavioral sciences, the demand for people with training in this field has increased. This 36-point concentration prepares individuals in the application of measurement, research, and evaluation principles in various settings in educational, social, community, health, and business sectors.

The concentration provides theoretical and applied training and experience through a carefully sequenced selection of courses in measurement, test construction, and research methods. In addition, students choose courses from various areas in psychology, such as developmental, learning, and personality. As a final project, each student conducts a field-based research study and prepares a journal-quality paper.

**DEGREE REQUIREMENTS**

**Academic prerequisites:** a minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 points for completion. The curriculum includes the following:

- **Core Requirements** (9 points): Survey of Developmental Psychology/Advanced E63.2271, plus two courses from the following: Social Psychology E63.2003, Abnormal Psychology E63.2038, Theories of Personality E63.2039, Psychological Disturbances in Children E65.2181, Cognitive Development E63.2198, Learning Theories E63.2214.

**Electives:** Under faculty advisement, students are encouraged to pursue courses (6 points) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

**Terminal Experience** (3 points): Applied Psychology Integrative Seminar E63.2335 serves as the capstone to all students in the Master of Arts program.

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**Psychological Development**

**Director**
Niobe Way

East Building,
Suite 537
212-998-5555

**Degree**
Ph.D.

**Faculty**
Aber, Allen, Aronson, Jordan, Melzi, Şırin, Suárez-Orozco, Tamis-LeMonda, Way

The mission of the Ph.D. Program in Psychological Development is to provide students with a strong foundation in developmental theories and research from a life span perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Our research takes place in laboratories at New York University, as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multiethnic and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges faced by individuals across development periods in our society. Through their coursework and research experiences, students in the Ph.D. Program in Psychological Development gain expertise in the following:

- The core areas of developmental psychology with a focus on how current research methodologies might be applied to issues in human development.
- A wide range of quantitative and qualitative research methodologies, including survey research, experimental, observational, ethnographic, and narrative and case studies.
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities on the life of the individual, as well as how the individual shapes his or her own experiences.
- An understanding of how medical issues, ethnicity, race, social class, gender, and culture influence human development within and across national boundaries.
- The application of assessment tools to address the needs of diverse populations.
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations.
- Areas of research focus for doctoral students may include the following:
  - Cognitive and social development in infants and young children.
  - Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide.
  - Family, school, and cultural influences on human development.
  - Etiology of risk behaviors, resiliency, and coping in at-risk populations.
  - School-, family-, and community-based prevention of delinquency and violence.
  - Children’s learning in school settings.
  - Quantitative modeling of high-risk health behaviors and decisions.
  - Test and scale development, validity and reliability studies, and the study of individual differences.

Students who complete the program and acquire the appropriate work experience are eligible to sit for the New York State examination for the professional practice of psychology.

**CAREER OPPORTUNITIES**

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.

**DEGREE REQUIREMENTS**

Students take between 45 and 72 credits, depending on prior graduate coursework. Academic offerings and requirements include the following:

- Core courses in the foundation areas of psychology (e.g., developmental, social, personality, learning, experimental, historical, neuropsychology).
- Courses in developmental psychology (e.g., cognitive, emotional and social development, language, perceptual development).
- Advanced content seminars in human development.
- Sequences in research design and methodology.
- Active research involvement and attendance at weekly research colloquia.
- Completion of a data-based dissertation.

**ADMISSION REQUIREMENTS**

Admission to this program requires a bachelor’s or a master’s degree in psychology, GRE scores (verbal and quantitative), three letters of recommendation, prior research experience, and a personal interview with the program faculty.

See general admission section, page 204.
School Psychology

Director
Carola Suárez-Orozco
East Building, Suite 537
212-998-5555

Degrees
Ph.D., Psy.D.

Certificate
School Psychologist

Faculty
Alpert, Capella, Fodor, McClowry, McWayne, Suárez-Orozco, Manzella

Note: The Psy.D. and Ph.D. programs are currently not admitting students.

As a psychological specialist and educational consultant, the school psychologist is concerned with the psychological well-being of children as it affects their learning and development. The educational program as it affects the psychological development of children, and the total physical, social, and emotional setting in which children and adolescents spend their formative years.

School psychology represents not the place one works, but rather the way one works—in other words, a professional mind-set accompanied by relevant skills. The school psychologist, whether a researcher, teacher, or practitioner in diverse settings, is sensitive to the ecosystem of the child. This includes recognition that fulfillment of the child’s developmental needs requires successful negotiation of both the family system and the school system, while listening to and respecting the inner world of the child.

Several fundamental premises underlie the training of a psychologist with the Steinhardt School’s Program in School Psychology. The school psychologist is both a scientist and a practicing professional involved in the extension and application of psychological knowledge. On the practitioner side, this includes training in assessment; designing and evaluating interventions; consultation; working with culturally diverse populations; working with parents, teachers, and school personnel; training in ethics; and knowledge of clinical research. On the researcher side, moving beyond grounding in basic quantitative and research methodology, school psychologists are trained in utilizing research skills in applied settings. Both sets of skills—the clinical and the research—are grounded in the context of familiarity with the school setting, with educational principles and problems, with the teaching-learning process and preventive mental health principles, as well as with the wider social context of family, community, and society. Accordingly the Program in School Psychology offers courses of study to students seeking the scientist-practitioner model (the Ph.D. program) or the applied practitioner model (the Psy.D. program). For students who prefer not to pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

Career Opportunities
Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children’s settings such as learning disability centers, child-guidance clinics, pediatric services, hospitals, and social service agencies.

Academic Prerequisites
Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Certificate as a School Psychologist
This certificate program requires 69 points beyond the bachelor’s degree in addition to related field experiences and internship. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master’s degree in psychology upon admission earn a supplementary master’s degree in school psychological services en route.

The basic curriculum for certificate students includes courses in the following areas:


Educational Foundations: 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching E25.2357, Teaching for Multicultural Understandings E25.2011, Literature for Younger Children E25.2521, Psychological Foundations of Learning Disabilities E75.2131, Education of Exceptional Children E75.2124, Teaching Students with Disabilities in General Education E75.2165, Education Law E65.2207, Leadership in the Adoption of Innovation E65.2305.


Other Requirements: During the first three years of the program, students are required to spend at least one day per week in an unpaid externship. Students are also required to complete workshops in Child Abuse E63.2273 and School Violence Prevention E81.2199.

Doctor of Philosophy
Note: The Ph.D. program is currently not admitting students.

The Ph.D. Program in School Psychology is based on the scientist-practitioner model. The program emphasizes research, behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, and psychotherapy. The Ph.D. program is fully accredited by the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Graduates are eligible for New York State certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New
York State licensing examination for the professional practice of psychology.

This program calls for 99 points beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

**DEGREE REQUIREMENTS**

The basic curriculum for Ph.D. students includes courses in the following areas:

**Psychological Foundations** (18 points): including Neuropsychology of Behavior (63.2001), Psychological Disturbances in Children (63.2181), Historical Perspectives of Psychological Theory (History and Systems) (63.2103), Social Psychology (63.2003), Measurement and Evaluation: Construction of Psychological Tests and Scales (63.2042), Learning Theories (63.2214).

**School Psychology Practica** (30 points): See Certificate of Qualification description above for specific details.

**Educational Foundations**: 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching (25.2357), Multicultural Perspectives in Social Studying (25.2011), Literature for Younger Children (25.2521), Psychological Foundations of Learning Disabilities (75.2131), Education of Exceptional Children (75.2124), Teaching Students with Disabilities in General Education (75.2165), Education Law (65.2207), Leadership in the Adoption of Innovation (65.2305).

**The Steinhardt School Foundations** (6 points): Examples of courses include Feminist Philosophies of Education (50.2000), What Are Schools For? Historical Perspectives (53.2175), Sociology of Complex Organizations (20.2089).

**Specialty Sequence** (9 points): A specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence divided into three subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood (63.2089), Practicum in Psychotherapy with Children (63.2061, 2062).


**Integrative Seminars** (9 points): See above section for details.

**OTHER REQUIREMENTS**

During the first three years of the program, students are required to spend at least one day per week in unpaid externships and two of these years in research apprenticeships to complete scholarly requirements, a dissertation proposal, and other dissertation requirements. Subsequently, students are also required to complete a full-year internship. Students typically require more than four years of full-time study to complete all requirements. The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

**Doctor of Psychology**

Note: The Psy.D. program is currently not admitting students.

The Psy.D. Program in Professional Child/School Psychology is based on the practitioner-scholar model. The program emphasizes behavioral assessment and intervention, psychosocial and psychodiagnostic assessment, school consultation, psychotherapy, and scholarly writing. The Psy.D. program is fully accredited by the APA and NASP. Graduates receive state certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 points beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing and others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations course work and practicums is similar to the Ph.D., with fewer points required in the measurement and research component and more points allocated to an elective specialty sequence. A series of three Psy.D. scholarly papers replaces the formal dissertation, and an oral examination emphasizes professional competency in professional practice.

Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

**DEGREE REQUIREMENTS**

The basic curriculum for Psy.D. students includes courses in the following areas:

**Psychological Foundations** (18 points), **School Psychology Practica** (30 points), **Educational Foundations** (6 points), and **Steinhardt School Foundations** (6 points). (See descriptions above for specific details.) An 18-point specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence divided into two subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood (63.2089), Practicum in Psychotherapy with Children and Adolescents (63.2061, 2062), Psychological Research in Infancy (63.2115), Infant and Toddler Assessment (63.2116), The Education of Infants and Toddlers (25.2701).


**Integrative Seminars** (9 points): See above section for details.

**OTHER REQUIREMENTS**

Students spend one and one-half days per week on field placement during year one, two and one-half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will be an examination of competency for professional practice. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.
ADMISSION REQUIREMENTS

Note: The Psy.D. and Ph.D. programs are currently not admitting students.

Admission to the Ph.D. program requires a bachelor’s or master’s degree in psychology, three letters of recommendation, and a personal interview with the program faculty. Applicants must consult the Web site for full admission procedures (www.education.nyu.edu/applypsych).

Applicants must meet departmental deadlines and program deadlines. All material must be received by December 15. The GRE must be taken early enough to allow the required five weeks for scores to arrive. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline. Students are strongly encouraged to submit their financial aid application by December 15 as well.

You may download the school psychology brochure and application directly from the Web site.

See general admission section, page 204.

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Psychology and Social Intervention

Co-directors
Larry Aber
LaRue Allen
Diane Hughes

239 Greene Street, Suite 400
212-998-5555

Degree
Ph.D.

Faculty
Aber, Allen, Halkitis, Hughes, McWayne, Raver, Seidman, Shinn, Suárez-Orozco, Yoshikawa

The goal of the Ph.D. Program in Psychology and Social Intervention is to prepare action scientists to work in a variety of settings in order to understand, transform, and improve the contexts and systems (ranging from families, small groups, schools, communities, and neighborhoods to public policies) in which humans develop across the life span. The program has a strong emphasis on analysis and prevention of psychological, social, educational, and health problems, as well as on the promotion of well-being in these domains from a systems perspective, including organizational, community, and policy levels.

Students learn how varied ecologies influence individual functioning and well-being and receive theoretical and methodological training in the conceptualization and assessment of such ecologies. Students also learn about successful and unsuccessful efforts in these domains across multiple levels of analysis. Students are expected to have an interest in studying and understanding various forms of diversity and structural inequality among groups of individuals, institutions, communities, and societies.

Our program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Our faculty study a wide range of ecologies (e.g., schools, neighborhoods, policy, service systems context, programs) and preventive interventions (e.g., pertaining to school readiness, school success, HIV and health behaviors, mental health, housing, and homelessness) locally, nationally, and internationally. Our New York City location provides students and faculty with an ideal urban setting for studying many kinds of communities and settings combined with easy access to gateways to the world at large.

Our core objectives are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology; theories and techniques of preventive and promotive interventions; program and policy formation, implementation, and evaluation; conceptualization and analysis of individual and social change; and research methodology for multilevel and cross-level analysis.

Areas of research focus may include the following:
• The analysis and change of human service and community-based organizations.
• Consequences of poverty, social exclusion, and discrimination.
• The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work).
• The design and evaluation of prevention and promotion programs.
• Analysis and evaluation of public policies relevant to health, education, and well-being.
• Experiences of racial, ethnic, sexual, immigrant, and other minorities in organizational, community, and transnational contexts.
• Setting level influences on intergroup disparities or relationships.

CAREER OPPORTUNITIES

Our program prepares students for diverse roles in academia and social research. In the academic arena, our students are well positioned for jobs in schools of human development, education, public health, and public policy. In the area of social research, students are prepared for positions in research, advocacy, and social service organizations. Indeed, there is increasing demand for evidenced-based strategies in health, education, and social service organizations, and our students will be positioned to contribute to the design and implementation of such strategies.

DEGREE REQUIREMENTS

Students take 45 to 72 credits, depending on prior graduate course work. Requirements for program completion include:
• Core courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Understanding and Measuring Social Contexts, and Intervention and Social Change).
• Core design, methodology, and statistics sequence (e.g., Research Design and Methods in the Behavioral Sciences, Methods for the Analysis of Change, Qualitative Field Research, and Research Using Mixed Methods).
• Intervention-research or policy-research practica (two semesters).
• Psychology and social intervention elective courses (at least three).
• Participation in area seminar.
• Completion of a second-year empirical paper.
• Completion of a comprehensive examination requirement.
• Completion of an independent, empirically based dissertation.

ADMISSION REQUIREMENTS

Requirements for admission include strong academic background as evidenced by standard indicators, such as GPA and GRE scores; evidence of prior research experience; evidence of interest in human ecologies, systems-level interventions, and/or policy interventions and analysis; and three letters of recommendation.

See general admission section, page 204.

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Financial Aid Opportunities

A limited number of graduate assistantships, research assistantships, and teaching fellowships are available to students each year. In addition, the Department of Applied Psychology offers Monroe Stein and Raymond and Rosalie Weiss Awards. The Bonnie Jacobson Training Grant is also available to one eligible first-year student each year. For more details, contact the Department of Applied Psychology.

See general financial aid section, page 214.
Courses

The courses listed herein are scheduled to be offered in 2007-2009.

**Applied Psychology/E63**

Neuropsychology of Behavior
E63.2001 30 hours: 3 points. Fall.
Prerequisite: a course in psychology or educational psychology.

Relations of historical and current brain models to diagnostic categories of dysfunction and other inferences; use of behavioral measures as well as older methods to detect and study CNS dysfunction; syndromes, etiology, and behavioral concomitants in children and adults. Extensive readings.

Social Psychology
E63.2005 30 hours: 3 points. Spring.
Prerequisite: a course in general or educational psychology.

Social psychological concepts, theories, and research and their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, conformity; areas emphasized are group processes and influence, social motivation, prejudice, authoritarianism.

Experimental Psychology
E63.2006 45 hours: 3 points. Alternate fall (even years).
Prerequisite: one year of statistics or measurement or permission of instructor.

Hands-on experience in formulating, designing, and executing experimental research. Data collection and analyses; report writing. Converging operations, multiple measures, instrumentation. Data collection and analyses via microcomputer.

Sexual Decision Making and Risk Taking in Adolescence
E63.2008 30 hours: 3 points. Fall.
An exploration of the relationship between aspects of self and society that affect adolescent decision making/risk taking, especially in regard to sexuality. Adolescents in America’s northeast are the focus of study. The complexity of modern-day sexual decision making for today’s adolescents is contrasted with the same kind of decision making for adolescents in the late 18th and 19th centuries in the same geographical region.

Psychology of Women
E63.2014 30 hours: 3 points. Spring.
Prerequisite: a course in general psychology or equivalent.

This course examines theories and research on the psychology of women with a particular focus on violence against women. Topics include the developing woman, embodied selves, sexuality, women’s relationships, women and work, women and achievement, women’s mental and physical health, violence against women, feminist foundations, and culture ethnicity, race, and class. Differ-
Practicum in Psychotherapy with Children and Adolescents
E63.2061, 2062 75 hours: 3 points each term. Fall, spring.
Prerequisites: E63.2028, E63.2066, E63.2161, E63.2179, E63.2276, or equivalents. Registration by permission of instructor. Open only to candidates in the school psychology program.
Principles and supervised practice of individual psychotherapy with children and adolescents. Covers traditional procedures such as play, game use, and verbal intervention. Related features are also covered—consultation with parents, initial interviews, and diagnosis. Issues of technique with reference to transference and countertransference, resistance, defense, and interpretation are examined in the context of several theoretical models.

Laboratory in Projective Techniques and Personality Assessment
E63.2065, 2066 45 hours: 3 points each term. Fall, spring.
Prerequisites: E63.2035 or equivalent and a course in personality. E63.2065 or the equivalent is prerequisite to E63.2066. Open only to candidates in the school psychology program.
Theory of projective psychology and its application to personality assessment. Supervised practice, during class hours and by individual appointments, in administering, scoring, and interpreting projective tests. In addition to practicum sessions, students examine subjects in the field. Focus is on children and adolescents. The Rorschach Test and other projective techniques such as TAT and figure drawings are included. Direct and objective methods are covered as well.

Research and Evaluation in the Behavioral Sciences
E63.2070 45 hours: 3 points. Spring.
Research and evaluation in the behavioral and social sciences are considered from both a theoretical and a methodological perspective. Students gain knowledge of basic research principles and explore various research models through critical readings of published studies.

Research Design and Methodology in the Behavioral Sciences I
E63.2073 45 hours: 3 points. Fall.
Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor to students in other programs related to the behavioral sciences or to students who are contemplating psychologically oriented dissertations.
Planning and implementing research in the behavioral sciences; analysis of data; interpretation of findings. Formulating problems and hypotheses; specification of types of variables and operational def-

Women and Mental Health
E63.2041 30 hours: 3 points. Alternate fall (odd years).
Prerequisite: a course in general psychology or equivalent.
Surveys mental health issues relevant to women. Topics include diagnostic issues for women, feminist theory, and therapy; high-prevalence disorders of women, e.g., phobias, eating disorders, results of violence against women, stress.

Measurement and Evaluation: Construction of Psychological Tests and Scales
E63.2042 45 hours: 3 points.
Prerequisites: background in fundamentals of measurement and statistics.
Procedures for the construction, modification, and research application of measurement instruments in the areas of personality, attitudes, aptitudes, values, and performance. Supervised experience in constructing and/or modifying an instrument in an area of interest for each student. Tasks include item development and modification, pilot study design, and collection and analysis of data relating to reliability and validity. Course uses a hands-on format, with student progress reports at each stage of work. Intended for doctoral students in applied psychology and related health and social sciences.

Action Approaches to Mental Health Counseling
E63.2045 30 hours: 3 points. Fall, spring.
This course, representing an integration of counseling and the creative arts, offers an exploration of action approaches to mental health counseling in terms of theory, research, and clinical applications. Action approaches are examined within a broad context, beginning with such early psychoanalysts as Jung, Reich, and Rank and extending to J. L. Moreno’s use of psychodrama, E. Perls’s use of Gestalt therapy, and into the more recent developments in drama therapy.

Research: Reading and Language
E63.2055 45 hours: 3 points. Fall (odd years).
Prerequisite: a course in developmental psychology or linguistics.
Focuses on critiquing research studies in reading/language and related areas from both a content and a methodological perspective. Course content includes an understanding of quantitative and qualitative program methodologies in literacy.
Emotional and Social Development
E63.2097 30 hours: 3 points. Alternate fall (odd years). Intended for departmental majors and others with background in developmental psychology. Rigorous examination of the emotional and social development of children and adolescents based on current theoretical perspectives and research; topics may include motivation, identification, sex-role learning, and socialization.

Historical Perspectives of Psychological Theory
E63.2105 30 hours: 3 points. Fall, summer. Influence of philosophy and early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, psychoanalysis, and post-modern perspectives. The course is grounded in the critical analysis of the philosophy of science, conceptualizing and critiquing the development of psychology as a discipline in the context of parallel developments in the hard sciences and philosophy.

Culture, Context, and Psychology
E63.2015 30 hours: 3 points. Fall, spring. In-depth examination of cultural and contextual factors and how these factors impact every aspect of psychological theory, practice, and research. Major theories, assessment approaches, clinical practice, and research psychology are critiqued by investigating universal principles, behavior, and experience as it occurs in cultures and contexts and is influenced by culture and context, as well as issues such as oppression, racism, prejudice, social class, and value differences.

Educational Psychology
E63.2114 30 hours: 3 points. Fall, spring. Survey of major areas of psychology: development, learning, social, personality, and measurement. Emphasis on principles and concepts that provide basic understanding for educational practice and for the helping professional.

Psychological Research in Infancy
E63.2115 30 hours: 3 points. Alternate fall (even years). Prerequisite: a course in developmental or educational psychology. Theory and research of infant behavior and development with an orientation toward professional application. Infant observation and evaluation techniques included.

Human Growth and Development
E63.2138 30 hours: 3 points. Fall, spring. Central theories in the area of human growth and development from a “life span” perspective of tracing development from birth to death. Students gain the skills and knowledge they need to critically evaluate and apply theory and central research in this area. The course introduces students to the major theoretical approaches for understanding human growth and development. Multiple factors, including biology and culture, are discussed.

Laboratory in Behavior Change
E63.2160,2161* 45 hours: 3 points each term. Fall, spring. Open only to candidates in the school psychology program. E63.2160 or equivalent is prerequisite to E63.2161. Principles of cognitive, behavioral, and integrative psychotherapy. A review of research on assessment and intervention techniques for work with children and adolescents. Training in cognitive, behavioral, and experiential therapy may include assertiveness and social skills training, anxiety and stress management, coping with loss, dealing with depression.

Evaluation Methodology in the Behavioral Sciences I
E63.2173 45 hours: 3 points. Fall. Prerequisites: E10.2002, E63.2035. Planning and conducting research and evaluation studies in the behavioral and social sciences. Special consideration is given to sampling, validity of the study, and types of evaluation designs. Students gain experience reading and critiquing studies as well as designing their own study.

Evaluation Methodology in the Behavioral Sciences II
E63.2174 45 hours: 3 points. Spring. Prerequisite: E63.2173. Analyzing effects and reporting results from research and evaluation studies. Practice in using computer statistical packages. Special topics including the case study, designing questionnaires, and cost-effective analysis.

Psychological Disturbances in Children
E63.2181 30 hours: 3 points. Spring. Presents the study of the origins and course of behavioral and psychological disorders viewed from a developmental and ecological perspective. This graduate-level course is intended to provide an in-depth understanding of the theory and application of systems of classification, diagnoses, and assessment of psychopathology in children and adolescents. Theoretical frameworks and empirical research are applied to an understanding of childhood disorders.

Temperament-Based Intervention
E63.2184 30 hours: 3 points. Fall. This course explores temperament-based intervention by examining underlying theories and related research of three constructs: child temperament, parent/child and teacher/child interaction, and preventative intervention. Throughout the course, INSIGHTS into Children's Temperament is used as an example of the principles discussed. Students are encouraged to apply the course content to a setting of their choice.

Cognitive Development
E63.2198 30 hours: 3 points. Alternate spring (odd years). This course provides an overview of central issues in the area of cognitive development. The main learning objectives are (1) to introduce students to the major theoretical approaches in cognitive development, (2) to provide students with an overview of the major research methodologies in the field, and (3) to give students the skills and knowledge needed to critically evaluate theory and research in cognitive development. Readings for the course include theoretical and empirical papers drawn from contemporary and historical sources.

Social Perception and Cognition
E63.2199 30 hours: 3 points. Detailed examination of research and theory concerned with perception of people and social events. Analysis of sources of social information, perceiver’s decoding strategies and “styles,” and models of social information integration. Critical analysis of methodological problems and recent literature.

Learning Theories
E63.2214 30 hours: 3 points. Spring. Prerequisite: E63.2114 or equivalent, or permission of instructor. Current theories of learning and relevant research with stress on the processes involved in human learning. Implications of current research in learning and memory for education.

Cross-Cultural Counseling Methods
E63.2222 30 hours: 3 points. The relationship between culture and methods of research. Exploration of the meaning of culture and examination of the ways in which cultural identities of researchers and participants shape each stage of the research enterprise. Particular attention is paid to the role that ethnographic research methods can play in shaping qualitative and quantitative research.
Survey of Developmental Psychology: Advanced
E63.2271 30 hours: 3 points. Fall, spring.
Prerequisite: a course in psychology or educational psychology.
Developmental psychology is intended for advanced graduate students. The course covers selected theoretical and empirical contributions to the study of human development throughout the life span. The course considers the nature of psychological development in childhood and adolescence and pays attention to developmental implications for adulthood and old age. There is a rigorous analysis of developmental theories, with an emphasis on research findings and methods as reported in current literature. The material is organized according to chronological phases.

Adolescent Development: Theory and Research
E63.2272 30 hours: 3 points. Fall, spring.
Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.
Examines theories and research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include identity development, family and peer relationships, sexuality, risk-taking behavior, and the impact of family and peer relationships, schools, and neighborhoods on psychosocial adjustment. Different methodological approaches to the study of adolescent development are examined. Implications for prevention and intervention programs for adolescents are also discussed.

Identification and Reporting of Suspected Child Abuse/Maltreatment
E63.2273 2 hours: 0 points. Fall, spring.
State mandated two-hour workshop in child abuse. No fee, no credit.

Proseminar in School Psychology
E63.2274* 30 hours: 3 points. Fall.
Open only to candidates in the school psychology program.
Introduction to the profession of school psychology for first-year students in certificate and doctoral programs; history and literature of school psychology, philosophical conceptions of role, current readings, discussion of current issues.

Laboratory in School Consultation
E63.2275,2276 45 hours: 3 points each term. Fall, spring.
Prerequisite: E63.2275 or the equivalent is prerequisite to E63.2276. Open only to candidates in the school psychology program.
This course examines theories and research on mental health consultation and planned organizational change and their application to work in schools. In addition to class and small group supervisory sessions, students function as mental health consultants and change agents in schools. Topics include history and underlying theory of consultation, theoretical perspectives of mental health consultation and collaboration, school-based consultation and evaluation, school culture, analysis of consultative relationships, and planned organizational interventions. Different methodological approaches to research on consultation are considered.

Independent Study
E63.2300 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Contemporary Issues in Assessment
E63.2302 30 hours: 3 points.
In-depth examination of contemporary issues in assessment within the societal context. Examination of widely used assessment procedures and consideration of alternatives. Implications of federal assessment policies and legislation. Role of tests in the assessment process.

Applied Psychology: Integrative Seminar
E63.2335 30 hours: 3 points. Fall.
This integrative seminar brings together students from the two M.A. concentrations (educational psychology and measurement and evaluation) during their last semester of course work. Students, working on independent projects under the supervision of a faculty member, meet monthly to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. These individualized fieldwork/research projects culminate in an individual comprehensive paper.

Neuropsychological Assessment
E63.2401 30 hours: 3 points. Alternate spring (odd years).
Prerequisites: E63.2001 and E63.2019, or permission of instructor.
Survey of current tests and diagnostic techniques pertinent to the evaluation of adults and children with suspected neurological dysfunction. Supervised instruction in test use for neuropsychological assessment.

HIV Prevention and Counseling: Psychoeducational Perspectives
E63.2450 30 hours: 3 points. Spring (odd years).
Examine, analyze, evaluate, and apply current behavioral and educational theories and research as they relate to HIV primary and secondary prevention.

Trauma: Theoretical and Clinical Perspectives
E63.2500 30 hours: 3 points. Fall.
Prerequisite: a course in general psychology or equivalent.
This course examines theories and research on trauma with a particular focus on memory of trauma and developmental issues related to trauma. Topics include historical perspectives and epidemiology, post-traumatic stress disorder, dissociation, transmission of trauma, vicarious traumatization, and adult memory for childhood trauma. Different methodological approaches to the study of trauma are considered. Implications for prevention and intervention for individuals and for the community as well as some research related to controversies around treatment are a focus.

Group Dynamics: Theory and Practice
E63.2620 45 hours: 3 points. Fall, spring, summer.
The primary purpose of this course is to introduce students to the theory of group process and group dynamics underlying the practice of group counseling and the use of groups in a wide range of counselor interventions. Students develop an understanding of group dynamics and their behavior in groups through lectures, readings, and participation in and observation of ongoing groups. Attention is given to personal, interpersonal, and group-level dynamics as they occur in groups and to the interdependence of emotions, behavior, and thought in group life.

Group Dynamics: Leadership and Consultation
E63.2621 45 hours: 3 points. Fall.
This course is designed to develop students’ leadership and consultation skills through an in-depth understanding of group dynamics and intensive participation in classroom groups as member, leader, and consultant.

Dynamics of Vocational Development
E63.2634 30 hours: 3 points. Fall, spring.
This course provides the basic foundation for the practice of career counseling. The nature of the world of work as it has evolved over the past century is examined as the context for the development of theories of vocational choice, career development, and current approaches such as the psychology of working and development in work and relationship contexts.

Career Counseling
E63.2635 30 hours: 3 points. Spring.
Prerequisites: E63.2634 and E63.2657.
Vocational counseling as a developmental process. Reconsideration of the roles...
and responsibilities of vocational counselors and clients in individual and group counseling. Knowledge of occupational-educational information and vocational testing is applied to the process of vocational counseling.

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness
E63.2651 20 hours: 2 points. Fall. 
An orientation to the profession of counseling and its ethical guidelines and to the specific professional specialization of mental health counseling. The course includes discussion of the history of the field and addresses issues such as professional roles, functions, and relationships of counselors with other human service providers, licensure and certification issues, and the role of professional organizations in professional development and identity. The examination of the ethical guidelines of the profession and their application to the specialization of mental health counseling include attention to processes and models of ethical decision making.

Internship in Counseling for Mental Health and Wellness I
E63.2655* 45 hours: 4 points. Fall. 
This first internship semester requires 300 hours of supervised counseling experience in an approved college or community setting and participation in a weekly university seminar. Student placements include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, special programs for abused women and victims of violence, among others. Seminar sessions provide opportunities for students to discuss the range of their professional experiences as counselors-in-training and supervision of students’ counseling cases.

Internship in Counseling for Mental Health and Wellness II
E63.2656* 45 hours: 4 points. Fall. Prerequisite: E63.2653. 
The second internship semester requires 300 hours of supervised counseling experience in an approved college or community setting and participation in a weekly University seminar. Student placements include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, special programs for abused women, and victims of violence, among others. Seminar sessions provide opportunities for students to discuss the range of their professional experiences as counselors-in-training and supervision of students’ counseling cases.

Counseling: Theory and Process
E63.2657 30 hours: 3 points. Fall, spring. 
A study of counseling as a form of professional assistance in problems of development and adjustment. Psychological and social foundations underlying the counseling process; examination of relevant research data; dynamics of interviewing as a part of the counseling process.

Individual Counseling: Practice I
E63.2658† 50 hours: 3 points. Fall, spring, summer; hours to be arranged. 
Students registering for this course must file the “hours arranged schedule” in the departmental office at the time of registration. A laboratory seminar focusing first on a module of multicultural learning followed by the integration of these skills with other counseling skills in ongoing counseling relationships. Students appraise clinical problems and needs and develop appropriate counseling strategies. Counseling sessions are videotaped and then analyzed in small groups.

Foundations of Counseling for Mental Health and Wellness
E63.2661 20 hours: 2 points. Fall. 
Interventions aimed at ameliorating mental illness and promoting wellness are examined. Integration of research and treatment models that consider mental health and well-being in terms of pathology with models of wellness broadly conceived as optimal psychological and physical development. The meanings of “wellness,” “health,” and “illness” across lines of identity (e.g., ethnicity, culture, gender, sexuality, class, and age) are explored. Pathological outcomes (e.g., depression, anxiety, psychosis) are examined in tandem with such constructs as resilience, hope, wisdom, and spirituality and considered at the individual, interpersonal, and community level.

Foundations of School Counseling
E63.2662 20 hours: 2 points. Fall. 
This course focuses on the history and changing role of school counselors in the 21st century, including innovative roles and modes of intervention (e.g., direct service, consultation, program development) and ethics. In addition, the counselor’s role in school reform and social advocacy is addressed in accordance with the American School Counseling Association National Model.

Program Development and Evaluation in Counseling
E63.2663 30 hours: 3 points. Fall, spring. 
Principles and practices of program development and evaluation for professional counselors in various counseling settings. Consideration is given to program development and evaluation of one-to-one, small group, and institutional interventions by counselors.

Clinical Assessment in Counseling Psychology I and II
E63.2665, 2666* 45 hours: 3 points each term. Fall, spring. Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory. 
Open only to doctoral psychology students with permission of instructor.

Intelligence and personality tests in conjunction with interviewing techniques are studied. Emphasis on administering and interpreting batteries and in synthesizing tests and interview data into a comprehensive diagnostic report. Source for clients to be tested plus on-site supervision is highly desirable. Students should plan schedule to allow a significant amount of time for testing requirements.

Internship in School Counseling I
E63.2654* 45 hours: 4 points. Fall. 
The first semester of internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. Placements include elementary, middle, and high school settings as well as a number of specialized school programs. Seminar sessions provide opportunities for students to discuss the range of their professional experiences as counselors-in-training. Areas of examination generally include individual and group counseling with school-age students, classroom guidance, consultation, crisis intervention, ethical issues, multicultural issues, school law, and coordination of counseling and mental health services within the educational setting.

Internship in School Counseling II
E63.2664* 45 hours: 4 points. Spring. Prerequisite: E63.2657. 
This second semester of internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. In addition to continued attention to the range of professional issues addressed in the first semester of the seminar, the focus of this seminar is on the supervision of students’ counseling interventions with
individuals and groups, including children, teachers, and parents, and in a range of different kinds of counseling modalities.

Religiosity and Spirituality: Theory, Research, and Counseling
E63.2660 30 hours: 3 points. Fall. Students explore the ways that clients’ and practitioner’s faith (and critical attention to faith in the therapy relationship) informs various aspects of the counseling enterprise. Through case studies, students explore concrete strategies for exploring issues of faith in therapy. This course offers an overview of various faith systems, with a particular focus on what these systems reveal about self, mind, suffering, change, health, and ideal states of being.

Current Perspectives on Women’s Development
E63.2671 30 hours: 3 points. Alternate fall (even years). Examination of current theory and research relevant to women in the context of epistemological perspectives and a range of theories including feminist and gender theory, racial theory, psychoanalytic theory, and life span developmental theory. Topics include theories of gender development; ethnic/racial differences; sexuality; adult roles of work, marriage, and parenting; problems such as sexual abuse and eating disorders; and counseling and psychotherapy with regard to gender.

Interpretation and Use of Tests in Counseling Adults
E63.2672 45 hours: 3 points. Fall. Prerequisite: E63.2035 or equivalent. Introduction to formal assessment. Includes vocational and personality aptitude tests with structured experience in administration and scoring. The synthesis of various tests with background and behavioral information is stressed, as are interpretive techniques necessary for introducing and interpreting test batteries to clients. Source of clients to be tested is highly desirable.

Interpretation and Use of Tests in Counseling Children and Adolescents
E63.2673 30 hours: 3 points. Spring. Prerequisite: E63.2035 or equivalent. Introduction to informal and formal assessment procedures currently used in schools. Includes classroom observation, interviewing, and psychoeducational tests. Integration of information pertinent to educational performance is highlighted, interpretation of various school-related tests is emphasized, and school records and background information are incorporated. Students are encouraged to take this course concurrently with their fieldwork or practicum.

Counseling Issues in Thanatology
E63.2681 30 hours: 3 points. Summer. For those interested in working with persons facing life-threatening illnesses and their families via a helping relationship. Of particular use to clergy, physicians, nurses, health care workers, counselors, health educators, and other helping persons. Examination of current practices, theory, and research regarding loss, grief, bereavement, dying, and death; thanatological issues for the helping professions; models of counselor intervention for persons experienced with interactions processes.

Cross-Cultural Counseling
E63.2682 30 hours: 3 points. Fall, spring, summer. An examination of how behavior and experience are influenced by culture, race, and ethnicity. Emphasis is given to the relationship of cultural differences to both counseling theory and technique.

Grief and Bereavement Counseling
E63.2683 30 hours: 3 points. Summer. Prerequisite: E63.2681 or related work experience. An advanced thanatology course for persons who have had at least one basic course in thanatology (e.g., E63.2681) or related work experience. Of particular use to clergy, counselors, hospice workers, nurses, psychologists, social workers, and others who work in helping relationships. A study of anticipatory grief, dying, grief, and bereavement. Examination of related theory, research, current counseling practices, and models of intervention employed in various settings. Skill development in grief counseling, usually within simulated conditions.

Marriage, Couple, and Family Counseling
E63.2684 30 hours: 3 points. Fall, spring. Prerequisite: E63.2657 or equivalent. A theory and practice approach, viewing the couple or the family as a unitary psychosocial system, focusing on general functioning, dysfunction, and intervention. In contrast to viewing individuals as the locus of a problem, the relationship is seen as a unitary system where harmony and difficulty depend on characteristics of the unit as a whole. Major areas covered include history, theory, practice models, and intervention techniques.

Substance Abuse: Issues, Controversies, and Counseling
E63.2691 30 hours: 3 points. Fall, spring. The course covers counselor roles in prevention and treatment of substance abuse in a variety of settings, with different populations. Some of the specific topics discussed are counseling substance abusers—theory, technique, process; “codependency” and counseling; and the issues, decisions, and values that substance abuse raises for the counselor.

Understanding and Measuring the Social Contexts for Development
E63.2825 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 points. Examines the interplay between social systems and individual functioning and well-being through the study of theoretical and measurement issues in the study of human environments. Provides an overview of different conceptualizations of the environment proposed by ecological theorists such as Bronfenbrenner, Barker, Lewin, and Moos and covers conceptual/analytic issues such as levels of analysis and utilization of various worldviews and perspectives.

Intervention and Social Change
E63.2826 (formerly G89.2269) 30 hours: 3 points. Examines theoretical frameworks, concepts, pragmatics, and strategies and tactics of intervention and social change at different levels of analysis. Students learn about designing and implementing social interventions and, upon completion, are able to analyze social issues/problems from multiple perspectives and vantage points.

Practicum in Intervention Research or Policy Research
E63.2827 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 points. Fall. E63.2828 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 points. Spring. Provides students with experiences in the realities of integrating action and research in real-world settings. Emphasizes engaging in change efforts and helping to develop and evaluate them. The two-semester experience occurs in a setting that is primarily action-oriented, rather than research-oriented, and involves hands-on intervention development, implementation, and evaluation.

Advanced Seminar in Psychology and Social Intervention
E63.2830 (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 points. As a core component of the training program, this seminar provides students with experience in professional presentations of their work, exposes them to strong models of such presentations, and explores substantive, methodological, and professional issues not covered in classes. In addition to student presentations, there are outside speakers, faculty presentations, discussions of pertinent journal articles, and discussion of professional issues.
Program Evaluation  
E63.2834 (formerly Evaluation Research, G89.2293) 30 hours: 3 points.  
Prerequisites: Research Design and Methods in the Behavioral Sciences I and II, E63.2073 and E63.2074.  
Provides an overview of theories, methods, and practice in evaluation research in the social sciences. Examination of the history and principal theories of evaluation, specific techniques for process and outcome evaluation, and quantitative and qualitative analysis techniques that may be useful in conducting evaluation research.

Child Development and Social Policy  
E63.2832 (formerly Child Development and Social Policy, G89.2292) 30 hours: 3 points.  
Provides students with in-depth insight into how developmental psychology may contribute to research on the effects of public policies on child development.  
The course includes an introduction to theories at the intersection of developmental psychology and policy analysis and exposes students to research on public policy and developmental psychology that applies to various points in the policy development and evaluation process.

Special Issues in the Social Development of African American Children  
E63.2833 (formerly Special Issue in the Social Development of African American Children, G89.3212) 30 hours: 3 points.  
Focuses on the socialization experiences of African American children. Primary purpose is to anchor existing research on African American children in a cultural context and in the nature of children’s encounters with mainstream culture.  
Topics covered include perspectives on culture and ethnicity, language, peer group and school experiences, racial socialization, and influences of the media, community violence, poverty, and racism on children’s development.

Research: Using Mixed Methods  
E63.2835 30 hours: 3 points. Fall, spring.  
Prerequisites: E10.2140 and E63.2073,2074.  
This course is designed to enable students to conduct and evaluate research that uses multiple methods, especially the combination of quantitative and qualitative methods, to address a particular research problem. Students draw on knowledge gained in prior quantitative and qualitative methods courses to explicitly focus on strategies for combining methods in a single study. Students are introduced to a variety of ways in which mixed methods are used, including sequencing methods such that data obtained via qualitative approaches are used to inform the design and/or interpretation of quantitative data, and concurrent use of multiple methods.

Research Project Seminar  
E63.2838 (formerly Research Seminar in Community Psychology, G89.3398) 30 hours: 3 points.  
A seminar, with particular emphasis on discussing and clarifying students’ research ideas and in enabling progress toward the second-year project proposal. Emphasis on issues such as selecting and formulating a research problem, generating testable hypotheses, understanding the strengths and limitations of students’ selected methods and measures, and strategies for writing clear, concise, and compelling research proposals.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study  
E63.2892 20 hours per point: 2-3 points. Fall, spring.  
Requires permission of the instructor.  
For students who wish to conduct studies prompted by faculty research related to gay, lesbian, bisexual, and transgender people. Topics approved in advance are investigated by the student with the supervision of a faculty adviser. Either a paper, a journal article, a report, or an equivalent project is required.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth  
E63.2895 30 hours: 3 points. Fall.  
An overview of what it means to be a gay, lesbian, bisexual, or transgender youth. Examines experiences of youth with stigma, prejudice, harassment, and violence based on sexual orientation and gender role expression. Explores ways mental health professionals can counsel youth to reduce their psychological stress related to coming out and discrimination and to enhance psychosocial well-being in forming sexual and gender identities.

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults  
E63.2896 30 hours: 3 points. Spring.  
An overview of what it means to be a gay, lesbian, bisexual, or transgender adult or older adult. Examines adults’ experiences with prejudice, stereotypes, violence, and minority stress at work, in the family, and in other societal and cultural institutions. Explores ways mental health professionals can counsel adults and older adults related to challenges in romantic, social, family, and occupational relationships; in self-development and coming out; and in loss of life image and aging.

Dissertation Proposal Seminar in Applied Psychology  
E63.3001 30 hours: 3 points each term. Fall.  
Open only to majors with permission of instructor. Students should submit brief proposals to instructor before registration. Evaluation and development of research proposals by doctoral students.

Departmental Seminar: Theories of Change in Applied Psychology  
E63.3009 30 hours: 3 points. Prerequisite: doctoral candidacy in an applied psychology program.  
Examines major theories of psychological development and change; discusses the use of theory in posing and answering research questions.

Internship and Integrative Seminar in School Psychology  
E63.3011,3012 30 hours: 3 points each term. Fall, spring.  
Open to candidates in the school psychology program.  
For students in school psychology during their internship year. The role of the school psychologist in school and community with respect to functions, procedures, theoretical considerations, and ethical issues. A final integrative seminar that combines school psychology content with group discussion of internship and on-the-job problems.

Seminar: Current Issues in Developmental Psychology  
E63.3021 30 hours: 3 points. Prerequisite: doctoral candidacy in an educational psychology program; other doctoral students by permission of instructor.  
Advanced study of theories and empirical research relating to the intellectual, social, and emotional development in children and adolescents.

Supervised Counseling Practicum: Individual (Advanced)  
E63.3067+ 225 hours: 6 points each term. May be repeated for a total of 12 points. Fall, spring; hours to be arranged.  
Registration by permission of program adviser and practicum director. Restricted to matriculants for doctoral degree or the sixth-year Certificate of Advanced Study in counseling and guidance. Arrangements for practicum must be made at least one term in advance. Counseling under supervision of the departmental faculty with school, college, and agency clients. In addition to direct counseling with clients, individual supervisory conferences, and weekly seminars, students prepare case reports, analyze tape recordings, and hold consultations as appropriate.
Counseling Psychology Program
Seminar
E63.3611,3612  60 hours: 3 points each term. Fall, spring (even years).
Prerequisite: doctoral matriculation.
Required of all doctoral students in counseling psychology during the first or second year in the program.
Orientation to the profession of psychology and the specialty of counseling psychology in the context of the sociological and historical literature on professionalization. Major issues in psychology and in counseling psychology across areas of theory, research, and practice are considered in depth. Major foci of the course also include ethical issues in research and practice and the socialization of students to the program and department.

Practicum in Counselor Training
E63.3629†  45 hours: 3 points. Fall.
Prerequisite: permission of instructor.
Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Arrangements should be made one term in advance.
Examination of training models for counselor-client interaction. Students conduct structured training activities with M.A. and undergraduate students under the supervision of faculty from the counseling programs.

Seminar in Counseling Theory and Research
E63.3633*  30 hours: 3 points. Alternate fall (odd years).
Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Examination and critique of the conceptual and empirical foundations of a broad range of counseling theories, including attention to the applicability of theories to diverse populations. Current controversy concerning empirically supported interventions is addressed as well as issues in research on counseling practice.

The explication and development of students’ own theoretical approach to counseling are encouraged.

Seminar in Vocational Development Theory and Research
E63.3657  30 hours: 3 points. Alternate fall (odd years).
Prerequisite: enrollment limited to advanced sixth-year and doctoral students.
Examination and critique of the conceptual and empirical literature in vocational psychology with special attention to newly emerging theoretical and metatheoretical perspectives relevant to the changing nature of work in contemporary society. Work is defined to include work in personal and familiar domains as well as in occupational and professional structures.

Practicum in Personality Assessment for Counselors
E63.3665*  135 hours: 3 points.
Prerequisite: permission of instructor required.
Provides intensive experience and analysis of procedures and report writing in personality assessment. Focus is on integrating test material into comprehensive reports having meaning for the referral source and the client. Meetings with instructor provide detailed supervision in all aspects of assessment. Source of clients for diagnostics is required.

American Sign Language/E64

AMERICAN SIGN LANGUAGE/E64

The department offers a sequence of courses in American Sign Language (ASL: Level I-IV). ASL is the visual-manual language used by members of the American deaf culture. ASL is approved to satisfy foreign language requirements in Steinhardt. The full four-course sequence can be declared as a minor for Steinhardt students.

American Sign Language: Level I
E64.0091  60 hours: 4 points. Fall, spring.
Fundamental principles of ASL grammar and syntax, a basic vocabulary, and conventions of conversational discourse in the deaf community. Emphasis is placed on developing the visual perception skills critical to understanding ASL. Taught in a visual-manual method using no spoken English.

American Sign Language: Level II
E64.0092  60 hours: 4 points. Fall, spring.
Prerequisite: E64.0091 or equivalent.
Continues vocabulary development; introduces the student to intermediate grammatical and conversational techniques and aspects of deaf culture and history. Expressive skill development emphasizes smoothness and clarity in producing ASL. Receptive skill development emphasizes understanding ASL and finger spelling at a moderate rate. Taught in a visual-manual method using no spoken English.

American Sign Language: Level III
E64.0093  60 hours: 4 points. Fall.
Prerequisite: E64.0092 or equivalent.
Develops intermediate to advanced conversational strategies and distinctive ASL grammatical features for more in-depth discussions. Expressive and receptive skills in extended conversation are emphasized. Taught in a visual-manual method using no spoken English.

American Sign Language: Level IV
E64.0094  60 hours: 4 points. Spring.
Prerequisite: E64.0093 or equivalent.
Develops sophisticated features of ASL. Emphasizes advanced vocabulary and grammar use for descriptive, narrative, and creative/artistic ASL use. Receptive skill development focuses on understanding ASL produced at moderately fast rates. Taught in a visual-manual method using no spoken English.
New York University was one of the first universities to offer advanced degree programs in speech-language pathology and audiology in the New York area. The program leading to the Master of Arts degree is available for college graduates seeking the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA) and New York State licensure as speech-language pathologists. The master’s program prepares students to remediate all communication disorders. In-depth course work and practica are designed to give students expertise in areas in which there is great demand—aphasia; voice disorders; craniofacial anomalies; motor speech disorders; stuttering; phonology; audiology; geriatric, infant, and child language disorders; and dysphagia. The many nationally renowned hospitals, clinics, and schools in the New York City area provide students with exceptional opportunities for clinical experience under the supervision of a licensed and certified speech-language pathologist. A program leading to the Doctor of Philosophy degree is available to practicing professionals in speech-language pathology and audiology fields. The program emphasizes the development of knowledge and skills as researchers and educators.

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Faculty

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, neuroimaging, 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 Occupational Therapy, Physical Therapy, and Speech-Language Pathology and Audiology. Research focuses on anatomy.


Special interest and expertise in voice, fluency, and speech acoustics and aerodynamics.

Gina Canterucci, Clinical Instructor. 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.

Maria Grigos, Assistant Professor. 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/L.

Special interest and expertise in child language acquisition and disorders and phonological disorders.
Christina Reuterskiold-Wagner, 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 and literacy.


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

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

Special interest and expertise in adult neurogenic disorders, normal voice production, voice disorders, swallowing disorders, anatomy and physiology, acoustics, assessment and rehabilitation.

### Adjunct Faculty

Suzanne Abraham, Ph.D.; CCC-SLP
Elaine Altman, Ph.D.; CCC-SLP
Erasmia Benakis, M.A., CCC-SLP
Steven Blaustein, Ph.D.; CCC-SLP/L
Mark Budde, M.S., Ed.D.; CCC-SLP
Cynthia S. Cohen, M.S.; CCC-SLP
Shelley Cohen, M.A.; CCC-SLP
Eurydice Damianos, M.A.; CCC-SLP/L

Deanne Fitzpatrick, M.A.; CCC-SLP/A
Mona Greenfield, B.S., M.A., M.S.W.; CCC-SLP/L
Barbara Grossman, B.A., M.A.; CCC-A/L
Virginia Hill, M.A.; CCC-SLP
Irene Kling, Ph.D.; CCC-SLP/L
Nicole Kolenda, M.S.; CCC-SLP/L
Cathy Lazarus, Ph.D.; CCC-SLP
Doron Milstein, M.A., Ph.D.; CCC-SLP
Karen Riedel, Ph.D.; CCC-SLP/L

Brian Salzman, M.S.; CCC-SLP/L
Brian Scott, M.A.; CCC-SLP/L
Dominik Servedio, Au.D.; CCC-A
Polina Shuminsky, B.A., M.S.; CCC-A
Anne Marie Skvarla, B.A., M.A.; CCC-SLP/L
Melissa Wexler Gurfein, M.A.; CCC-SLP/L

### master of arts

Speech-Language Pathology

Accredited by the American Speech-Language-Hearing Association, this program leads to the Certificate of Clinical Competence in Speech-Language-Hearing (ASHA) and licensure as a speech-language pathologist in New York State. The program provides a broad-based and comprehensive education in both the theoretical and practical aspects of speech-language pathology and audiology. Course work and practica are designed to achieve the integration of academic and clinical experiences. Graduates of the program should be capable of making informed diagnostic judgments as well as planning and executing a program of therapeutic management for persons with communication impairments.

### ACADEMIC PREREQUISITES

An undergraduate degree is required in speech pathology and audiology leading to a bachelor's degree that includes the equivalent of the following OR a recognized bachelor's degree in another subject area and the completion of the following 30-point course sequence (or its equivalent) before being allowed to register for a 2000-level course in speech pathology: Introduction to Speech-Language Pathology E34.0017, Science and Neurology of Language E34.1045, Introduction to Audiology E34.1230, Anatomy and Physiology of the Speech and Hearing Mechanism E34.0008, Neuranoatomy and Physiology of Communication E34.0009, Phonetics and Phonemics of American English E34.0061, Language Development in the Preschool Years E34.1601, Acoustic Phonetics E34.0402, Articulation Disorders in Children and Adults E34.1101, Reading and Writing in Children with Speech and Language Disorders E34.1210. The prerequisites require a minimum grade of B-.

Unless otherwise indicated, all of the above prerequisite courses are necessary for ASHA certification and state licensure. In addition to the 27 points of prerequisites, students must have transcript credit for each of the following areas: biological sciences, physical sciences, social sciences, and mathematics for a total of at least 12 points for ASHA certification and for the M.A. degree. Students must also complete 3 prerequisite points in a language other than English. Prerequisite courses do not carry graduate credit for the master's degree. All program prerequisites must be completed before students may register for 2000-level courses.

### DEGREE REQUIREMENTS

Students must complete 54 graduate points beyond a recognized bachelor's degree in speech pathology or the equivalent preparation (see above). Prerequisite course work, if needed, does not count toward the degree. Individual needs for ASHA certification or New York State licensure may require additional points. Students require at least five full semesters to complete M.A. requirements. All prerequisites must be completed before registering for graduate-level courses. All course work must be approved by advisement.

### Nondisorders Courses (18 points):

Diagnostic Methods in Speech Pathology and Audiology I E34.2111, Advanced Audiology E34.2051, Principles of Intervention E34.2075, Critical Evaluation of Research in Speech and Hearing Sciences and Disorders E34.2109, Speech Science:
Instruction E34.2125, Current Issues in Speech Pathology and Audiology E34.2117, and one course that provides fundamental information applicable to normal development and use of speech, hearing, and language, such as Advanced Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanisms E34.2041 or an advanced linguistics course.

Speech Disorders Courses (30 points minimum): The disorder areas of language, voice, articulation, fluency, dysphagia, and hearing must be covered with a complete course in each area. Samples of disorders courses include Adult Language Disorders E34.2021, Aural Rehabilitation: Adults E34.2127, Fluency Disorders E34.2028, Voice Disorders E34.2037, Language Disorders in Children E34.2039, Motor Speech Disorders E34.2016, Phonological Analysis of Normal and Disordered Speech E34.2108, Dysphagia in Adults and Children E34.2060, Augmentative and Alternative Communication E34.2015. Students who demonstrate completion of equivalent courses within a previous five-year period and have earned at least a B- may make substitutions for advanced-level courses by advisement only.

Practicum Courses (6 points maximum): A maximum of 6 points is permitted in practicum courses. The clinical practica provide the clinical experiences necessary to integrate theory and practice. In addition to acquiring the clinical hours needed for ASHA certification and New York State licensure, students are exposed to various aspects of the field such as in-service and interdisciplinary conferences, report writing, therapeutic intervention, diagnostic workups, and contacts with experienced clinicians.

Academic Standards: All master's candidates must maintain an average of 3.0 or better and will be required to pass a written comprehensive examination during or following the final semester of course work and/or practicum or complete a research project. A grade of D in any course or a mean GPA of less than 3.0 in any given semester constitutes grounds for dismissal from the Program in Speech-Language Pathology and Audiology.

Practicum Requirements (6 points): Students' clinical experiences include a variety of clinical settings, client populations, and age groups. Graduate students complete a minimum of four semesters of clinical practicum. The first two semesters of clinical education are completed in the on-campus clinic. The first semester focuses on evaluations, and the second semester focuses on treatment. Following the successful completion of the on-campus practicum, students are placed off campus for two semesters. Typically, the first off-campus placement is in a pediatric setting, and the second is in an adult care setting. At least 50 supervised clock hours are completed in a minimum of three different types of clinical settings. If students have not completed the necessary clock hours following the four clinical education placements indicated above, a fifth placement is required. All students are required to complete a minimum of 400 supervised clinical hours. Twenty-five hours are spent in clinical observation and at least 325 clinic clock hours are completed during the graduate program. Prior to placement in a practicum, all students must be evaluated for speech and language performance and writing skills in accordance with the policies outlined in the Department of Speech-Language Pathology and Audiology Master of Arts Student Handbook.

Students register for the practicum course Advanced Clinical Practicum in Speech Pathology and Audiology E34.2117 for each practicum registration until all clinical contact hours have been completed. Practicum registration requires permission of the off-campus clinic director or the on-campus clinic director. A maximum of 6 points of practica may be credited toward the degree, although students may be required to register for additional practica in order to complete the required contact hours. All practica require full-time, daytime attendance at practicum sites. A student earning a grade of less than C will be placed on clinical probation.

Practicum students are assigned by the off-campus clinic director to at least two of the program's affiliated clinical facilities, which include Mount Sinai Hospital, NYU Hospitals Center, Rusk Institute of Rehabilitation Medicine (IRM), St. Luke's Roosevelt Hospital Center, the International Center for the Disabled (ICD), and many others. All master's candidates must maintain an average of B or better and will be required to pass a written comprehensive examination during or following the final semester of course work and/or practicum.

Terminal Experience: Students may choose from two options to meet the comprehensive examination requirement for the Master of Arts degree. The first option is to earn a passing score of 600 or greater on the PRAxis Examination in Speech-Language Pathology (0530) offered by ETS and approved by ASHA. The second way to meet the terminal experience is for master's students to do a research project in place of the Comprehensive Examination. If the research option is selected, students must also successfully complete one semester of the research colloquium course, one semester of independent study, and one 1-point elective. During the first semester of the colloquium, with the guidance of a faculty member, the student selects a research topic and submits a written proposal. The project is to be completed by the end of the second semester.

ADMISSION REQUIREMENTS
Students in all graduate programs are admitted in the fall only.
Early Decision application deadline: January 6.
See general admission section, page 204.

SPECIAL OPPORTUNITIES
Summer Abroad in Lund, Sweden: The Department of Speech-Language Pathology and Audiology offers a 6-point, five-week summer study abroad program in Lund, Sweden, for post-baccalaureate and master's level students in speech-language pathology and post-master's speech-language pathologists. Students may also earn 60 New York State continuing education units. Sweden is known for its state-of-the-art approaches to speech science and speech-disorder remediation. House in the Department of Logopedics and Phoniatrics of Lund University, the program combines lectures with directed enrichment activities focusing on motor speech disorders and swallowing disorders and drawing on the expertise of Lund University neurologists, otolaryngologists, radiologists, and speech-language pathologists.
Summer Abroad in London, England: Broadening Horizons in Speech and Language: A Perspective from London. This program is for students who have not completed all of their undergraduate prerequisites. Two courses for a total of 6 points are offered: Introduction to Articulation Disorders and Reading and Writing in Children with Speech and Language Disorders. In order to qualify for this program, students would need the following prerequisites: Anatomy and Physiology of the Speech Mechanism and Phonetics and Phonemics.

Practicum Abroad in Dublin, Ireland: Students have the opportunity to participate in a semester abroad practicum experience in Dublin, Ireland, where they provide speech-language services to children diagnosed with autism and Down syndrome. The practicum opportunity offers experience with providing assessments and rehabilitation to
children five days per week, from 9 a.m. to 6 p.m. This practicum fulfills the pediatric practicum requirement and allows students to gain skills working with children while learning to interact with and educate caregivers. Students will be supervised by an ASHA-certified and state-licensed speech-language pathologist. Upon completion, students will receive Irish certification.

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### Doctoral Program

#### Speech-Language Pathology and Audiology

The Ph.D. Program in Speech-Language Pathology and Audiology provides students with the knowledge and skills as researchers and educators. Doctoral candidates take advanced-level courses in the school and the University. Candidates who hold a master’s degree in speech-language pathology or audiology must take a total of 60 points of doctoral course work, complete the candidacy requirements, and develop and defend a dissertation to complete the doctoral degree.

#### CAREER OPPORTUNITIES

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

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### Courses

The courses listed herein are to be offered in 2007-2009.

#### Anatomy and Physiology of the Speech and Hearing Mechanism

E34.0008 45 hours: 3 points. Spring.
A comprehensive study of the anatomical and physiological bases of speech production, speech perception, and swallowing. The structures and mechanics of respiration, phonation, resonation, articulation, speech perception, and swallowing are studied.

#### Neuroanatomy and Physiology of Communication

E34.0009 45 hours: 3 points. Fall.
A comprehensive study of the neurological bases of speech and language production, speech and language perception, and swallowing. The neurological basis of language, respiration, phonation, respiration, articulation, speech perception, and swallowing are studied.

#### Introduction to Speech and Language Disorders

E34.0017 45 hours: 3 points. Fall.
A presentation of clinically normal voice, speech, and language processes provides a foundation for an overview of major categories of communication disabilities. Includes etiologies and typical symptomatology of major communication disorders.

#### Phonetics and Phonemics of American English

E34.0061 45 hours: 3 points. Fall.
A study of the production, description, and classification of speech sounds; English sounds, stress, and intonation; phonemes and allophones, ear training, phonetic and phonemic transcription.

#### Acoustic Phonetics

E34.0402 30 hours: 2 points. Spring.
Prerequisites: E34.1008 (E21.1008) and E21.1061 or permission of instructor.
A broad-based study of acoustic phonetics including acoustic theory and measurement; distinctive feature systems; and integration of physiologic and perceptual characteristics with concomitant acoustic features.

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### Viewpoint

The clinic specializes in the diagnosis and treatment of the various disorders of speech, language, and hearing with infants, toddlers, children, adolescents, adults, and geriatrics. Types of communication disorders that can be treated at the clinic include delayed language development, stuttering, prominent foreign accents, hearing impairment, articulation and voice disorders, and impaired speech and/or language caused by strokes, traumatic brain injury, or other neurological disorders.

Services provided by graduate student clinicians include speech and language diagnosis, speech and language therapy, individual and group sessions, and hearing screenings.

The clinic director, faculty, and professional supervisors provide continuous, ongoing, direct supervision of the assessment and intervention activities in the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.

The clinic director, faculty, and professional supervisors provide continuous, ongoing, direct supervision of the assessment and intervention activities in the clinic. The physical facilities of the clinic and the audiometric suite are located within and adjacent to the department offices.

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### Funding

Graduate assistantships for two academic years are available on a competitive basis; these pay a stipend and have full tuition coverage. Other means of financial support may be available for a third year (e.g., fellowships, teaching, funding from faculty grants).

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### Notes

*Registration closed to special students.

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DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Steinhardt School of Culture, Education, and Human Development Bulletin 2007-2009
Articulation Disorders in Children and Adults
E34.1101* 30 hours: 2 points. Spring. Prerequisites: E34.0017 and E21.1061 or permission of instructor.

Science and Neurology of Language
E34.1045* 45 hours: 3 points. Spring. Current models of the structure and process in normal human language with reference to brain structures. Levels, elements, and structure in language are studied from the perspective of evolution, history, social and regional dialects, multilingualism, and neurological text.

Reading and Writing in Children with Speech and Language Disorders
E34.1210 45 hours: 3 points. Spring. Study of the developmental reading and writing processes in children with speech and language impairments; the relationships of speech and oral language skills to those processes; reading disabilities; and the role of the speech and language pathologist working with school-age children.

Introduction to Audiology
E34.1230 45 hours: 3 points. Fall. Principles and techniques of pure tone and speech audiometry; interpretation of audiograms; consideration of etiologies and auditory characteristics of major types of hearing impairment.

Language Development in the Preschool Years
E34.1601* 45 hours: 3 points. Fall. Focus is on research of normal language acquisition and development with reference to three oral language components: form, content, and use. Implications for the facilitation of language in children delayed in language development are discussed.

Augmentative and Alternative Communication
E34.2015 30 hours: 3 points. Fall. Provides a comprehensive overview of communicative approaches for individuals who are nonverbal or who have severe communication disorders. Special techniques and equipment are employed to allow these individuals to communicate effectively. A thorough examination of assessment and therapeutic processes is presented with emphasis on communication disorders secondary to congenital/acquired cognitive and motoric impairments.

Motor Speech Disorders
E34.2016 30 hours: 3 points. Spring. Diagnosis and treatment management of motor speech disorders, including dysarthrias and speech dyspraxia.

Therapeutic Approaches to Speech Pathology: Voice Disorders
E34.2019 30 hours: 3 points. Spring. Hypothesis development and testing for patients with complex dysphonia and aphony. Decisions based on current research findings. Aphony secondary to laryngectomy included. For advanced master's and doctoral students and professionals in the field who work with voice patients.

Therapeutic Approaches to Speech Pathology: Aphasia
E34.2020 30 hours: 3 points. Spring. Emphasis on the theoretical basis of therapy with the adult aphasic and on practical application of those bases through the development of specific therapies for specific problems of aphasia. Information about credentials, ethical practices, and multicultural issues are addressed.

Adult Language Disorders
E34.2021 30 hours: 3 points. Fall. Introduction to the historical, linguistic, and psychological rationales for the evaluation and treatment of verbal impairment secondary to brain damage. Clinical tests, contemporary research, and treatment methodology.

Craniofacial Anomalies
E34.2022 30 hours: 3 points. Fall. Analysis of etiological conceptions of cleft palate and orofacial anomalies related to articulatory and phonatory disorders. Clinical tests and procedures for general and specific therapy.

Speech in Childhood and Adolescence: Neurological and Medical Conditions
E34.2023 30 hours: 3 points. Spring. Review of the most recent theories of stuttering behavior and the clinical procedures that flow from them. Differential diagnostic techniques, their interpretation, and implications for treatment of programmed and nonprogrammed nature are discussed.

Voice Disorders
E34.2028 30 hours: 3 points. Spring. Anatomic, physiologic, acoustic, and perceptual characteristics of selected voice disorders. Research, evaluation, and therapy are discussed. Emphasis on case presentations, role playing, and other class participation.

Language Disorders in Children
E34.2039* 30 hours: 3 points. Fall. Prerequisites: E34.0017 and E34.1601, or equivalents, or permission of instructor. Examination of assessment and remediation of language disorders associated with varied etiological factors. Considers cognitive and pragmatic aspects of language. Focuses on the determination of goals and intervention procedures for children from the prelinguistic stage through the school years.

Advanced Anatomy, Physiology, and Neurology of the Speech and Hearing Mechanisms
E34.2041* 30 hours: 3 points. Fall. An advanced treatment of the anatomy, physiology, and neurology of the articulatory, pharyngeal, respiratory, and auditory systems. Both peripheral and central connections are considered. Special emphasis is placed on the functional systems of importance to the speech pathologist and audiologist.

Advanced Audiology
E34.2051* 30 hours: 3 points. Fall. Prerequisite: E34.1230 or equivalent. Techniques of advanced pure tone testing and speech audiometry; techniques and rationale of special hearing tests; interpretation of audiologic immittance evaluation findings; principles of differential audiometry; special problems in audiologic assessment.

Dysphagia in Adults and Children
E34.2060* 30 hours: 3 points. Spring. Prerequisite: E34.2016. Develop a working knowledge of the normal anatomy and physiology of the swallowing mechanism of children and adults and the breakdowns in swallowing that can result from neurological, structural, and behavioral disorders. Students focus on interpreting the results of bedside, radiographic, and fiber–optic studies and rehabilitation of swallowing. Emphasis is on problem solving, selection of instrumentation, evaluation procedures, and appropriate treatment strategies.

Dysphagia in Infants and Toddlers
E34.2062 15 hours: 1 point. Fall. This course develops knowledge of anatomy and physiology of swallowing in pediatric patients on a developmental continuum from infancy through the first three years of life, and the swallowing abnormalities in this patient population resultant of anatomic/structural deficit, neurological dysfunction, and/or other underlying pathophysiological factors. This course focuses on building the ability to interpret findings from clinical examination and radiographic studies.
of swallowing in babies, to select appropriate treatment strategies in accord with findings, and to understand the medical complexities and consequent problem solving and decision making involved in the management of dysphagia in the birth to age three patient populations.

Baby Trachs
E34.2067 15 hours: 1 point. Spring.
The problem solving and decision making involved in the management of physiologically based problems in tracheostomized babies with emphasis on application of the speech and swallowing evaluation and management and breathing valves.

Principles of Intervention with Speech-Language Disorders
E34.2075* 30 hours: 3 points. Spring.
Prerequisite: E34.2039 and E34.2111.
Principles of problem solving and decision making involved in intervention planning across communication-disorder types. Use of diagnostic data in formulating goals and procedures of treatment. Sources of knowledge underlying goal and procedure development, including (1) the nature of language, (2) baseline data, (3) factors maintaining communication disorders, and (4) language learning theories, are addressed.

Phonological Analysis of Normal and Disordered Speech
E34.2108* 30 hours: 3 points. Fall.
Prerequisite: E34.1101, or equivalent, or permission of instructor.
Emphasis on research in phonological development and the application of theories of development to assessment and intervention procedures with the phonologically impaired. Phonological disorders are analyzed according to a number of alternative models, making reference to phonological features, processes, and restraints.

Critical Evaluation of Research in Speech and Hearing Sciences and Disorders
E34.2109* 30 hours: 3 points. Fall.
Prerequisite: E34.1101, or equivalent, or permission of instructor.
Consideration of the formulation and design of research problems; collection, processing, and interpretation of data. Evaluation of research in speech and language pathology and audiology.

Current Issues in Speech-Language Pathology and Audiology
E34.2110* 21 hours: 1 point. Fall.
Major contemporary issues that the speech-language professional meets in employment settings are explored. Units of study and discussion include (1) multicultural populations and their sociocultural, developmental, etiological, and linguistic differences; (2) AIDS information and guidelines for delivery of services; (3) drug and alcohol abuse; (4) recognition of symptoms of child abuse.

Diagnostic Methods in Speech Pathology and Audiology I
E34.2111* 30 hours: 3 points. Fall and spring.
Required of all master's degree candidates.
Study of diagnostic principles and procedures in speech pathology and audiology. Concentrates on standardized testing procedures, case histories, interview techniques, and report writing. Students gain experience in obtaining, integrating, interpreting, and reporting all relevant speech, language, and hearing data. (There is a $50.00 departmental fee for maintenance and provision of diagnostic materials each semester.)

Computerized Analysis of Language Transcripts
E34.2114 10 hours: 1 point. Fall, spring.
Technology-based methods for transcription and analysis of language samples in the assessment of communication disorders. How the analysis of language samples collected during spontaneous speech production plays an important part in the assessment of such disorders and provides a key feature of research involving this population. Students video-record an interaction between two speakers, learn to use digitalized image and sound for transcription of language samples, and use a computerized method (the SALT program) for analyzing language samples collected during spontaneous speech.

Advanced Clinical Practicum in Speech Pathology and Audiology
E34.2117 45 hours per point: 1-2 points.
Fall and spring.
Registration by permission of adviser. Minimum passing grade for practicum courses is B.
Students attend a two-hour lecture/seminar once a week. In addition, students are assigned to various community, school, hospital, industrial, and rehabilitation centers. Comprehensive and intensive clinical experience with children and adults having any of a variety of communicative disorders.

Aural Rehabilitation: Adults
E34.2127 30 hours: 3 points. Spring.
Prerequisite: E34.2051, or equivalent, or permission of adviser.
Special problems of audiologic management of adult patients who are hearing impaired, with special attention to the geriatric population. The various forms of presbycusis and implications for audiological rehabilitation. Problems of hearing aid selection and adjustment to various forms of portable amplification and assistive listening devices for adults with various types of sensorineural hearing impairment.

Independent Study
E34.2300 45 hours per point: 1-6 points.
Fall, spring, summer; hours to be arranged.
For description, see page 210.

Speech-Language Pathology Research Colloquium I
E34.2420 15 hours: 1 point. Fall, spring.
Students participate in discussion of research topics and engage in research out of class with a faculty member. During this time, students are also exposed to examples of scholarly research presented by guest speakers, who are eminent researchers in speech-language pathology and related areas. This course is required for three semesters for doctoral students but may also be taken by master’s-level students for a single semester. Doctoral students doing research with faculty present results at the colloquium.

Speech Science: Instrumentation
E34.2515 20 hours plus 10 hours arranged for lab sessions: 2 points. Fall.
An advanced and detailed study of the current instrumentation used to evaluate the acoustic, aerodynamic, and physiologic aspects of speech production in clinical settings and in speech research. Students gain expertise in the instrumental evaluation of normal subjects.

Seminal Readings in Speech-Language Pathology and Audiology
E34.3001 30 hours: 3 points. Fall, spring.
This doctoral level seminar introduces students to some of the important, seminal writings in the fields of speech-language pathology and audiology. These articles chosen for study provide historical perspectives and exposure to content in areas of speech, language, and hearing science relative to normal processes and developmental and acquired disorders of communication, providing both breadth and depth of understanding of important content and issues in the field. Students have the opportunity to critically evaluate and discuss research with multiple faculty members who represent a wide range of areas of expertise. This allows students to hone their own skills as critical consumers and disseminators of research.

Advanced Study: Adult Communication Disorders
E34.3021 30 hours: 3 points. Spring.
A doctoral-level course with lecture and discussion covering advanced topics in aphasia, pragmatics of communication, nonliteral language, affective and linguisitic prosody, voice recognition, language in the dementias, acquired alexia and agraphia, and schizophrenic and other psychiatric speech disorders.
New York University prides itself on being a private university in the public service. In the Department of Teaching and Learning, that service focuses primarily on public schools and the ongoing crisis in urban education. In many urban schools, dropout rates are too high, reading and math performance too low, and retention rates for new teachers in desperate need of improvement.

Teaching and Learning faculty, doctoral students, and M.A. students see themselves as teachers and researchers on the front lines of the battle to revitalize urban education. Our faculty have published on a broad range of urban education issues, including school violence, racial segregation, the achievement gap, educational and youth development among recent immigrants, fiscal inequities between urban and suburban schools, and curriculum and teacher development in primary, middle, and secondary education. Our faculty have used their expertise to consult with and assist schools in addressing some of their most critical problems in such areas as special education, literacy, math, history, and bilingual education and have been part of school reform efforts that have founded dynamic new schools and partnered with a range of schools in New York City.

The core mission of the Department of Teaching and Learning is teacher education, preparing our students to meet the challenges of teaching and leadership in today's demanding educational environment. Our graduates will not only be able to succeed in their first years of teaching but will have a sufficiently thorough foundation in theory and practice to keep improving their educational work throughout their careers. NYU teachers are highly regarded in the metropolitan area and beyond. Many of our graduates are in leadership positions in schools, universities, and other educational institutions.

The Department of Teaching and Learning offers newly conceptualized programs in all of our pre-service teaching curricula. These certification programs fully comply with the latest regulations of the New York State Education Department that became effective in 2004.

In designing and implementing these new curricula, we have drawn on our faculty’s extensive experience as Pre-K–12 teachers, our years as teacher educators, our close working relationships with current teachers and principals in the New York City schools, and feedback from our graduates. Each program integrates practical experience and hands-on knowledge...
with a rich theoretical understanding of how children learn and how they can best be taught. The introductory course for all of the programs, Inquiries into Teaching and Learning, sets a conceptual foundation for our approach to teacher education. This course assists each prospective teacher to reflect on his or her own educational autobiography and philosophy; it creates a dialogue between the learner's own prior educational experience, the experiences of other learners who are students in the New York City public schools where all Inquiries students are offered substantial opportunities for observation, and the foundational research-based literature of the study of education. Inquiries into Teaching and Learning is designed to allow our students the space and time to raise questions and consider alternatives as they participate in the dialogue and as they refine their core philosophy while engaging deeply with the philosophies and experiences of a wide range of other scholars, teachers, and students.

Most of the courses that students take prior to the student teaching experience have a participant/observation requirement that sends learners into the schools to ground the theoretical reading and discussions in observing the real world of schools. This combination allows students to test their emerging conceptions of teaching in actual practice and makes the transition to their own student teaching classroom easier and more productive. The on-campus courses also focus on issues of curriculum development, classroom management, assessment, and the use of technology so that all of our graduates are prepared to step into the high-pressure world of standards and high-stakes tests.

In addition to the pedagogical core requirements for all programs, which include background in multicultural education, language and literacy, and special education, each curriculum also enables our future teachers to deepen and enrich their background in the fields they will be teaching. Our discipline-based courses integrate content and pedagogical approaches so that we simultaneously consider an aspect of the subject—history, mathematics, science, literature, and so on—and how it could be most effectively taught.

Many of our curricula offer both a normal and an accelerated schedule of completion of the M.A. degree and certification requirements. The accelerated schedule, which we refer to as Fast-Track, allows full-time students to begin with an intensive summer program and complete all certification requirements in 12-14 months so that they are ready to teach full time by the following fall. Part-time students can take somewhat longer to complete the program. The particulars of the requirements of each specific curriculum are detailed below. Students should contact the advisers listed for more details and responses to more specific questions about these programs. You can also find more detailed information about the accelerated programs by consulting the department's Web site at www.steinhardt.nyu.edu/teachlearn.

For teachers who already have initial certification, the Department of Teaching and Learning also offers a full range of courses leading to M.A. degrees and professional certification in areas such as English, foreign languages, mathematics, science education, social studies, and early childhood and childhood education. The department has developed other programs that lead to the state’s new category of initial/professional certification. A particularly exciting program is our curriculum for those seeking to become literacy specialists in either elementary or secondary schools. These M.A. degrees either allow teachers to deepen and enrich their professional knowledge in the field they are already certified in or to add a second certification in such areas as literacy, special education, teaching English to speakers of other languages, or bilingual education. For details on these in-service M.A. degree programs, see the appropriate pages later in this bulletin.

To further strengthen the teaching and scholarship of our faculty, students, and graduates, the Department of Teaching and Learning has established two centers: the Center for Research on Teaching and Learning and the Ruth Horowitz Center for Teacher Development. Each has a distinct but related focus on teaching and learning in schools that is integral to the department’s goal of generating knowledge and understandings that contribute broadly to the policies and practices of teacher education.

The Center for Research on Teaching and Learning (CRTL) works with NYU graduate students, faculty, and staff to design and implement research and evaluation studies to assess the efficacy of preservice and in-service teacher
education programs and to identify best practices and strategies that will enhance teaching and learning. Quantitative and qualitative methodological approaches are combined to provide the multiple perspectives essential to understanding complex educational issues. In all research endeavors, CRTL focuses on the processes and causes that underlie the ultimate goal of the work of education—effective teaching resulting in high student achievement. CRTL's research agenda is grounded in the issues that challenge urban school systems, chief among which are policies and methods that show promise for reducing the achievement gap. The overarching goal of CRTL's work is to advance understanding of the causal linkages among teacher preparation, educational practice, and student learning.

CRTL focuses its research on educational issues of central importance to teaching and learning. The scope of work that is under way in collaboration with the department's faculty and graduate students includes the following:

- Establishing an integrated database of quantitative and qualitative data integral to the measurement of the outcomes of the department's teacher education programs.
- Designing a system of accountability that will fulfill the requirements for accreditation.
- Designing and implementing research studies to establish the validity and reliability of instruments and procedures used to collect database elements.
- Designing and implementing evaluation studies for new department projects and programs.
- Assessing the longer-term effects of teacher education and teacher induction on teacher success, job satisfaction, and retention, as well as pupil achievement.
- Developing evaluation and research designs that respond to Requests for Proposals from governmental and not-for-profit agencies and private foundations.
- Providing technical assistance to department faculty, project staff, and adjuncts in the design and implementation of independent research studies.
- Assisting undergraduate and graduate students in the technical aspects of their research.

The Ruth Horowitz Center for Teacher Development brings together a group of innovative, field-based projects focusing on teacher professional development and learning in significant curriculum areas such as language and literacy (Reading Recovery, Training for All Teachers), history and social studies education (U.S. History Project), and environmental science (Wallerstein Collaborative). In addition, center projects address the professional learning needs of beginning teachers (the Early Career Project for department graduates). Through this work, center projects are committed to improving the capacity of schools to be effective learning environments for their students.

Reading Recovery is an example of a research-based approach to early intervention with first grade children who are the lowest achievers in reading and writing in their school. The structure and design of the program are consistent with a large body of research on how children learn to read and write. Additionally, empirical studies have demonstrated the effectiveness of Reading Recovery in reducing the number of children who have extreme difficulty with literacy learning in public schools. Reading Recovery is well established across the United States and is widely implemented in New York City and the metropolitan region. In partnership with participating school systems, the department prepares Reading Recovery teacher leaders who return to their school districts qualified to educate and supervise other teachers, provide technical support, and implement and evaluate Reading Recovery outcomes. During this full-time, yearlong program, participants work daily with four children in a school setting and earn graduate credits through three required Department of Teaching and Learning courses.

A long-standing department project, Project MUST—Mentoring Urban Students for Teaching—serves as a leadership training program designed to motivate and prepare minority high school students to contribute to their home communities through teaching and public service careers. In a collaborative effort with the New York City public schools, juniors and seniors at the Manhattan Center High School for Science and Mathematics are encouraged to seriously consider career possibilities in teaching and related human service fields.
New York State mandates all students seeking certification in teacher education satisfy a number of field requirements. All students seeking teacher certification must complete no fewer than 100 hours of fieldwork prior to student teaching and no fewer than two semesters of student teaching. Students seeking certification in more than one area, i.e., enrolled in a dual program, will be required to complete no fewer than 150 hours of fieldwork prior to student teaching. The Office of Clinical Studies coordinates the field assignments for all students in the Department of Teaching and Learning. The office has a network of approved schools who will host students completing all their fieldwork. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at http://steinhardt.nyu.edu/teacher.education. The office is located the 2nd floor of the East Building at 239 Greene Street.

**PRE-STUDENT TEACHING FIELDWORK**

The initial semester of a course of study in the Department of Teaching and Learning aims to provide students with a foundation of understanding of teaching and learning approaches and strategies. To provide some practical application of the classroom teaching, many courses either have a specific field component or assign projects requiring observation and participation in school classrooms. Instructors in these courses will distribute a Fieldwork Request Form to be completed by each student and then submitted to the Office of Clinical Studies, which will assign students to one of our cooperating schools. Full-time students are expected to attend the assigned school site no fewer than three mornings a week for the duration of the semester. The students arrange a mutually agreeable weekly schedule with the classroom teacher and/or school liaison and maintain that schedule throughout the semester. The goal is to ensure continuity in students’ presence in the school allowing them to experience the development of teaching and learning over time, while providing support to the school and community. Part-time students complete at least 15 hours of fieldwork for each course that includes a field experience. Students not seeking teacher certification complete the number of hours required by the course that includes a field experience.

Attendance will be logged on the appropriate Fieldwork Time Sheets available on the 2nd floor of the East Building at 239 Greene Street. Completed time sheets (at least 100 hours) will be submitted at the end of the semester to instructors or directly to the Office of Clinical Studies on the 2nd floor of the East Building at 239 Greene Street.

Depending on the requirements of each course and the opportunities provided by the school, these activities may include, but are not limited to, the following:
- observations of one or more classrooms
- assisting teachers
- looking at curriculum and discussing curriculum with teachers
- sitting in on planning sessions or staff development meetings
- looking at students’ reading samples and discussing them with students and/or teachers
- visiting classrooms outside of your subject area
- discovering what resources and services the schools offer: special education, auxiliary programs, etc.
- shadowing a student in all or most of her or his classes throughout the school day
- attending teacher professional development programs
- visiting local community agencies

While most of the time will be spent in the student’s major area of study, students are also required to familiarize themselves with the school as a whole (e.g., by experiencing other subject areas, special needs services, noncurricular activities).

**Note:** Students seeking certification in Early Childhood Education and in the dual program Early Childhood Education/Early Childhood Special Education will be supervised by NYU faculty during this portion of their fieldwork. Their schedules must take into consideration the days the supervisor will be on site.

**STUDENT TEACHING**

All students must complete two semesters of student teaching, each in a different school and in a different grade. While the amount of time spent in a school may vary from one semester to the other, students will spend no fewer than 20 hours per week for each week of the semester distributed over multiple days in their assigned school. Students must check with their faculty adviser as to the exact time requirement of student teaching. Students in secondary education must be at the school each day their assigned class meets (as many as five days per week). All programs expect students to assume increasing teaching responsibilities over time until taking over full control of the classroom. All student teaching placements are supervised by NYU faculty.

Each semester, the Office of Clinical Studies arranges student teaching orientation meetings—known as Student Teaching Convocations—during which students have the opportunity to inquire about general requirements and speak to faculty about schools sites. Students will be assigned to schools with which NYU has established relationships over time. The current list of cooperating schools may be viewed by visiting the Web site of the Office of Clinical Studies at www.steinhardt.nyu.edu/teacher.education.

Any variation from the above guidelines and requirements must be approved by the Office of Clinical Studies and the faculty adviser of the student.

**ACCREDITATION**

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

**Faculty**

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.


Studies how students develop and sustain interest in science and conducts research on access and equity for urban minority youth in science, with a particular focus on democratic science education. Taught physics, biology, and mathematics at schools in California and New York City. Recently on the founding staff of the School for Democracy and Leadership in Brooklyn, New York, where she has also served as acting assistant principal, science department chair, and mentor for new teachers.

Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; discourse analysis.

Field research and mentoring in teaching of secondary school science.

Mathematics education; supervisor of student teachers in secondary mathematics; alternative computation strategies; role of visual images in learning mathematics; urban education; field-based research.

Early childhood education and elementary education, with emphasis on the nature of ethnographic inquiry and community relations in education.

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.

Maryann Dickar, Assistant Professor. B.A. 1988, Vassar College; M.A. 1993, SUNY (Binghamton); Ph.D. 2000, Minnesota.
Student cultures of resistance and their relationship to school reform. Urban school reform, critical pedagogy, and identity formation particularly as it is influenced by race, class, gender, and sexuality. Professional development.

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. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1973, 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), Between Church and State: Religion and Public Education in a Multicultural America (Palgrave-Macmillan), etc.

Pamela Fraser-Abler, 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.

Karen D. King, Associate Professor. B.S. 1991, Spelman College; Ph.D. 1997, Maryland.
Research interests in mathematics teacher education and professional development; educational policy; research design.

Research interests: language, literacy, and urban education, specifically among African American males; the use of digital media and new technology to teach literacy in urban contexts; teaching popular culture in the contexts of English education.

Research interests: school reform, special education, curriculum design, professional development.

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.

Language assessment, second and foreign language teaching and learning, program evaluation, education of English language learners.

Research interests focus on history and education and include southern education history, the role of philanthropy in education, and race and schooling.


Literacy education in urban school contexts; sociocultural perspectives on literacy education; literacy standards and assessment; teacher research and classroom inquiry as pedagogy.


Catherine Milne, Assistant 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, historico-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.


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.

Oliver Patterson, Clinical Professor. B.S. 1964, Brooklyn College (CUNY); M.S. 1967, Professional Diploma 1969, Ed.D. 1972, Hofstra.


Former public elementary school teacher in Oakland, California, and New York City. Current core member of the New York Collective of Radical Educators (NYCoRE) and a founding board member of Teachers Unite. Research interests include social justice education, race and racism in education, and teacher activism.

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 and graduate levels. Supervises student teachers at P.S. 50, Manhattan—Vito Marcantonio School. School liaison.


Specialist in composition, sociolinguistics, and the teaching of literature. Author of articles on narrative language, the composing process, and approaches to teaching literature and literacy. Coauthor of Learning to Write/Writing to Learn. Editor of Prospect and Retrospect: Selected Essays of James Britton and author of Literature for Democracy.

Elizabeth P. Quintero, Associate Professor. B.A. 1971, M.S. 1974, Florida State; Ed.D. 1986, New Mexico State.

Research, teaching, and service involve critical literacy in multilingual, multicultural communities; particular emphasis on families of young children, early childhood programs, and community strengths; refugee mothers' strengths and needs regarding childrearing, survival literacy, and self-advocacy; multicultural children's literature in problem-posing, teaching, and learning.


Med-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. Currently chairperson of the award-winning Hoboken Charter School. 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.


Former teacher, guidance counselor, assistant principal for the Department of Education, New York City.


Research interests include social skills of preschool children with disabilities, Head Start services to children with disabilities, and friendship development in inclusive settings.


Interest: curriculum development.
Adjunct Faculty

Marlene Barron, B.A., M.S., Ph.D.
Anne Beitlers, B.A., M.A.
Wendy Biderman, B.A., M.A., Ed.M., Ph.D.
Mary E. Brown, B.A., M.A.
Paul Camhi, B.A., Ph.D.
Paul Cinco, B.S., M.S.
Lena Cohen, B.S., M.A.
Gail Davis, B.S., M.S.
Anthony DeFazio, B.A., M.A., M.A.
Timothy Ebbsworth, B.A., M.B.
Joshua Fishman, B.S., M.S., Ph.D.
Tim Fredrick, B.A., M.A.
Mami Fujisaki, B.A., M.A.
Judith Geller-Marlowe, B.A., M.A.
Peter Giordano, B.A., M.S., M.A.
George Gross, B.A., M.A.
Elif Gur, B.A., M.A.
David Hankin, B.S., M.S.
William Heller, B.A., M.A., Ph.D.
Jill Jeffrey, B.A., M.A.
Patricia Juell, B.A., M.A.
Suzanna Kaplan, B.A., M.A., Ed.M.
Jeong Y. Kim, B.S., M.A., Ph.D.
Roberta Koza, B.A., M.A.
Linda Ann Kunz, B.S., M.A., Ed.D.
Yishen Lan, B.A., M.A.
Nina Leonhardt, B.A., M.S.
Erica Lee Lewis, B.A., M.A., Ph.D.
Michele-Ann Marinak, B.A., M.A.
Leona Marsh, B.A., M.A., Ph.D.
Suzanne Marten, B.A., M.A.
Gitara McSweeney, B.A., M.A., M.Ed.
Ellen Meltzer, B.A., M.A.
Carol Montgomery, M.A.T., Ph.D.
Malka Moscona, M.S., Ph.D.
Sarah M. Nakamaru, B.A., M.A.
Xiaodong Niu, B.A., M.A., Ph.D.
Joanne Oh, B.S., 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.
James W. Pecora, B.F.A., M.A.
Maree Rainbow-Vigourt, B.A., M.A.
Gabriel Reich, B.A.
Robert Riemer, B.S., M.A., Ed.D.
Vanessa Rodriguez, B.A., M.A.
Regine Rossi, B.A., M.A.

Mathematics education; teachers’ beliefs about teaching and learning mathematics; field-based research on after-school mathematics programs.

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, Assistant Professor. Ph.D. 1999, Maryland (College Park).
Areas of specialization include social studies curriculum and instruction, American studies, U.S. women’s history, and ethnographic methodology.

Learning disabilities, numeracy development, reading development, at-risk learners, child development, special education, school psychology.
Doctoral Programs

Program Director
Pedro Noguera

726 Broadway,
5th Floor
212-998-5757
E-mail: pedro.noguera@nyu.edu

Degrees
Ph.D., Ed.D.

Faculty
Alter, Basu,
Beck, Cohen,
Cooper, Doucet,
Eisenstein-Ebsworth,
Fraser, King, Kirkland,
Llosa, McCallister,
Noguera, O’Connor,
Pradl, Quintero,
Tang, Tobias, Turk,
Vukovic

Doctrinal programs in the Department of Teaching and Learning aim to prepare students to assume a variety of leading roles in education, research, and policy across the United States and throughout the world. Built on the traditions and achievements of the oldest graduate school of pedagogy in the United States—founded in 1890—the department’s programs are designed to draw on four sources of learning:

- The first is the experience of professional practice that students bring to their studies. Students are encouraged to reflect on this practice and to use it to ground their study of theory and research.
- The second is a rich set of courses, seminars, and independent learning experiences available to doctoral students within the Department of Teaching and Learning; other departments in the Steinhardt School of Culture, Education, and Human Development; and other schools at New York University. The school is one of the most distinguished and diverse schools of education in the nation. The University is internationally renowned and the nation’s largest independent university, located in one of its most intellectually vibrant communities, Greenwich Village.
- The third is the mentorship available to doctoral students in teaching, research, and program development. The department is home to distinguished teacher preparation programs, to numerous projects serving the continuing professional education of teachers, and to an array of research projects.
- The fourth is an intellectually focused and interpersonally supportive community of professors, researchers, and peers. It is a community small, diverse, and focused enough to provide an incompressible degree of guidance and support to doctoral students. Under the direction of a faculty adviser, each student fashions a unique program of studies.

PROGRAMS OF STUDY

The department offers a number of different degree programs leading to the Ph.D. and Ed.D. degrees. Each degree program has specific requirements, yet they have more in common than not, as outlined below. The degree programs are as follows:

Ph.D. Program in Teaching and Learning. See page 188.
Ed.D. Program in Teaching and Learning. See page 188.
Ph.D. Program in English Education, including a concentration in applied linguistics. See page 178.
Ph.D. Program in Bilingual Education. See pages 181.
Ph.D. Program in TESOL/Colleges. See page 181.
Ph.D. Program in Positions of Leadership: Early Childhood and Elementary Education. See page 176.
Ph.D. Program in Professors of Mathematics and Mathematics Education in College. See page 180.

THEMES OF STUDY

Doctoral study in the Department of Teaching and Learning focuses on several areas of scholarship and practice. These reflect the strengths and interests of the department’s faculty and the opportunities available among the department’s programs for doctoral students to have mentored learning experiences. The themes are as follows:

- Teaching and teacher education. Across all levels from early childhood to university, including preparatory teacher education and continuing teacher education, and across a variety of teaching fields. The department particularly invites interests in teaching within urban settings, teaching diverse students, the role of content knowledge in teaching, and changing conceptions of teaching and teacher education.
- Educational reform. Including school reform, curriculum reform, and reform of policies that bear on teaching and learning. The department particularly invites interests in the problems of urban education, in designing learning environments that work well for diverse learners, in rethinking curriculum and school designs, and in the role of teacher learning within educational reform. In making admission decisions, the department’s faculty strives for balance across these areas, each year admitting a small number of highly qualified students with interest in each (regardless of the students’ degree preferences).
- Literacies. Across all levels of education and content areas. The department particularly invites interests in early literacy, adolescent and adult literacy, issues in acquiring academic literacy, and the role of culture in literacy.
- Language and culture. The department particularly invites interests in language acquisition and in issues related to education in multilingual and multicultural settings.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Degree requirements vary according to degree pattern, and prospective applicants should consult program descriptions (see degree program page references above). Prospective applicants should also plan to contact particular program directors prior to completing an application.

Despite the variations, however, all doctoral study in the Department of Teaching and Learning shares the following characteristics:

- Credit requirements of 45 to 60 points beyond the master’s degree, depending on previous course work. Points are earned through a combination of course-taking, seminars (see list below), independent study, and mentored learning experiences.
- Training in one or more research methodologies, completed in department and in cross-department courses, as well as in mentored research experiences.
- Candidacy examination or candidacy portfolio presentation (generally in the third semester of coursework).
- Dissertation proposal seminar (generally in the final semester of course work), focused on the preparation and launching of a dissertation research project. Or project design mentorship (for students in the Ed.D. degree pattern).
- Preparation and defense of a dissertation involving original research. Or the launch of a significant project within a context of practice (for students in the Ed.D. degree pattern).

See pages 225–27 for a list of school-wide requirements for doctoral study at the Steinhardt School of Culture, Education, and Human Development.
Early Childhood and Childhood Education

Early Childhood Program Director
Elizabeth Quintero

East Building, Room 6531
212-992-9480
E-mail: epql@nyu.edu

Childhood Program Adviser
Roberto Martinez

East Building, Room 226
212-998-5458
E-mail: rm12@nyu.edu

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Ashdown, Barbieri, Carothers, Doucher, Fraser-Abder, Krasnow, McCallister, Milne, Mulligan, O'Connor, Patterson, Picower, Pitts, Quintero, Rafter, Strassfeld

Adjunct Faculty
Barren, Kaplan, Weiss

Programs in early childhood and childhood education prepare teachers and other professionals to work with children from birth through later childhood. Graduate pre- and in-service programs lead to the Master of Arts degree and fulfill academic requirements for initial/professional or permanent teacher certification in New York State depending on the student’s background. To meet certification requirements, preservice students may need liberal arts credits in addition to those taken for their undergraduate degree. (See Admission Requirements.) For those seeking graduate studies beyond the master’s level, a sixth-year program of advanced study and a doctoral program are also offered. The students in the Programs in Early Childhood and Childhood Education are not a homogeneous group. They vary widely in age and background. Many are liberal arts or business majors as undergraduates. Some are making a career change. All have chosen teaching because they are interested in children and are seeking a career that is personally rewarding.

The childhood teacher certification program aims to help prospective teachers to develop as decision makers and reflective practitioners who are committed to work in urban schools and to using the city as a core resource for their learning. Prospective teachers are immersed in thoughtful discussions and interactions around the critical educational issues of our times, especially issues of developmental, linguistic, cultural, and racial diversity and educational equity. Each course in the program is tied to either fieldwork or student teaching, generating rich and authentic reflections upon theory and practice. The program
• involves deep study of how children learn at different developmental stages and in different contexts as well as strategies for supporting the learning;
• fosters an understanding of the relationships between and among schools, families, and community-based organizations as they interact to impact student learning;
• develops both content knowledge and pedagogical knowledge with an understanding that both are needed at high levels by teachers; and
• supports the growth of teachers as social advocates for educational equity in a pluralistic culture.

Our foremost concern is creating quality care and education for all children. The belief in social justice is inherent in the multiple strands of our graduate early childhood teacher certification program at New York University. The program
• involves deep study of how children develop in multiple contexts;
• offers recursive teaching experiences in a variety of settings;
• provides a strong principle-based set of practices regarding learning environments and educational experiences;
• supports children and adults in learning to accept and respect each other’s differences;
• fosters a critical view of people’s histories;
• considers the needs, lifestyles, languages, and cultural patterns of the communities we serve;
• shows respect for and encourages equal status for all people;
• encourages taking immediate action to interrupt our own and other’s discriminatory behavior; and
• advocates institutional changes that value early childhood education as a vital part of a child’s educational experiences.

Children are at the center of our curriculum and study. We see children as competent persons actively engaged in making meaning in the multiple contexts in which they find themselves. We recognize the singular importance of parents and families in nurturing young children and the need of educators to develop reciprocal relationships with each family. The family’s rich knowledge of their children should help inform care giving and educational practices, and our advocacy efforts should take that knowledge into consideration.

Our view is that the central component of teachers’ development as teachers/researchers is continual reflection on their own and others’ educational practices. We believe that careful reflection and examination will help preservice teachers to develop powerful tools as caring, talented, and committed professionals who will be equipped to address our stated program strands.

CERTIFICATION CURRICULA

Two master’s preservice programs are available for students who do not hold teaching certification but wish to become teachers: the early childhood program for those desiring to work with children from birth through grade two and the childhood program for those who seek to teach children from grades one through six.

The Early Childhood Education Program reflects three central themes: (1) creating quality care for all children through the development of strong relationships with families and their communities; (2) developing teaching practice as reflective practitioners and teacher researchers; and (3) a commitment to social justice for young children and their families. The program can be completed in an accelerated full-time format in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. Students may meet requirements for the American Montessori Society credential through the preservice Early Childhood Education Program, which includes an optional sequence of courses in Montessori education. Students who successfully complete the Early Childhood Education master’s program will have completed the academic requirements for New York State Education Department initial certification in early childhood education. An additional 10 points (164 hours) and full academic year student teaching in an approved Montessori classroom may be completed in combination with the Preservice M.A. Program in Early Childhood Education and lead to eligibility for additional Montessori certification issued by the American Montessori Society. Dual certification in early childhood/early childhood special education is also available. (See Special Opportunities section.)

The Childhood Education Program views the following themes as central to its curriculum: (1) understanding learning, the learner, communities of learners, and the contexts in which learning occurs; (2) understanding the nature, structure, and the tools of inquiry of the disciplines taught; and (3) using knowledge of pedagogy to create and adapt supportive learning environments based on formal and informal assessments. The program aims to help prospective teachers who are committed to work in urban schools for educational equity. It has multiple entry points. It may be completed in four academic semesters or on an accelerated full-time basis in a little more than a calendar year, commencing early in the summer followed by fall and spring semesters, and concluding the following summer. Dual certification in childhood/childhood special education is also available. (See Special Education section.)

The in-service master’s Early Childhood and Elementary Education Program is intended for teachers who hold provisional certification (Pre-K to grade 6). This 34-point program enables teachers to develop a concentration in an area of study such as social studies/environmental education, mathematics, science, or Montessori education. The in-service program is individualized in nature. The teacher selects an advisor who assists in planning a program of course work to meet professional goals.
Advanced study beyond the master's level in early childhood and childhood education serves those whose professional interests and career goals are to assume such leadership roles as teacher trainers, master trainers, master teachers, curriculum specialists/school directors and administrators, and parent education specialists. Programs may be taken on a full- or part-time basis. Students in the sixth-year Certificate of Advanced Study program may take courses in early childhood and childhood education to enhance and refine their current practice. The 30-point program provides students with an opportunity to design, with the help of a faculty adviser, a course of study uniquely suited to their needs.

The doctoral program, which leads to a Ph.D., requires a minimum of 60 points beyond the master's degree. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as curriculum specialist. Extensive individual mentoring is available by our skilled faculty representing many dimensions of early childhood and childhood education. (See Doctoral Program section.)

CAREER OPPORTUNITIES

Graduates of the Early Childhood and Childhood Education Programs have a number of career opportunities: teaching children in public or private child-care centers, early childhood centers, and elementary schools; educating teachers and conducting research in schools and universities; and directing curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, graduates write, edit, and publish educational materials for children and work in children's television.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Master of Arts

Preservice M.A. Program in Early Childhood Education, Birth-Grade 2 (42 points)


Preservice M.A. Program in Childhood Education, Grades 1-6 (43 points)


In-Service M.A. Program in Childhood Education (30 points)

Four courses (12 points) relating to childhood education will be taken within the Steinhardt School linking pedagogy and content in each of the areas of English language arts, mathematics, science and technology, and social studies. Specialization (15 points): an area of study such as early childhood education, special education, language and literacy education, social studies/environmental education, mathematics, science, or Montessori education. Specializations are defined and carried out under the guidance of an adviser. Under guidance of a faculty adviser, students will develop a scholarly project on some current philosophical, pedagogical, and/or curriculum-related issue associated with childhood education to fulfill requirements of a culminating seminar.

Post-Master’s Certificate of Advanced Study (30 points)

A flexible program of studies is created by the student together with a faculty adviser to meet student needs.

Doctoral Program

Points are distributed among courses in the foundations, cognate areas, research, specialization, and dissertation research and preparation. The program is flexible and highly individualized, providing specialties in such related areas as teacher education, curriculum development, child development, innovations in schooling, and specific content areas such as literacy, numeracy, and social studies. Extensive faculty mentoring is a distinctive feature of the doctoral program. See page 174 for information on all the doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

SPECIAL OPPORTUNITIES

Montessori Teacher Education. A sequence of courses and field experiences integrating Montessori theory and practices with current issues in education that prepares teachers to work with children ages 2-5 in a variety of Montessori environments. Matriculants can combine these courses with study toward the M.A. degree or integrate them with special education or early childhood. The sequence is accredited by the Montessori Accreditation Council for Teacher Education (MACTED) and affiliated with the American Montessori Society. Additional academic preparation is required for New York State teacher certification.

Summer Study Abroad. The Programs in Early Childhood and Elementary Education, English Education, Literacy Education, and Social Studies Education offer two study abroad options: one, a three-week, 6-point graduate summer study abroad program in England, and the other, a three-week, 6-point graduate summer study abroad program in Brazil.
The program in Oxford and London is aimed at educators in English education, primary education (early childhood and childhood), literacy education, and social studies education. It gives participants the opportunity to deepen their knowledge of language development and literacy learning as well as develop a thorough understanding of the history and contemporary context of immigration and the impact it has on teaching and learning in schools. Multidimensional instructional experiences include writing; response to literature, drama, and poetry; analysis of historical materials; and art. Students visit schools in London as a basis for comparing British and American schools systems and curriculum, especially in relation to the education of new immigrant children and young people. The program also includes visits to museums, theaters, and historical sites in both London and Oxford. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.

Participants in the three-week summer study abroad program in Brazil conduct their explorations in a country with a complex, multiracial culture and a history of social and political activism, providing a rich resource to examine the intricate relationships among education, history, culture, and language. The first week of the program is being offered in southern Brazil in Porto Alegre with the second and third weeks of the program in Rio de Janeiro, Brazil.

Students are exposed to the problem-posing method developed by Brazilian educator Paulo Freire in concert with critical pedagogists going back to the 1920s and the Frankfurt School of Critical Theory, best known for its use with adult literacy students in Brazil. The method leads students of any academic discipline, any level or experience, to base new learning on personal experience in a way that encourages rigorous, critical reflection and learning. Focus is on active participation. This method lends itself well to combining theory with practice and using this critical framework for focusing on various content areas of study.

Additional summer study abroad programs, intersession (winter break), and spring break programs are being updated. Please check the Steinhardt Web site for the most current study abroad options.

ADMISSION REQUIREMENTS
Applicants for the Preservice M.A. Program in Early Childhood Education and the Preservice M.A. Program in Childhood Education must meet specific liberal arts requirements for New York State certification. Applicants must have completed a major in liberal arts or 30 points in a liberal arts concentration as well as college-level work in English, social science, mathematics, natural or physical science, and a language other than English or American Sign Language by the time of M.A. degree completion and recommendation for New York State certification.

See general admission section, page 204.
Applicants for the In-Service M.A. Program in Early Childhood and Elementary Education seeking permanent certification must hold initial New York State certification in Childhood Education 1-6.

See general admission requirements section, page 204.

FINANCIAL AID OPPORTUNITIES
Teaching fellowships may be available for qualified applicants to doctoral study.

See general financial aid section, page 214.

English Education
Program Director
Gordon Pradl

East Building, Suite 635K
212-998-5246
E-mail: gmp1@nyu.edu

Degrees
M.A., Ph.D.

Certificate
Advanced Study

Faculty
Barbieri, Beck, Kirkland, Pradl

Adjunct Faculty
Beitlers, Fredrick, Heller, Jeffrey, Juell, Packer, Schlechter, Shor, Sutton

The programs in English education, widely recognized as among the finest in the country, are founded on the common belief that content, theory, and method are inseparable. To support this through practice, course work focuses on transactional processes between speaker and listener, writer and audience, reader/viewer and work, teacher and student, school and community, and theory and practice.

The distinguishing characteristics of these programs are the faculty’s commitment to a transactional social constructionist view of learning that is embodied in the following principles: (1) learning is most significant when one attends to one’s own and others’ needs, concerns, and enjoyments; (2) individuals learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced; (3) language learning and use proceed most naturally from whole to part, from known to unknown, and from experience to reflection; (4) language learning has no ceiling; and (5) learning is acquired through using language in its various modes.

English education has been designed around five areas of study: curriculum and instruction; educational linguistics; teaching of reading and literature; writing; and research and reflection. The courses offered examine these areas from various foundational, individual, social and cultural, and epistemological and ethical perspectives. Students may choose to focus on a particular area of study or explore the breadth of offerings available. Students are invited to share—both within and outside these courses—in the ongoing development of the curriculum.

CAREER OPPORTUNITIES
Many graduates teach English in intermediate and secondary schools and in two- and four-year colleges; others educate teachers and conduct research in schools and universities, teach writing and administer writing programs, and direct curriculum development and educational programs in schools, colleges, and universities. In nonschool settings, alumni work as editors and consultants in publishing and education and direct curriculum and training programs in industry.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Master’s Programs
The Preservice M.A. Degree Program in Teaching English, Grades 7-12 (ENGL) serves professionals seeking preparation for initial New York State certification. It may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. For initial certification, a minimum of 49 points is needed. Required Courses (8 points): E11.2501 and E11.2540. Specialization in English Education (15 points). English Teacher Certification Sequence (26 points) includes Integrating Reading and Writing with Adolescents I E11.1600, Integrating Reading and Writing with Adolescents II E11.1601, Inquiries into Teaching and Learning III E27.2010, Student Teaching in English Education E11.1603, and The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse
The M.A. Degree Program in Teaching English Language and Literature in College (ENGc) serves professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making. The curriculum is also tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas. This degree requires a minimum of 36 points.

**Required Courses** (6 points): Master’s Seminar in English Education E11.2501 and a concluding seminar, English Teacher as Reflective Practitioner E11.2540. Courses Related to the Student's Professional Goals (6 points). Specialization (18 points): to be chosen by the student in consultation with the adviser.

The M.A. Degree Program in Teaching English Language and Literature in College (ENGc) offers professionals seeking preparation for two-year college teaching and nonteaching positions in such fields as publishing and educational policy making. The curriculum is also tailored to the professional and personal needs of individual students, with an emphasis on courses in curriculum and instruction, educational linguistics, reading and literature, writing, and related areas.

**Certificate of Advanced Study**

The sixth-year Certificate of Advanced Study in teaching English language and literature in college is intended primarily for those secondary school English teachers seeking further study in preparation for leadership roles at the secondary or school district (K-12) levels. The primary areas of study are curriculum and instruction, educational linguistics, reading and literature, and writing. This certificate is granted only to students who have completed 30 points (with grades better than B) of graduate study beyond the M.A. Contact Professor Gordon M. Pradl: 212-998-5246.

**Ph.D. Degree Program in English Education**

The doctoral program is directed primarily toward students seeking or already holding positions in higher education. Areas of concentration: literature, reading, media education, composition education, curriculum development, and applied linguistics. The doctorate requires a minimum of 54 points beyond the M.A. and successful completion of a candidacy essay and dissertation. Specific requirements for the Ph.D. degree are determined in consultation with the adviser. See page 174 for information on all doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

Contact Professor Sarah Beck: 212-998-5473.

**ADMISSION REQUIREMENTS**

In addition to the general requirements, applicants for the M.A. program must present at least 30 points in college-level English. Applicants for the Preservice M.A. Degree Program in Teaching English 7-12 must also have completed a college-level language course other than English or American Sign Language. Applicants for the In-Service M.A. Degree Program in English 7-12 must hold provisional New York State certification in English 7-12. Applicants for the Certificate of Advanced Study must hold an acceptable M.A. degree in English or English education and must have completed three years of successful teaching. Doctoral applicants must present a master's degree in English education, English, or a related field such as reading, linguistics, or TESOL.

See general admission section, page 204.

**FINANCIAL AID OPPORTUNITIES**

The Department of Teaching and Learning offers numerous teaching fellowships and graduate assistantships. The NYU Expository Writing Program offers teaching fellowships (preceptor positions) for graduate students interested in teaching writing. Application must be made by February 1 for the fall semester. An on-campus interview is mandatory. For further information and application materials, contact the director of the Expository Writing Program at 212-998-8860.

See general financial aid section, page 214.

**SPECIAL OPPORTUNITIES**

Conferences, institutes, and seminars at NYU’s Washington Square campus feature distinguished visiting faculty and topics of professional concern.

The Programs in English Education and Early Childhood and Elementary Education offer a four-week, 9- to 12-point summer graduate study abroad program in Oxford, England. This program celebrated its 30th anniversary in 2005. The curriculum offers educators an opportunity to explore British approaches to the teaching and learning of language and literacy across all school levels, from early childhood through college. The program is designed for teachers, mentor-teachers, and curriculum specialists in elementary education, literacy and language, and English. Participants engage in the process of developing literacy curricula that reflect depth of content and include pedagogy and instructional practices that have potential to reach a wide range of students. Critical issues for both teachers and students, such as approaches to collaboration, assessment, and evaluation, are an integral part of this program of study.
Literacy Education
Program Director
Cynthia McCallister
East Building, Suite 635
212-998-5416
E-mail: cynthia.mccallister@nyu.edu
Degree
M.A.
Faculty
Barbieri, Cooper, Fleisher, McCallister, Patterson, Pradl, Stahl
Adjunct Faculty
Barron, Gross, Wycisk, Zwillinge

Two master’s programs are offered by the Department of Teaching and Learning’s Program in Literacy Education. These programs prepare certified classroom teachers as literacy specialists. In addition, these courses are also designed to prepare classroom teachers at the early childhood and elementary levels or content area teachers at middle school and high school levels who wish to reach all students in their classes, integrating strategic teaching of reading and writing throughout their specialty. In either curriculum, full-time students can finish in an accelerated 12-month format (fall, spring, and summer semesters) and part-time students, in two years.

One master’s degree program for candidates interested in students from birth through grade 6 (LITB); the other, from grade 5 through grade 12 (LITC). To apply for these programs, a candidate must hold either initial or permanent certification in teaching at the appropriate level (see section on Admission Requirements for details). On completion of a program, the candidate is eligible for New York State certification as a literacy specialist for the appropriate grade levels (see above) and will meet all requirements for the new literacy specialist certification.

For information on two dual programs that prepare students for certification as literacy specialists and in special education either at the early childhood (birth-grade 2) or childhood (grades 1-6) levels, please see page 186 under Special Education.

The literacy master’s programs represent literacy as the means by which people think, learn, and communicate, focusing on reading, writing, listening, and speaking. The curricula are designed to help teachers understand the principles of language and literacy learning and the development of diverse learners, especially those who are experiencing difficulty with literacy learning, across developmental levels, academic disciplines, and social and cultural contexts. These programs support the development of teaching expertise in the role of literacy specialist and in a particular area of specialization within the curriculum selected by students. For example, the integration of strategic teaching of reading and writing within different content areas (e.g., social studies, science, or math) or clinical work in literacy could be areas of specialization. The course of study builds on the participants’ professional experiences, involves the application of theory to practice and vice versa, and stresses the use of data for decision making. Similarly the curriculum for children in schools builds on the language and literacy learning that students bring to school and ongoing observation of their learning in order to closely match instruction to student level in order to assist them in achieving system standards. Professional seminars explore critical issues that inform the role of literacy specialists and classroom teachers in schools. Finally, two practicums at two different age levels within each program, a seminar on practical inquiry and the responsibilities of literacy specialists, and a culminating project allow the candidates to apply program learning and address the leadership and teaching responsibilities of literacy specialists and the professional interests and concerns of each student.

ADMISSION REQUIREMENTS
Candidates must hold an appropriate teaching certificate as a prerequisite for admission to these M.A. programs. For admission to the literacy program, birth-grade 6 (LITB), candidates must hold at least a provisional certificate in early childhood/elementary education or an initial certificate in either early childhood education or childhood education. For admission to the literacy program, grades 5-12 (LITC), candidates must hold at least a provisional certificate in middle or secondary education or an initial certificate in either middle childhood or adolescence education. Candidates holding an out-of-state base certificate must apply for a comparable New York State certificate with the New York State Education Department (see www.highered.nysed.gov/tcert) prior to program completion in order to be recommended for the literacy certification in New York State.

CAREER OPPORTUNITIES
The graduates of this program will qualify for literacy specialist positions. Those graduating from the LITB program work in day care, preschools, and public schools through grade 6 either as teachers with special expertise teaching in reading and writing or as literacy specialists. Those graduating from the LITC program work at the middle school or high school levels as teachers in particular content area with special expertise in integrating the teaching of language and literacy into their curricula or as literacy specialists.

Graduates will also be qualified to work in after-school programs, clinical settings in hospitals and community centers, new educational companies that focus on literacy learning, and in private tutoring practice. In addition, this degree provides excellent background for positions in the educational publishing industry that concentrates on the development of literacy materials and literacy assessment.

DEGREE REQUIREMENTS
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Master of Arts
Both programs can be taken as full-time or part-time programs. The Steinhardt School of Culture, Education, and Human Development provides a wealth of choices for the two electives: courses from areas such as bilingual education, special education, drama education, educational communication and technology, media ecology, English education, educational administration, or educational psychology.

Literacy Education, Birth-Grade 6 (LITB) (34 points)

Literacy Education, Grades 5-12 (LITC) (34 points)
The courses are offered in two phases. Phase I includes Literacy Education I and II: Middle Childhood and Adolescence E26.2014,2015, Language and Literacy Development E26.2010, Reading and Writing: Foundations E26.2016, and Text, Tools, and Culture E26.2017. Phase II includes Literacy Assessment E26.2011, Literacy of the Special Learner E75.2033, Supervised Practicum in Middle Childhood and Adolescence E26.2031 (two placements, one at each level, for 2 points each), and Organization and Supervision of Literacy Programs E26.2065. The program requires two electives that can be taken at any point in the program.

FINANCIAL OPPORTUNITIES
Loans and scholarships may be available for qualified applicants to master’s study. See general financial aid section, page 214.
The programs in mathematics education lead to master’s and doctoral degrees and prepare students to enter the fields of teaching at all levels from secondary school through college. Students in these programs may take their graduate mathematics courses at NYU’s world-renowned Courant Institute of Mathematical Sciences. Faculty from the Courant Institute also serve, when appropriate, on the dissertation committees of doctoral students in the Program in Mathematics Education.

Members of the mathematics education faculty have been, and continue to be, active at the highest levels of professional associations and in current areas of professional research. In this capacity, they encourage and support students in the programs to become actively involved in both professional activities and ongoing research projects.

Program faculty also serve as the directors and coordinators of numerous teacher training and research projects in which students in the Program in Mathematics Education are able to participate. Current research activities of the mathematics education faculty include the use of calculator and computer technology to enhance mathematics learning and understanding, student understanding and attitude in the learning of geometry, and mathematical modeling.

CAREER OPPORTUNITIES

Graduates have many career opportunities open to them both within and outside the academic community here and abroad. These include the teaching of mathematics and related subjects (including statistics) at all levels from secondary school through college; serving as a mathematics specialist or coordinator in a school or a school district; training new teachers in a college or university; working as a software or curriculum developer; and working in the private sector as a trainer or a specialist in an area of applied mathematics.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Master of Arts

The Preservice M.A. Program in Teaching Mathematics, Grades 7-12, has a prerequisite of at least 27 points of good mathematics courses with grades of B or better. It is a 43-point program that prepares students to teach mathematics in grades 7-12 and culminates in students obtaining initial New York State certification. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

Required Courses: 16 points in pedagogical core (Inquiries into Teaching and Learning III, Special Education, Historical/Social Perspectives on Education, Human Development I, Language and Literacy); 12 points in state-required pedagogy courses (Junior High School Methods, Senior High School Methods, Junior High School Student Teaching, Senior High School Student Teaching); 9 points in mathematics education pedagogy (the secondary math curriculum plus two courses from The Teaching of Geometry, The Teaching of Algebra and Trigonometry, The Teaching of Data and Chance, and The Teaching of Precalculus); 6 points in mathematics content taken either in the Graduate School of Arts and Science or selected math content courses offered through the Program in Mathematics Education itself. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2999 (0 points).

The In-Service M.A. Program in Mathematics, Grades 7-12, serves professionals holding initial New York State certification in mathematics in New York State and seeking preparation for professional certification. It is a 30-point program, combining advanced mathematics content courses with pedagogy courses to enhance the student’s understanding of both content and teaching.

Ph.D. Program in Mathematics Education

Note: The Ph.D. program is currently not admitting students. Students interested in a doctoral program in mathematics education should apply for admission to the Ph.D. or Ed.D. Programs in Teaching and Learning. The program includes course work in mathematics and related fields (computer science and statistics), in the specialty area of mathematics education, and in general education. This course work provides a thorough grounding in content; the history of, and philosophy underlying, current educational theory and practice; classroom implementation; current research in mathematics education; current developments in the implementation of technology in the mathematics curriculum and the mathematics classroom; and research and statistical methodology.

Program requirements, and the decision regarding which one of the four career goals is most appropriate for a particular student, are worked out in consultation between the program adviser and the candidate, based on the candidate’s personal and professional goals. The doctoral program in mathematics education requires a minimum of 45 points of graduate course work beyond the master’s degree.

With appropriate background in a combination of mathematics and education, a full-time student can complete the program within four or five years. Students in this program must also take and pass a departmental candidacy examination some time during the second or third year of study and complete an original doctoral dissertation.

Required Courses: Foundations of Education (6 points): Cognate Courses (6 points).

Specialized Mathematics Education Courses (9-15 points).

Research Electives (15 points).

Specialized Research Methodology (5 points). Dissertation Preparation and Development (6 points).

ADMISSION REQUIREMENTS

See general admission section, page 204.

Preservice M.A. Degree Program in Teaching Mathematics 7-12 candidates must hold a bachelor’s degree with a minimum of 27 points in mathematics content. Applicants with fewer than this number of points, but whose grades indicate the ability to do well in mathematics, can take the missing course work as a part of the program in addition to the regular requirements. Applicants must also have completed or complete a college-level course of study of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Mathematics 7-12 candidates must hold initial New York State certification in secondary mathematics.

The Ph.D. program is currently not admitting students.
Multilingual Multicultural Studies

Bilingual Education

Foreign Language Education

Teaching English to Speakers of Other Language (TESOL)

Program Director
Frank Lixing Tang

Degrees
M.A., Ph.D.

Certificates
Postbaccalaureate Advanced Certificate, Post-Master's Certificate of Advanced Study

Faculty
Eisenstein-Ebsworth, Llosa, Tang

Adjunct Faculty
Camhi, DeCapua, DeCastro, DeFazio, Eisenstein-Ebsworth, Fishman, Fujisaki, Geller-Marlowe, Graham, Gure, Kardos, Kim, Kunz, Kurland, Lan, Marsh, McDonell, McSweeney, Montgomery, Naiditch, Nakamura, Niu, Pally, Shanahan, Smith, Vigourt, Wiseman, Yao, Yataco

Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). We are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels. We welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country.

Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. Our programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

CAREER OPPORTUNITIES

Graduates of our programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As immigration increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many nonschool settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

ADMISSION REQUIREMENTS

Note: All MMS programs require TOEFL scores for international students who have not received a bachelor's degree from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU’s American Language Institute. The ALI may recommend additional English development.

Bilingual Education

Postbaccalaureate Advanced Certificate. Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.

M.A. Program. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences, and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area.

Students not seeking the bilingual extension for New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language.

Post-Master's Advanced Certificate Program. Applicants for the Post-Master's Advanced Certificate must have completed a master's degree in a related area.

Ph.D. Program. Applicants must present a master's degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

Foreign Language Education

(Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. in Foreign Language Education. Students seeking New York State certification should have completed a bachelor's degree in the target foreign language, a bachelor's degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 30 points in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12.

Students not seeking New York State certification should have completed a bachelor's degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language. These students may enroll in the M.A. Program in Teachers of Foreign Language (FLED) only.

Dual Teacher Certification Program in Teaching a Foreign Language and Teaching English to Speakers of Other Languages (FLTS). Applicants must have completed a bachelor's degree with a major in the target language or have 30 points or equivalent. In addition, students must have taken as part of their general education courses at least 3 points each in mathematics, science, and social studies.

Post-Master's Certificate of Advanced Study. Applicants must hold a master's degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language.

Teaching English to Speakers of Other Languages (TESOL)

Postbaccalaureate Advanced Certificate in TESOL. Applicants must have completed a bachelor's degree in an accredited college or university.

M.A. in TESOL (All Grades) Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education course work or an equivalent for 3 points in mathematics, science, and social studies and 12 points of a language other than English or an equivalent of language proficiency.

M.A. in TESOL Not Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in English or one of the liberal arts or sciences.

Post-Master's Advanced Certificate. Students must have completed a master's degree in a related area.

Ph.D. Program in TESOL. Applicants must present a master's degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

*Bilingual extension: Applicants must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.
Bilingual Education

Master of Arts. The Master of Arts program (34 points) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education.

Course offerings are included below in another section in this bulletin.

Doctoral Program. The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and multicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminar. Students are required to take 54 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations. See page 174 for information on all doctoral programs in the Department of Teaching and Learning and pages 225-27 for general degree requirements.

Bilingual Extension. The 12- to 15-point bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

Foreign Language Education (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. Program in Teaching a Foreign Language 7-12. Students seeking certification must complete 44 points of course work. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School Children E29.2018 to extend their certification to K-6. This curriculum may be completed in four academic semesters or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in Teachers of Foreign Languages. Students wishing to teach at the college or adult level may earn an M.A. without achieving state certification. The program requires the completion of 34 points.

M.A. Program in Teaching a Foreign Language (7-12) and Teaching English to Speakers of Other Languages (All Grades). This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to do student teaching at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-point program will be certified in teaching ESL (All grades) and a foreign language (7-12). Students may also take the course, Teaching Foreign Languages to Elementary School Children E29.2018, to extend their certification to grades K-6.

Post-Master's Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teachers of English to Speakers of Other Languages (TESOL)

The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

M.A. Program in TESOL (All Grades—Leading to New York State Teacher Certification). Students seeking state certification must complete 44 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and two student teaching placements at elementary and secondary levels. This curriculum may be completed in four or more academic semesters, studying full or part time, or on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in TESOL (Not Leading to New York State Teacher Certification). Students wishing to teach at the college level or abroad may earn an M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Doctoral Program. The Doctoral Program in TESOL (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar. Students are required to take 54 points of coursework and 1 point per semester for advisement while preparing their doctoral dissertations.

Postbaccalaureate Advanced Certificate in TESOL. This 15-point program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master’s degree or are undecided about matriculating for a master’s degree. Course work includes foundation in methods, structure of American English, and internships.

Post-Master’s Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points beyond the master’s degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

SPECIAL OPPORTUNITIES

The Programs in Multilingual Multicultural Studies and in International Education jointly offer a three-week, 6-point graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions such as Shanghai Normal University. Internship opportunities are also available in Shanghai.

In addition to the Shanghai program, foreign language majors may also take advantages of other study abroad programs offered by the Department of Teaching and Learning, such as our summer program in Brazil, Winter session in Mexico, etc.
Science Education

Program Director
Pamela Fraser-Abder

East Building,
Suite 637
212-998-5208

Graduate Advisement Coordinator
Roberto Martinez

Suit 226
212-998-5458
E-mail: teachlearn. gradadvis@nyu.edu

Degree
M.A.

Faculty
Basu, Blonstein, Fraser-Abder, Milne

Adjunct Faculty
Leonhardt, Moscona, Wallace

The programs are designed to meet the needs of several types of students. They comprise a preservce teacher education program for teachers of science at the 7-12 level and an in-service program that meets the academic requirements for permanent certification. The master's programs in science education provide an excellent opportunity for those who are presently teaching in schools or colleges to develop additional expertise in specific areas such as curriculum development, supervision, research, computers in science education, or science, technology, and society. Because of its concentration of courses focused on strategies for teaching science to urban at-risk students, these programs provide an excellent opportunity for involving teachers in techniques for increasing participation in science by women and minorities.

CAREER OPPORTUNITIES

Severe shortages of science teachers at all levels have been forecast for the foreseeable future. This program provides the foundation for entering science education at an excellent time.

Graduates teach at both private and public schools. However, science communication skills are the basis for a variety of careers outside the formal school system as well. Newspapers and magazines, radio and television, museums and science centers, science- and technology-based organizations, and corporations all need people who have a sound science background and can communicate scientific ideas to the general public.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

The focus of the Program in Science Education is the preparation of science educators who will provide academic and professional leadership in the area of science and technology education in an urban environment. The programs address both preservice and in-service teacher education needs. Because participants in these programs come with a wide range of backgrounds and diverse goals, members of the faculty work with each participant to develop a set of courses best suited for each individual.

In the Pre-service M.A. Degree Program in teaching the various sciences—Teaching Biology 7-12, Teaching Chemistry 7-12, or Teaching Physics 7-12—candidates are required to take 44 points of graduate courses, at least 18 of which must be at the 2000 level. Students may complete the program in four or more academic semesters, studying full or part time. Preservice students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer. As a part of this requirement for teacher certification in New York State, students are required to complete two student teaching internships. Each student is required to take courses in the areas of educational foundations, teaching methods, and curriculum. Students may qualify for certification as teachers of grades 7-12 in the following subject areas: biology, chemistry, and physics.

The In-Service M.A. Degree Program in Science Education serves professionals holding provisional certification in a science in New York State and seeking preparation for permanent certification Biology 7-12, Chemistry 7-12, or Physics 7-12.

Other Required Courses


ADMISSION REQUIREMENTS

Applicants to the preservice M.A. program in teaching a science, grades 7-12, must have completed a bachelor's degree. They must also have completed a major in science in their undergraduate program or the equivalent in NYU's undergraduate science majors. The applicant must also have successfully completed study at the college level of a foreign language or American Sign Language.

In-service M.A. degree programs in a science must also have completed a bachelor's degree and hold provisional New York State certification in a science.

See general admission section, page 204.

FINANCIAL AID OPPORTUNITIES

Special sources of financial assistance include state and federal government scholarships and fellowships; Challenger Scholarships designated for New York State residents entering science teaching; scholarships for underrepresented populations in science education. Minority group scholarships are available to students entering science teaching through the Teacher Opportunity Corps or the Teacher Leader Quality Partnership Program. Scholarships may also be available.

See general financial aid section, page 214.

SPECIAL OPPORTUNITIES

At present there are a limited number of opportunities to participate in research internships with scientists in a laboratory setting during the summer semester. As the level of involvement with scientists grows, such opportunities will become more numerous. In addition, departmental seminars are held on a regular basis in which visiting speakers describe current areas of research in science education. All graduate students are welcome at such events.
The master’s program in social studies education leads to New York State certification for grades 7-12, with an extension in middle school education available for grades 5-6. Staffed by professional historians, education scholars, and veteran social studies teachers, the program emphasizes both content mastery and proficiency in pedagogies to provoke critical thought and inquiry-based learning. Of particular concern is the importance—the necessity—of teaching for social justice and inspiring civic engagement in today’s students. In courses rich in historical, educational, and philosophical content, social studies M.A. students learn ways that they as educators can promote democratic citizenship and civic responsibility in a multicultural society.

The Program in Social Studies Education is dedicated to revitalizing the teaching of history, the social sciences, and the humanities in the middle and upper grades with an eye toward inspiring civic engagement and social responsibility among students and teachers. Toward this end, the program begins with course work taught by historians designed to ensure that social studies teachers from NYU have a strong mastery of history and an understanding that history is more than a compilation of names and dates. Using primary source documents, material culture, oral histories, and other nontraditional sources as their evidence, students learn to teach history as a critical discipline involving analysis of divergent interpretations of the complex and often contradictory historical record, with the goal that their own classes will become exciting, inquiry-based workshops that will bring history to life and inspire students to become lifelong learners of history. The program promotes an interdisciplinary approach to social studies, which means that our students strive to transcend text-book-centered schooling by learning how to integrate historical narrative with novels, film, music, photography, and the other visual arts as well as with the tools of social scientists. Our aim is to encourage teaching for social justice and democratic engagement.

To succeed in classroom instruction, social studies teachers must understand their students and the reality of life and work in schools. Since most of our graduates will be teaching teenagers, we focus on helping students understand the ways the young learn and sometimes resist learning. Our social studies methods courses are taught by experienced secondary and middle school teachers, who explore pedagogical theory as well as practical strategies for dealing with the social and behavioral issues relevant to middle- and secondary-level students. Additional course work in adolescent behavior, language and literacy, and special education will help provide students with tools for understanding and addressing broader teaching and learning issues related to this age group.

Master of Arts

The Program in Social Studies Education offers two tracks leading to the Master of Arts degree: for students seeking initial certification to teach middle- and secondary-level social studies and for students seeking professional certification who already are certified in middle- and secondary-level social studies.

PROGRAM DESCRIPTION

The Initial Certification, or “Preservice,” Master’s Degree Program in Teaching Social Studies 7-12 leads to initial New York State certification for grades 7-12. Staffed by professional historians and veteran social studies teachers, the program emphasizes content mastery in U.S. and global history and geography as well as teaching methods that provoke critical thought and inquiry-based learning. Our program requires extensive school-based fieldwork prior to student teaching, both to familiarize students with urban educational environments and to enable them to develop classroom strategies that are innovative and appropriate for teaching today’s students. As part of their observation experiences, students complete service learning projects that help them engage in the needs of schools and communities around them. The pivotal experiences of the program are two semester-long placements at the middle and secondary levels, where student teachers—mentored by their cooperating teachers, NYU field supervisors, and methods instructors—take on primary responsibility for teaching in the New York City public schools and have the opportunity to put into practice the philosophies and approaches they have developed.

Students may complete the master’s degree program in social studies education in three or more academic semesters, studying full or part time. Preservice (initial certification) students also have the option of completing the program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

There is also a dual-certification M.A. Program in Educational Theatre, All Grades, and Social Studies Education, 7-12. See page 92 for description.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Preservice Master’s Degree Program in Teaching Social Studies 7-12 (41 points). Curriculum Courses (9 points): Social Studies Curriculum: U.S. History E23.2047, Humanities, Literacy, and the Social Studies E23.2143, Social Studies Curriculum: World History E23.2048. Pedagogical Content (8 points): M.A. Seminar in Social Studies E23.2146, Teaching Social Studies in the Middle and Secondary School E23.2042, Literacy and the Social Studies E23.2147. Pedagogical Core (10 points): Inquiries into Teaching and Learning E27.2010, Educating Students with Disabilities in Middle Childhood and Adolescent Settings E75.2162, Adolescent Development E63.2272. Student Teaching (8 points): Supervised Student Teaching I: Social Studies in the Middle School E23.2050, Supervised Student Teaching II: Social Studies in the Middle School E23.2051. Elective (3 points): In consultation with adviser, students select one course as elective from offerings in the Steinhardt School of Culture, Education, and Human Development or the Graduate School of Arts and Science. Culminating Experience (3 points): Culminating Experience: Social Studies and History Workshop E23.2140. Other: Social Responsibility of Teachers E27.2999. In-Service/Professional Certification Program in Social Studies Education (30 points): Applicants must have met all the requirements for New York State initial certification in adolescent social studies. In addition, applicants must have a bachelor’s degree from an accredited college or university with a minimum GPA of 3.0 in social studies content course work.

At least 18 points of the program must be at the 3000 level of study.


In addition, students take a total of 15 points from Course Listings II and III. The specific courses selected are agreed upon by both the student and his or her academic adviser and are based on the student’s previous social studies courses, work and professional needs and interests. Possible courses include those below. Others are available by advisement.
II. Content specialization: Courses in social studies content taken within the Program in Social Studies Education, in the Department of History or Humanities and Social Sciences, or in another department related to social studies within the Graduate School of Arts and Science. The City as Resource in Historical Research E23.2304; What Are Schools For? Historical Perspectives E55.2175; History of American Education and Society: Race and Ethnicity E55.2174; Slavery, Colonialism, and Revolution in the Caribbean G37.1809.

III. Courses addressing theories and strategies for adapting curriculum and instruction: Courses that offer theories and strategies for adapting curriculum to meet the special needs of students. Possible courses include Language and Literacy for Upper Grades E25.2078; Foundations of Curriculum for Diverse Learners E75.2051; Educating Students with Special Needs in Middle Childhood and Adolescent Settings E75.2162; Adolescent Development: Theory and Research E63.2272.

IV. Culminating seminar (3 points): Culminating Experience: Social Studies and History Workshop E23.2140.

Note: Students who complete our professional certification program require three years of teaching to be eligible for New York State professional certification.

CAREER OPPORTUNITIES

The Program in Social Studies Education prepares teachers, teacher trainers, and curriculum specialists in social studies for positions in middle and secondary schools. It also provides an introduction for those who seek to work in the school reform movement. Many alumni of the program work as social studies teachers and department chairs in middle and high schools in New York City and across the United States. Some of our graduates work in educational agencies and community colleges and in the statewide and national school reform movements.

Students who earn the M.A. in social studies complete the appropriate course work and field experience necessary for New York State certification in social studies. Once you have completed your M.A. work at NYU, you will be qualified to teach social studies in many other states that have certification requirements similar to New York’s. Course work includes courses in history and the social sciences, professional education in social studies, student teaching, and related activities. Certification in secondary social studies entitles the candidate to teach social studies, history, and the humanities at both the middle and high school levels (grades 7 through 12).

ADMISSION REQUIREMENTS

Preservice Master’s Degree Program in Teaching Social Studies 7-12. All applicants should have completed a bachelor’s degree with a major in one of the following areas: history, geography, economics, or political science/government. In addition, students must have completed at least a total of 15 semester-hours of study in the history and geography of the U.S. and the world. An additional 6 credit hours in history will be taken as part of the program. Students must have also completed coursework in economics (3 points), political science/government (3 points), and an additional 3 points in history, geography, economics, political science/government, sociology, or anthropology.

In certain instances, the program will accept students who have not satisfied all of the above requirements. In these cases, such students will be required to complete at NYU all outstanding course work, in addition to their program requirements, prior to their graduation from NYU. The applicant must also have successfully completed study at the college level of a language other than English or American Sign Language.

In-Service M.A. Degree Program in Social Studies Education applicants must hold provisional New York State certification in Social Studies 7-12.

See general admission section, page 204.

Special Education

Program Director
Lisa Fleisher

East Building,
Room 219
212-998-5390
E-mail:
lisa.fleisher@nyu.edu

Degree
M.A.

Certificate
Advanced Study

Faculty
Aler, Fleisher,
Friedlander, Gottlieb,
Krasnow, Rosenberg,
Schwartz, Vukovic

Adjunct Faculty
Duggan, Gold, Heller,
Okuma, Siegel

The programs in special education prepare teachers for positions working with students with and without disabilities from birth through grade 6. As described below, at NYU we offer M.A. programs designed to meet New York State requirements for the various teacher certificates:

Early Childhood Education (Birth-Grade 2)
• Early Childhood Education and Special Education: Early Childhood (Dual certification) (ESEE)
• Special Education: Early Childhood (SEEC)

Childhood Education (Grades 1-6)
• Childhood Education and Special Education: Childhood (Dual certification) (CSEC)
• Special Education: Childhood (SECH)

NYU graduates understand that special education is neither a place nor is it a group of students. Rather, special education refers to specialized services or environmental modifications, differentiated instruction, adapted curricula, or other supports provided to students with disabilities. NYU students are encouraged to view all children and their families as individuals with varying degrees of skills and untapped potential for quality lives in school, work, and recreation in their communities. Classroom, home, and community interventions are designed to meet the characteristics, needs, and visions for a valued future of each child, not limited by traditional categories of disability. Respecting the critical role that families play in the lives of children, and the multidimensional nature of providing quality services for complex students, our graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

Integration of theory and practice is interwoven throughout each program, thus allowing graduate students to reflect, question, and refine their knowledge and skills. Observation and fieldwork, plus student-teaching placements, enable participants to practice application of their skills with children representing the full range of abilities and disabilities, in a range of settings, and within the full age range of the teaching certificate.

The participants in the M.A. Programs in Special Education vary widely in age and background. Some were education majors, but many were liberal arts, business, or fine arts majors as undergraduates. Some are making a career change. The diversity of the student population contributes to the richness of the programs. Consequently, program requirements and curricula offerings are designed to be responsive to the diverse backgrounds of our participants. Although graduate students have the option of beginning the program part time, they must be available during the school day throughout the program to participate in observations and fieldwork. Once the participants begin student teaching, however, full-time commitment is required.

M.A. Programs in Special Education at the Early Childhood Level (Birth-Grade 2)

Our M.A. programs in early childhood special education focus on the value of early childhood educational experiences in all aspects of the young child’s life. Our students understand that play is the basis of learning in all spheres of develop-
opment, and relationships with peers and adults are key to children’s learning from their experiences. Accordingly, NYU graduates are prepared to work collaboratively with families, other professionals, and the community organizations that represent the wide cultural variations characteristic of urban settings.

The Dual-Certification Master's Program in Early Childhood Education and Special Education: Early Childhood (ESEE) (52 points)

This program is open to participants who have a bachelor’s degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the early childhood level (birth-grade 2). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.


Early Childhood I E25.2360, Student Teaching in Early Childhood Special Education I E75.2519, Student Teaching in Early Childhood Special Education II E75.2520. Culminating Experience (3 points): Integrating Seminar in Early Childhood Special Education II E75.2512.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

SPECIFIC ADMISSION REQUIREMENTS

To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants for the M.A. Program in Early Childhood Special Education leading to initial teacher certification must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-point concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, See general admission section, page 204.)

The M.A. Program in Special Education: Early Childhood (SEEC) (34 points)

This program is open to participants who have a bachelor’s degree and who hold certification or are eligible for certification in early childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the early childhood level (birth-grade 2).

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.


Culminating Experience (3 points): Integrating Seminar in Early Childhood Special Education II E75.2512.

Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

SPECIFIC ADMISSION REQUIREMENTS

Candidates must hold or be eligible for provisional or initial certification in early childhood education.

M.A. Programs in Special Education at the Childhood Level (Grades 1-6)

These programs are designed to engage prospective teachers in thoughtful discussion of and interaction around some of the critical educational issues of our time, especially in the areas of developmental, linguistic, cultural, and racial diversity and educational equity. Assuming a person-centered approach to service delivery, NYU students learn to understand, create, and adapt assessments, curricula, and environments in order to address the spectrum of cognitive, behavioral, and emotional needs of the students with whom they will work.

The Dual-Certification Master's Degree Program in Childhood Education and Special Education: Childhood (CSEC) (54 points)

This program is open to participants who have a bachelor's degree but who are not yet certified to teach. Upon successful completion of the program, participants will be eligible for New York State certification in both general and special education at the childhood level (grades 1-6). Students may complete this program on an accelerated, full-time basis in a little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

DEGREE REQUIREMENTS

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.


Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

Specific Admission Requirements
To meet certification requirements, students seeking their initial certificate may need liberal arts credits in addition to those taken for their undergraduate degree. Applicants for the initial certificate M.A. Program in Childhood Special Education must have completed college-level work in English, social science, mathematics, natural or physical science, and a language other than English, as well as a 30-point concentration in one of the liberal arts or sciences by the time of M.A. degree completion. Students may complete liberal arts deficiencies any time before program graduation. For admission to the accelerated program, candidates must have met the liberal arts requirements before entering the program. (Also, see general admission section, page 204.)

The M.A. Program in Childhood Special Education (SECH) (34 points)
This program is open to participants who have a bachelor's degree and who hold certification or are eligible for certification in childhood education. Upon successful completion of the program, participants will be eligible for New York State certification in special education at the childhood level (grades 1-6).

Degree Requirements
Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

General Pedagogical Core (6 points): Foundations of Curriculum for Diverse Learners E75.2051, Individuals with Disabilities in Schools and Communities E75.2124.

Specialized Pedagogical Courses (12 points): Education of Children with Special Needs in Childhood Settings E75.2161, Strategies for Working with Children with Emotional/Behavioral Disabilities E75.2108, Assessment and Instructional Design for Students with Mild/Moderate Disabilities E75.2133, Education of Students with Severe/Multiple Disabilities E75.2052, Observation, Fieldwork, and Student Teaching (minimum 4 points): Observations in Special Education E75.2501, Student Teaching in Childhood Special Education II E75.2522. Electives (9 points): Student Teaching in Childhood Special Education I E75.2521, Integrating Seminar in Special Education I E75.2507, Psychological Foundations of Learning Disabilities E75.2131, Literacy of the Special Learner E75.2055, Psychological and Educational Assessment in Special Education, E75.2136, others by advisement. Culminating Experience (3 points): Integrating Seminar in Childhood Special Education II E75.2508. Also required for New York State certification is The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention E27.2990 (0 points).

Specific Admission Requirements
Candidates must hold or be eligible for provisional or initial certification in childhood education.
The Doctoral Program in Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University aims to prepare first-rate scholars and practitioners in the following areas:

- Teaching and teacher education
- Curriculum design and evaluation
- Educational reform
- Public policy as it affects teaching and learning

The program offers either the Ph.D. or the Ed.D. degree, with applicants expressing a preference at the time of application and confirming the choice on admission to candidacy (generally during the third semester of full-time study). There are differences between the two degrees with respect to course and other requirements. In addition, Ph.D. students complete a dissertation, while Ed.D. students complete a major project.

Both degree paths are designed to draw on four sources of learning:

- The experience of professional practice that students bring to their studies, which provides context and depth of field. For this reason, the program admits only distinguished practitioners and prefers applicants who have at least five years of teaching experience and a master's degree.
- A rich set of courses, seminars, and independent learning experiences available to program students within the Department of Teaching and Learning, other departments in the Steinhardt School, and other schools at NYU.
- Mentorship in research, teaching, and program development, including participation in research and development projects that focus on the problems and potential of urban schools, urban teachers, and urban youth.
- An intellectually focused and interpersonally supportive community of professors, researchers, and peers.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences. Please see page 170.

Following matriculation, students are required to complete between 48 and 60 points of study (depending on prior experience and course work). These points address three broad requirements:

- Knowledge of content in teaching and learning: skill in applying research methods; and intellectual breadth.
- Points can be earned in courses, seminars, independent learning experiences, mentored experiences, or study abroad.
- In addition to earning points, students must also achieve candidacy (generally in their third semester of full-time study) as the result of presenting and discussing a portfolio of their work. They must also prepare a dissertation or project proposal (Ph.D. or Ed.D., respectively)—generally in their fourth or fifth semester of full-time study; and they must complete and defend the dissertation or project (Ph.D. or Ed.D.)—within 10 years of their initial date of matriculation.

Because the development and completion of a dissertation or major project depend on intensely individual interest and work, the program emphasizes the individual tailoring of students’ programs from the very beginning. It aims to suit students’ unique interests and experiences—both those they bring to the program initially and those that develop as they study.

**ACCREDITATION**

The Steinhardt School of Culture, Education, and Human Development’s teacher education program has been accredited by the Teacher Education Accreditation Council (TEAC) for a period of five years. The accreditation certifies that the Steinhardt teacher education program has provided evidence that it adheres to TEAC’s quality principles. The accreditation affirms the claim that NYU Steinhardt uses evidence to develop and improve its programs that prepare teachers. For more, contact TEAC, One Dupont Circle, Suite 320, Washington, DC. 20036; 202-466-7236; http://www.teac.org.
Reading Recovery: Related Theory and Research II
E27.2207 45 hours: 3 points. Spring. Prerequisite: E25.2002 or E27.2206 or permission of the instructor.
Examines models of the reading process and reading difficulties, including phonological awareness. Examining the structure of texts and their impact on reading, learning to critically analyze research on reading and writing, and reviewing the research on reading recovery are included. Work with a child is required to facilitate linking observation, practice, and theory.

Research on Urban and Minority Education
E27.2512 30 hours: 3 points. Fall. Examination of research on urban education and minority students: an emphasis on the prevailing views for improving learning in urban areas and on the impact of minority communities on the schools. A major focus on effecting change in the classroom and the school is a central concern of the course.

Drug and Alcohol Education/Child Abuse
E27.2999 15 hours: 0 points. Fall, spring. An introduction to the role and responsibilities of teachers, school administration, and pupil personnel staff in the coordinated school health programs. Includes teaching strategies to prepare prospective teachers for the standards-based environment. Course content covers mandated health subjects, e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition (2 hours); safety education, including fire and arson prevention; and violence prevention (2 hours). Meets New York State Education Department certification requirements for instruction in school violence and identification and reporting child abuse.

Dissertation Proposal Seminar I
E27.3001 30 hours: 3 points. Fall, spring. Prerequisites: limited to doctoral students in the Steinhardt School of Culture, Education, and Human Development who have achieved candidacy and have completed at least one course in research methodology. For students who have identified an area of study. May be repeated for credit above minimum degree requirements.
Emphasis on techniques for searching, analyzing, and evaluating theoretical, empirical, and methodological literature in the student’s area of interest. Consideration of various forms of inquiry, their functions, and the nature of problems addressed by each. Students prepare a written critique that synthesizes the state of knowledge and defines problem(s) for study.

Dissertation Proposal Seminar II
E27.3002 30 hours: 3 points. Fall, spring. Prerequisites: satisfactory completion of E27.3001 and a completed application form. Limited to doctoral students who have identified a problem for study, have completed one full year of research methodology, and are prepared to write a dissertation proposal. May be repeated for credit above minimum degree requirements.
Provides guidance in the preparation of a dissertation proposal. Involves study of the content and functions of parts of a proposal, characteristics of a good proposal, and principles of style. Emphasis on understanding logical relations between elements in a proposal (e.g., the problem, conceptual framework, and methodology) and on application of research, evaluation, or development principles in designing the study. Students write an essay and engage in critical analysis of their draft proposals. Student evaluation is contingent upon successful departmental review of dissertation proposal.

Doctoral Seminar in Curriculum and Instruction
E27.3013 40 hours: 4 points. Spring. Explores models and theories appropriate to English language arts curricula at all levels. Provides lenses through which language educators can examine their practice, reflect on their decision making, and plan their future teaching.

Proseminar for Doctoral Students in Teaching and Learning I and II
E27.3037,3038 20 hours: 1-3 points. Fall. A department-wide, two-semester doctoral seminar in the advanced study of teaching and learning. For first-year students, it serves as an induction into scholarly reading, writing, and thinking, culminating in the completion of a mentored project leading to candidacy. The fall seminar addresses basic questions concerning scholarship and its relationship to practice. The spring seminar focuses on the variety of educational research and involves reading a variety of scholarly texts. Other doctoral students take it later as an opportunity to stay in contact with a scholarly community as they work on their dissertations. These students may take either of the seminars for 1 point in lieu of the doctoral advisement fee.

Topics in Teaching and Learning: Schooling and Race
E27.3101 30 hours: 3 points. This seminar, open to doctoral students across the University, explores a particular topic related to the overall study of how race has historically mattered and continues to matter in American schooling: the “achievement gap” or the performance differential among racial groups on standardized tests and other educational measures. This seminar focuses on questions of why such differentials may exist and what can be done to eliminate them.

Program Evaluation
E27.3081 30 hours: 3 points. Prerequisites: E10.2001,2002. Evaluation is a process that systematically assesses the operations and outcomes of a program or policy in an effort to respond to a series of questions based on the need to improve or understand the effectiveness of that program or policy. This course provides guidance for conducting an evaluation and covers issues relevant to stages of planning, research design, data collection and analysis, and report writing. The various ways for judging the merits of a program or policy, including cost-benefit and cost-effectiveness analysis, are discussed.

Action Research
E27.3083 30 hours: 3 points. Actions that involve ongoing change in educational curricula, programs, or institutions are often the subject of inquiry. Reformers may wish to track the progress of their reform efforts without interrupting the process of reform. Teachers may wish to carry on some experiment in their classrooms while at the same time inquiring systematically about its effects. Students learn methods of inquiry and applicable standards of confirmation. Students explore such issues in the context of actual case studies—small and larger—of action research projects. Where possible, they conduct their own action research or otherwise help others to do so.

EARLY CHILDHOOD AND CHILDHOOD EDUCATION/E25

Early Childhood
Integrating Seminar in Early Childhood Education I
E25.2002 10 hours per point: 1-3 points. Summer, fall. A companion field or student teaching placement. Seminar that weaves information and concerns stemming from work in the field and on-campus courses toward each student’s evolving teaching philosophy, practices, and research understandings. Emphasis on the study of teaching toward helping students network, self-supervise, and enrich their teacher research toward evolving reflective practice. Deep consideration in defining and actualizing social justice in classrooms, schools, and community. Forum for
communication with all partners in the early childhood program. Focus on curricular material and methods in student teaching placements.

**Integrating Seminar in Early Childhood Education II**
E25.2053 30 hours: 2 points. Fall, spring.
Accompanies field or student teaching placement.
Part two of the seminar with focus on curricular material and methods in student teaching placements.

**Integrating Seminar in Early Childhood Education III**
E25.2004 30 hours: 3 points. Fall, spring.
Accompanies field or student teaching placement.
Extension of work in Integrating Seminar II, with focus on examination of practices in early childhood settings through the lens of teacher as researcher.

**Multicultural Perspectives in Social Studying in Early Childhood**
E25.2012 30 hours: 3 points. Fall, spring.
Current theories and practices in multicultural and antibias education.
Reflection on self and others leading to a critical examination of multiple perspectives. Development of transformative multicultural curricula.

**Issues in Early Childhood Education**
E25.2024 60 hours, 15 hours minimum of field experience: 4 points. Fall.
Addresses both historical and contemporary perspectives of child development, as they relate to early childhood programs. Focuses on societal contexts, including culture and international perspectives, refugee and immigration issues, intergenerational childhood issues, and economic and political policies, as they relate to early childhood programs, including programs for learners with special needs and learners of English as an additional language. Considers research and its impact on early childhood programs, with particular attention to advocacy.

**Curriculum in Early Childhood Education: Theory and Methods in Integrated Curriculum**
E25.2057 30 hours: 2 points. Fall, spring.
The early childhood classroom explored as nexus for collaborative, integrative curriculum building, with greater focus on theory. Emphasis on child-centered, culturally intrusive approaches. Study of verbal and nonverbal communication, reading, writing, numeracy, science, social studies, the arts, and an expanded vision of technology appropriate for diverse populations of young children.

**Curriculum in Early Childhood Education: Materials and Practice**
E25.2038 30 hours: 3 points. Fall, spring.
In-depth exploration of curricula appropriate for diverse early childhood settings through intensive learning experiences in areas such as blocks and manipulatives, physical and temporal environments, music and movement, numeracy, literacy, infant and toddler curricula, early intervention, and antibias curricula. Stressing curriculum planning and design informed by observation and assessment of children in student teaching placements.

**Integrated Arts in Childhood Education II**
E25.2055 30 hours: 2 points. Fall, spring.
Methods for integrating music, art, dance, and drama into an integrated childhood education curriculum.

**Language and Literacy in the Early Years**
E25.2077 30 hours, 15 hours minimum of field experience: 3 points. Fall, spring.
Examination of issues, theories, processes, and contexts involved in oral language and early literacy development and the implications for curriculum and instruction in early childhood settings, birth through grade two. Integrated approaches to teaching methods and materials for literacy curriculum for the diverse language and learning needs of young children in a variety of early childhood settings and communities, with special emphasis on (1) the relationship between oral language and literacy development in home, school, and community including strategies to support a language-rich environment; (2) the reciprocity between reading and writing development in one language and in multiple languages; and (3) ongoing assessment of student progress.

**Study of Teaching**
E25.2250 45 hours: 3 points. Fall.
Students study the process of teaching through real and simulated situations. Emphasis on teacher roles, behavior, alternative teaching models, and decision making in the teaching-learning process. Students are videotaped twice in their placements for purposes of self-analysis. Students are expected to apply principles and skills in their fieldwork.

**Field Placement in Early Childhood**
E25.2255 15 hours: 2 points. Fall.
Prerequisite: 55 hours minimum of field placement.
University-supervised field experiences with young children in a variety of early childhood settings are used to support course work.

**Working with Parents**
E25.2297 30 hours: 3 points. Summer.
Study of the relationships between families, communities, and educational programs. Explores the nature of collaboration among families, schools, and communities for the purpose of supporting all students’ success in educational contexts. Emphasis is placed on culture, models, and levels of parent involvement; forms of communicating with parents; parent education; working with families of children with disabilities and families in crisis; and identifying resources for families.

**Student Teaching in Early Childhood I**
E25.2360 20 full days minimum: 2 points. Fall.
University-supervised, part-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum.

**Student Teaching in Early Childhood II**
E25.2361 20 full days minimum: 3 points. Spring.
University-supervised, full-time student teaching experiences in early childhood classrooms. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 20-hour leadership internship.

**Childhood Education**

**Integrating Seminar II: Study of Teaching**
E25.2010 30 hours: 3 points. Fall, spring.
This small-group seminar is designed to help prospective teachers integrate theory and practice. It focuses on issues such as curriculum development, instructional planning, classroom management, equity, and meeting the diverse needs of children. Students learn to study classrooms using the multiple lenses of child development, race/ethnicity, class, language, and gender. Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice. Students are in the field as student teachers throughout the course.

**Multicultural Perspectives in Social Studying**
E25.2011 30 hours: 2 points. Fall, spring.
Designed as an intensive experience, this course helps new teachers develop children’s skills in social studies using the urban context as the setting for inquiry. The course includes program planning and the use of resources such as the
Student Teaching in Childhood Education I  
E25.2251  10 weeks, half days: 2 points.  
Fall, spring.  
University-supervised, part-time student teaching experiences in childhood classrooms.  
Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

Student Teaching in Childhood Education II  
E25.2252  10 weeks, full days: 2 points.  
Fall, spring.  
University-supervised, full-time student teaching experiences in childhood classrooms.  
Student teaching experiences used to support the theoretical and practical application of the childhood curriculum.

Integrating Seminar in Childhood I: Study of Teaching  
E25.2359  20 hours: 2 points.  
Fall, spring.  
Small-group seminar designed to help prospective teachers integrate theory and practice.  
Focuses on issues such as curriculum development, instructional planning, classroom management, and meeting children’s needs.  
Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice.

Culminating Seminar in Early Childhood Education  
E25.2370  30 hours: 3 points.  
Prerequisites: E25.2077 or E25.2078 and permission of instructor.  
Small-group seminar designed to help prospective teachers integrate theory and practice.  
Focuses on issues such as curriculum development, instructional planning, classroom management, and meeting children’s needs.  
Central to the course is the study of teaching and teacher research to help prospective teachers move toward reflective practice.

Doctoral Seminars  
Doctoral Practicum  
E25.3035  45 hours per point: 3-6 points.  
Fall, spring.  
Hours to be arranged.  
Restricted to matriculated sixth-year or doctoral students.  
Registration by permission of project sponsor and doctoral program director.  
Individually designed practicum to enable advanced students to develop competence in new professional roles.  
Project sponsor must be a full-time faculty member of the early childhood and elementary education program.

Early Childhood and Elementary Education: Theory and Research  
E25.3037,3038  30 hours: 3 points each.  
Fall, spring.  
The systematic study of theory and research in areas related to early childhood and elementary education.

Dissertation Proposal Seminar  
E27.3001,3002  
For description, see pages 189.

Additional Courses  
Multicultural Literature for Children  
E25.2025  30 hours: 3 points.  
Prerequisites: E25.2024 or E25.2077 and permission of instructor.  
Designed to acquaint students with multicultural characteristics and values from a wide variety of ethnic backgrounds as they are expressed in children’s literature.  
Special consideration given to the selection and examination of books whose expressed values are of international significance and to the use of these books with elementary school children.

Language as a Basis for Teaching Reading and Writing  
E25.2082  30 hours: 3 points.  
Prerequisites: a course in child development and in the teaching of reading or permission of instructor.  
Focuses on the nature of language, language development, and written language learning and the relations between the three.  
Emphasis is placed on analysis of recent theoretical and empirical work and its implications for reading and writing instruction.

Critical Reading and Response to Literature  
E25.2205  30 hours: 3 points.  
Prerequisites: E25.2077 or E25.2078 and permission of instructor.  
Development of processes and skills for teaching critical evaluation of fiction and nonfiction to elementary school children.  
Ways to stimulate and evaluate response to literature are examined as a means of developing appreciation of quality in literature and the lifetime habit of reading.

Working with Parents  
E25.2297  30 hours: 3 points.  
Prerequisites: E25.2077 or E25.2078 and permission of instructor.  
Development of teacher competence in working with parents and parent organizations.  
Consideration of the role of the teacher in parent-child relationships.  
Approaches and techniques for instruction in the primary years as compared to the work of Marie Clay.  
Early intervention programs for children at risk of failure and different concepts of text difficulty are analyzed.  
Work with a child is required to facilitate linking observation, practice, and theory.

Independent Study  
E25.2500  45 hours per point: 1-6 points.  
Fall, spring, summer.  
Hours to be arranged.  
For description, see page 210.
ENGLISH EDUCATION/E11

Curriculum and Instruction

Language and Learning Across the Curriculum
E11.2023 30 hours: 3 points. Summer.
Examines how active talking and writing facilitate learning in all the content areas. Explores how a focus on the learner’s use of language can provide an opportunity for curriculum collaboration among teachers of social studies, math, and science as well as English and the language arts.

The Teaching of Language and Literature
E11.2044 Pradl. 30 hours: 3 points. Summer.
A practical consideration of ideas for implementing learning in an integrated language arts classroom. Focus on the role of oral interpretation in meaning making with selected literary texts. Students are encouraged to create original lessons and teaching units for their own classrooms.

Methods and Materials of Research in English Education
E11.2083 30 hours: 3 points.
This course helps doctoral students in the English language arts to learn how to critically read research in English language arts education; to develop criteria on which to base such critiques; to understand the nature of the major paradigms of research employed in English education; and to improve the capacity of each participant to complete the major tasks of doctoral study: the candidate paper and the dissertation.

Negotiating the Curriculum
E11.2120 30 hours: 3 points. Spring.
Explores the processes of negotiating the curriculum. Focuses on such topics as the connections between students’ knowledge, how contexts and constructs shape curriculum decisions, teachers’ and students’ roles in negotiating the curriculum, and the relationship between curriculum research and development.

English Curriculum Implications from Contemporary Research
E11.2149 30 hours: 3 points. Summer.
Critically examines selected major research studies with implications for curriculum development and instructional practice in English education. Explores various research approaches (e.g., qualitative, quantitative, large scale, case study) to a range of questions on aspects of English education (e.g., reading, language development, composing processes).

New Perspectives in the English Language Arts
E11.2191 30 hours: 3 points. Summer.
Explores the practical implications of teaching English in a pluralistic society. Ways of negotiating and elaborating multiple responses of students are considered, along with opportunities for including multicultural voices in the ongoing curriculum. The role of technology and new media is also investigated.

Dramatic Activities in the English Classroom
E11.2507 30 hours: 3 points. Spring.
The student examines aspects of linguistic behavior central to the oral communication process by analyzing his or her own oral behavior and relating his or her analysis to the observation of that process in others and to the investigation of strategies for the teaching of oral communication suggested by authorities in the field. The relationship of oral communication to the teaching of reading, writing, and literature is also explored.

Developing Curricula in the English Language Arts
E11.2575 30 hours: 3 points.
Provides an understanding of emerging directions in curriculum development in the English language arts by extending the repertoire of instructional approaches consistent with these directions. Students are encouraged to plan lessons and units of new curricula or revise old ones that are relevant for students across a range of backgrounds and abilities.

Master’s Seminar in English Education
E11.2501 Pradl. 30 hours: 3 points. Fall.
Introduces students to seminal ideas and perspectives that inform our discipline. Begins inquiry into several complex questions: How might English be conceived as a school subject? How might language be learned and used? How and why might literature be read and experienced? What are the possible relationships among reading, talking, listening, and thinking? What issues are influencing the teaching of English today? What are the possible roles for the English teacher?

Educational Linguistics
Practicum for Teaching English in Secondary Inner-City Schools
E11.2049 Kirkland. 30 hours: 3 points.
Focuses on social, political, cultural, and sociolinguistic issues related to teaching adolescents in urban schools. Explores how issues of race, class, ethnicity, and privilege affect learning and instruction. Topics include multicultural literature, multiliteracies, linguistic diversity, and issues surrounding high-stakes testing.

Current Issues in Educational Linguistics
E11.2253 30 hours: 3 points. Spring.
A topical course focusing on a contemporary issue in language education. Previous issues have included the politics of literacy, assessment of language ability, and social constructivism.

Foundations of Educational Linguistics
E11.2505 Kirkland. 30 hours: 3 points. Fall, spring.
Introduces the systematic study of language. Prepares educators to understand theory and research on language use and development. Explores implications of such study for English teaching, reading and composition teaching, foreign language teaching, and working with people with language disorders.

Linguistics, Society, and the Teacher
E11.2515 30 hours: 3 points. Fall.
An introduction to the field of sociolinguistics and an exploration of the educational consequences of linguistic and cultural diversity. The course highlights a number of relationships between language and society, including, for example, language and gender, language and social class, and language and geographic origin and focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Language Acquisition and Development
E11.2590 30 hours: 3 points. Fall.
Explores the processes by which the structures and uses of language are acquired and developed. Emphasizes the role of the school in fostering language development in childhood and adolescence. Investigates recent research in classroom language use, on the development of communicative competence, and on first and second language teaching.

Doctoral Seminar in Educational Linguistics
E27.3017 30 hours: 3 points. Fall.
Investigates issues and research in the application of linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, and literacy as a sociocultural phenomenon.
Reading and Literature

Language Development and Reading Literature
E11.2397 Pradl. 30 hours: 3 points. Spring (odd years).
By writing fragments of a reading autobiography, students explore the impact on their language development of literary texts read at home and at school. These experiences are then reflected upon to explore implications for the teaching of literature from preschool through college.

Teaching Reading in the English Classroom
E11.2509 Back. 30 hours: 3 points. Fall.
Explores the distinctive features of both literary and nonliterary texts and introduces students to strategies useful for teaching these texts. Also explores the role of intertextual connections and nonprint texts in the teaching of reading.

Literature and the Adolescent Experience
E11.2521 30 hours: 3 points. Spring.
Explores the ways in which literary works, in whatever media, contribute to the adolescent’s sense of self and society. Examines a wide range of literary and subliterary representations of the adolescent experience and the equally wide range of the adolescent’s expectations, responses, and attitudes toward the literary experience and its relationship to his or her life.

Pluralistic Approaches to Cultural Literacy
E11.2577 Kirkland. 30 hours: 3 points. Fall.
Investigates the canon’s stranglehold on the traditional literature curriculum from a critical perspective. Explores pluralistic approaches to cultural literacy by bringing a greater range of voices into the conversation of what counts as literature. Also considers how to integrate a greater range of perspectives into the traditional curriculum, K through college.

Doctoral Seminar in Reading and Teaching Literature
E11.3014 Kirkland. 30 hours: 3 points. Spring (even years).
Examines theory and research in the reading and teaching of literature. Enables students to explore their own concerns regarding how individuals and groups read and interpret literature.

Writing

Intermediate Expository Writing
E11.1005 45 hours: 3 points. Fall, spring. Enroll limited to 12 students. Designed to help students develop those composing processes and rhetorical strategies needed to generate, focus, present, and polish ideas that clearly inform and powerfully persuade intended audiences.

Practicum: Individualizing Writing Instruction
E11.2101 40 hours and hours arranged: 4 points. Fall.
Focuses on conferencing strategies for assessing and working with an individual’s writing processes and problems. Analyzes teaching-learning dialogues in whole-class and tutoring contexts to explore the role of conversation in encouraging the revision process. Includes working with an individual writer.

Teaching Basic Writing: Theory and Practice
E11.2119 Kirkland. 40 hours: 4 points. Spring (even years).
Inquires into perspectives, methods, and materials in the teaching of composition to those secondary school or college students who are having difficulty with fluency, clarity, and/or correctness. Explores the effects of shifts in cultural contexts on writing development.

Practicum: Teaching Expository Writing
E11.2511 Beck. 30 hours: 3 points. Spring.
Helps teachers increase their awareness of the nature of writing and of the contexts and approaches that promote writing abilities. Explores the assessment of student writing processes and performances, the creation and sequencing of writing prompts, and the role of response in the revision process. Encourages a workshop approach to the teaching of writing.

Doctoral Seminar in Written Discourse
E11.3919 Beck. 30 hours: 3 points. Fall (even years).
Examines theory and research related to the study of writing as a cultural and social artifact. Introduces students to major methodological and theoretical approaches to the analysis of written discourse. Encourages students to consider implications of research for writing development and the teaching of writing.

Teaching, Research, and Reflection

Teaching and Learning English Language Arts in the Middle School
E11.2041 30 hours: 3 points.
Explores the major reasons why people use the four language arts to create both personal and social meanings. Examines a range of instructional approaches for engaging students in purposeful reading, writing, speaking, and listening.

Teaching and Learning English Language Arts in the High School
E11.2042 30 hours: 3 points.
Explores multiple materials including technology for involving students in purposeful reading, writing, speaking, and listening. Considers innovative approaches for organizing the classroom to address a range of abilities and disabilities and diverse cultural perspectives. Emphasizes the processes whereby individual talent contributes to the building of democratic communities. Develops flexible ways, both formal and informal, for assessing literacy development over time.

Independent Study
E11.2300 45 hours per point: 1-6 points. Fall, spring, summer. Hours to be arranged. For description, see page 210.

Mentorship in English Education
E11.2402 45 hours per point: 1-6 points. Fall, spring. Registration by permission of the sponsoring professor.
Provides opportunities for qualified graduate students to work professionally with a member of the English education faculty in such experiences as team-teaching, mentoring teachers in one’s school/college, or engaging in collaborative research.

The English Teacher as Reflective Practitioner
E11.2540 Pradl. 30 hours: 3 points. Fall, spring.
Explores the nature of reflective practice and teacher research. Enables English teachers to observe, record, and reflect on teaching and learning processes and share their insights with others. Includes a research project that investigates the individual teacher’s practice within the social constraints that characterize the school’s context and environment.
Supervised Student Teaching the English Language Arts in the Middle School
E11.2642 Minimum of 20 days: 4 points.
A critical analysis of one's student teaching in a middle school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development. Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the middle school English classroom.

Supervised Student Teaching the English Language Arts in the High School
E11.2643 Minimum of 20 days: 4 points.
A critical analysis of one’s student teaching in a high school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning and strengthening professional development. Involves hypothesizing appropriate learning goals, negotiating and enacting appropriate learning experiences, assessing pupil learning, and revising one’s teaching on the basis of pupil performance in the high school English classroom.

Doctoral Seminar in Educational Linguistics
E27.3017 Mayher. 30 hours: 4 points. Fall.
Investigates issues and research in the application of linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, and literacy as a sociocultural phenomenon.

LITERACY EDUCATION/E26

Language and Literacy Development
E26.2010 30 hours: 3 points. Fall.
Survey of theories of oral language acquisition and development in first and second languages and the role of language as a foundation for classroom discourse and early literacy. Special emphasis on the role of language in reading and writing development. Attention to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum. Methods of assessing and responding to individual language differences. The relationship between linguistic diversity and academic achievement is explored.

Literacy Assessment

Literacy Education I: Reading Practices in Early Childhood and Childhood
E26.2012 30 hours: 3 points. Fall and spring.
Survey of reading process theory and related reading assessment and instruction practices. Study of reading development in early childhood and childhood. Focus on teaching comprehension, study skills, word identification, vocabulary development, phonemic awareness, and phonics skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

Literacy Education I: Reading Practices in Middle Childhood and Adolescence
E26.2013 30 hours: 3 points. Fall.
Survey of reading process theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through early childhood and childhood. Exploitation of the relationship between reading, writing, and literacy development.

Literacy Education II: Reading Practices in Early Childhood and Childhood
E26.2014 30 hours: 3 points. Fall and spring.
Survey of reading process theory and related assessment and instruction practices. Study of reading development in middle childhood and adolescence. Focus on teaching comprehension, study skills, word identification, vocabulary development, and, when necessary, phonemic awareness and phonics skills. Special emphasis on individual differences and potential difficulties in reading development and methods for planning reading instruction for struggling or reluctant readers.

Literacy Education II: Writing Practices in Middle Childhood and Adolescence
E26.2015 30 hours: 3 points. Fall.
Survey of writing process theory and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and adolescence. Exploration of the relationship between reading, writing, and literacy development.

Reading and Writing: Foundations
E26.2016 30 hours: 3 points. Fall.
Examination of theories of oral language and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and adolescence. Exploration of the relationship between reading, writing, and literacy development.

Reading and Writing: Foundations
Examination of theories of oral language and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and adolescence. Exploration of the relationship between reading, writing, and literacy development.

Text, Tools, and Culture
Examination of theories of oral language and related assessment and instruction practices with a focus on standards-based curriculum planning. Students plan and take part in writing activities in order to acquire pedagogical knowledge in writing. Special emphasis on writing development through middle childhood and adolescence. Exploration of the relationship between reading, writing, and literacy development.

Supervised Practicum—Early Childhood/Childhood
E26.2030 48 hours: 2 points (repeatable for 4 points). Spring and summer.
Prerequisite: E26.2111. Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel. Students take part in two 2-point placements at the early childhood and childhood levels under supervision. These placements are coordinated in partnership with local school districts and community-based organizations.
Supervised Practicum—Middle Childhood/Adolescence  
E12.2031  48 hours: 2 points (repeatable for 4 points). Spring and summer.  
Prerequisite: E26.2011.  
Designed to refine proficiency in organizing and enhancing literacy programs. Focus on collaboration and communication with other school or organizational personnel. Developing literacy curricula and instruction that is informed by student assessment. Emphasis on communicating assessment results to parents, caregivers, and other school personnel.  
Students take two 2-point placements at the middle childhood and adolescent levels under supervision. These field experiences are coordinated in partnership with local school districts and community-based organizations.

Organization and Supervision of Literacy Programs  
E26.2065  30 hours: 3 points. Spring and summer.  
Prerequisite: E26.2011 or permission of instructor.  
Exploration of the role of the literacy specialist within the school community with special attention to professional development, literacy program implementation and supervision, and student assessment responsibilities. The range of functions of the literacy specialist is considered in light of how these functions are impacted by the changing needs of the school, community, and political exigencies. Field participation is required.

Literacy for the Special Learner  
E75.2055  30 hours: 3 points. Spring.  
See description in Special Education, page 201.

MATHEMATICS EDUCATION/E12

Curriculum and Assessment in Secondary Mathematics  
E12.2007  30 hours: 3 points. Fall.  
An overview of various junior and senior high school mathematics curricula and methods of assessment with a focus on their differences and how they are implemented in an actual classroom environment.

Research Investigations in Mathematics Education  
E12.2008  30 hours: 3 points. Spring.  
Questions that can be investigated using research techniques and how to use research results to improve classroom practice.

The Teaching of “Parts,” Grades 7-12  
E12.2031  45 hours: 3 points. Fall, spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of ratios, proportions, percents, decimals, and fractions to the effective and appropriate teaching of these topics in grades 7-12.

The Teaching of Data Collection Analysis, Grades 7-12  
E12.2032  30 hours: 3 points. Alternate fall.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of probability and statistics to the effective and appropriate teaching of these topics in grades 7-12.

Teaching of Secondary School Mathematics  
E12.2033  45 hours: 3 points. Summer, fall.  
Developing the skills of classroom planning, management, and implementation for effective instructional practices in grades 7-12. Topics include lesson plan development and implementation, different models of teaching, assessing student understanding, and the use of instructional technology. Students also visit schools, observe teachers in the classroom, and use these observations as the basis for discussions of effective teaching practice. This course requires a field component where students are involved in tutoring and microteaching.

Teaching High School Mathematics  
E12.2034  45 hours: 3 points. Fall, spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of college level mathematics and the use of handheld and computer instructional technology to effectively and appropriately teach many of the important skills and concepts of mathematics in grades 7 through 12.

The Teaching of Algebra and Trigonometry, Grades 7-12  
E12.2035  45 hours: 3 points. Alternate spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of algebra and trigonometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Geometry, Grades 7-12  
E12.2036  45 hours: 3 points. Alternate spring.  
This course provides a link between teachers’ mathematical knowledge and understanding of the majors skills and concepts of geometry to the effective and appropriate teaching of these topics in grades 7 through 12.

The Teaching of Precalculus Mathematics in High School  
E12.2037  30 hours: 3 points.  
This course provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of precalculus mathematics to the effective and appropriate teaching of these topics in grades 7 through 12.

Selected Topics in Modern Mathematics I  
30 hours: 3 points. Fall, spring.  
A survey of basic concepts of mathematics from an advanced viewpoint related to the secondary school.

Number Theory E12.2043  
Discrete Mathematics E12.2044  
Geometry E12.2101  
Linear Algebra E12.2102  
Mathematical Modeling E12.2103

Supervised Student Teaching of Mathematics I  
E12.2077  Minimum of 20 days: 3 points. Fall, spring.  
An internship in which the student takes on, over the course of a semester, all the activities of a regular classroom teacher including, but not limited to, individual and small group tutoring; observing other teachers; developing lesson plans and putting them into practice; assigning and grading homework assignments; and the creation and grading of quizzes and exams. This internship can take place in either a middle school (grades 5-8) or a high school (grades 9-12) and requires a minimum of 20 days in the school working with and under the daily supervision and mentoring of a full-time, experienced cooperating teacher.

Supervised Student Teaching of Mathematics II  
E12.2078  Minimum of 20 days: 3 points. Fall, spring.  
This is a continuation of E12.1077. It takes place in a school with those grades not included in E12.1077 and includes the same responsibilities, once again under the daily supervision and mentoring of a full-time, experienced cooperating teacher and requiring a minimum of 20 days in the school.

Professional Subject Matter I  
E12.2101  30 hours: 3 points. Spring.  
Geometry content (spherical) for teachers.
Teaching Elementary School Mathematics: Foundations and Concepts
E12.2115 30 hours: 3 points. Fall, spring.
Mathematical foundations and concept development for children in elementary school grades. An examination of what constitutes a rich mathematical environment that fosters exploration, discovery, and understanding for beginning learners of mathematics is the focus.

Teaching Elementary School Mathematics: Problem Solving
E12.2116 20 hours: 2 points. Fall, spring.
Developing mathematics sense through problem solving and procedures while developing skills and intuitions for creating rich learning environments for elementary school children to explore, discover, and understand mathematics. Trends in mathematics education are researched as well as the implications for student learning and accountability.

Supervision of Mathematics in the Schools
E12.2135 30 hours: 3 points. Spring.
Examination of the functions of the mathematics supervisor in dealing with problems of curriculum development and improvement of mathematics instruction in the schools. Specific problems of supervision in mathematics are considered with the goal of establishing general criteria for solution of such problems.

Independent Study
E12.2500 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see page 210.

Contemporary Issues in Science and Mathematics Education: Gender and Ethnicity
E36.2000 30 hours: 3 points. Fall.
For description, see page 200.

MULTILINGUAL MULTICULTURAL STUDIES

Multilingual Multicultural Studies

Bilingual Education Programs

Foreign Language Education

Teachers of English to Speakers of Other Languages (TESOL)

Bilingual Multicultural Education: Theory and Practice
E29.2001 30 hours: 3 points. Fall, spring, summer.
Theory, policy, and practice of bilingual education. Key topics include models and programs of bilingual education; policy and politics of language minority education in the U.S. and international contexts; psycholinguistic perspectives on bilingualism, including bilingual language development; cultural, social, and political perspectives on language minority education; and evaluation of bilingual education programs. Emphasis on pedagogical implications of the above, with particular attention to native language development and second language/ literacy teaching for developmentally and linguistically diverse students. Includes 15 hours of field experiences.

Teaching Second Languages: Theory and Practice
E29.2002 30 hours: 3 points. Fall, spring, summer.
The first methods course for teaching English as second language majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of second languages, specifically in developing auditory comprehension and oral production; teaching reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management. Includes 20 hours of field experience in schools.

Linguistic Analysis
E29.2003 30 hours: 3 points. Fall, spring, summer.
The systematic study of phonological, grammatical, and discourse systems and of principles of language use across languages.

Intercultural Perspectives in Multilingual Multicultural Education
E29.2005 30 hours: 3 points. Fall, spring, summer.
Cultural perspectives on language learning, language use, and education. Focus on sociolinguistic issues in education and pedagogical implications for linguistic and cultural minority students. Central topics include cross-cultural communication in the classroom, including the role of ethnicity, race, gender, and social class; the relationships between home/community language-use patterns and school achievement; cultural perspectives on school-community relations; cross-cultural perspectives on parenting and language socialization; standard and nonstandard language varieties in the classroom; and effective instructional approaches for linguistically and culturally diverse classrooms. Includes 15 hours of field experiences.

Teaching Foreign Languages to Elementary School Children
E29.2018 30 hours: 3 points. Summer.
Modes of learning, methods, instructional strategies, language and literacy development, and resources for teaching foreign languages to elementary school children. Emphasis is on the development of literacy and communicative skills. Includes 15 hours of field observation.

Applied Linguistics in French
E29.2027 30 hours: 3 points. Fall.
A systematic study of French grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in French, including phonology, syntax, and sociolinguistics.

Advanced Individual Project in Multilingual Multicultural Studies
E29.2039 45 hours per point: 3-6 points. Fall, spring, summer; hours to be arranged.
Under the guidance of a graduate adviser, each student conducts his or her advanced individual research project on second language learning and teaching and develops means to update knowledge and skills in the subject(s) taught and in pedagogy. Fulfills the terminating experience requirement of the master’s program.

Teaching Second Languages in a Technological Society
E29.2040 30 hours: 3 points. Fall, spring, summer.
Focus on uses of technology, including instructional and assistive technology, in language teaching and learning as well as skill in using technology and teaching students to use technology to enhance language learning and the development of communicative skills.

Language Evaluation and Assessment
E29.2060 30 hours: 3 points. Fall, spring.
Approaches to methods of language assessment and evaluation. Formal and informal methods of assessing language proficiency, literacy, and second language development. Standardized test-
Supervised Student Teaching in Foreign Languages: Middle Schools
E29.2065 100 hours: 4 points. Fall, spring.
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”
University-supervised student teaching experience in foreign language at middle school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

Supervised Student Teaching in Foreign Language: 7-12
E29.2066 20 days minimum for 3 points: 3-6 points. Fall, spring.
University-supervised student teaching experience in foreign language classrooms at 7-9 and 10-12 levels for 20 days at each level. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a student teaching seminar, which meets once a week.

Supervised Student Teaching of Foreign Languages: High School
E29.2067 100 hours and a minimum of 20 school days. Spring.
Closed to nonmatriculated students. Other restrictions listed in bulletin under “Supervised Student Teaching.”
University-supervised student teaching experience in foreign language at high school level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a 30-hour class observation prior to student teaching and a student teaching seminar, which meets once a week.

The Teaching of Foreign Languages: Theory and Practice
E29.2069 60 hours: 4 points. Fall.
The first methods course for foreign language education majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of foreign languages, specifically in developing auditory comprehension and oral production; teaching reading and writing; impact of culture, heritage, socioeconomic level, and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management.

Culminating Seminar in Multilingual Multicultural Studies
E29.2099 30 hours: 3 points. Fall, spring.
The culminating and integrative experience of the master’s program. Students understand and critique research in second/foreign language acquisition and learning, conduct an individual research project under the guidance of a graduate adviser, and develop means to update knowledge and skills in the subject(s) taught and in pedagogy.

Curriculum Adaptation in Bilingual Education
E29.2101 30 hours: 3 points. Spring.
Approaches and methods in curriculum material development and adaptation for teaching subject areas in two languages. The development of lesson plans and curriculum units.

Bilingual Exceptional Child
E29.2103 30 hours: 3 points. Fall, spring, summer.
Psychosocial characteristics of exceptional children who are culturally and linguistically diverse. Appropriate modes of identification, classification, and intervention are examined as well as program development and implementation.

Teaching School Subjects with a Bilingual Approach
E29.2105 30 hours: 3 points. Fall, spring, summer.
Pedagogical approaches and methods for instructing content using the native language and English. Key topics include instructional approaches using English and modifications appropriate for English-language learners; methods for teaching content in two languages; materials and material development and adaptation for teaching content areas in two languages; and the development of lesson plans and curriculum units.

Methods of Teaching Language Arts and Literacy with a Bilingual Approach
E29.2110 30 hours: 3 points. Fall, spring, summer.
Methods of teaching English and native language arts to bilingual and English-language learners. Pedagogical approaches and methods in teaching language arts and literacy. Key topics include methods of teaching English-language literacy development for English-language learners; methods for developing native language literacy and language skills; approaches to facilitating the development of academic language and literacy; and instructional practices that allow students to use their first language skills to develop English-language arts and literacy.

Advanced Chinese for Teachers of Chinese I
E29.2124 30 hours: 3 points. Fall.
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part I focuses on classical Chinese.

Advanced Chinese for Teachers of Chinese II
E29.2125 30 hours: 3 points. Spring.
Developing advanced Chinese (Mandarin) language proficiency in both oral and written expression and enhancing knowledge of Chinese language and rhetorical structures through selected readings of both classical and contemporary Chinese literary works of various genres. Part II focuses on contemporary Chinese.

Advanced Japanese for Teachers of Japanese
E29.2127 30 hours: 3 points. Spring.
Developing Japanese language proficiency in both oral and written expressions and enhancing knowledge of Japanese and its rhetorical structures through selected reading of both classic and contemporary Japanese literature.

Advanced Spanish for Teachers of Spanish
E29.2128 30 hours: 3 points. Spring.
Developing Spanish language proficiency in both oral and written expressions and enhancing knowledge of Spanish and its rhetorical structures through selected reading of contemporary Spanish literature.

Advanced French for Teachers of French
E29.2129 30 hours: 3 points. Spring.
Emphasis on the development and maintenance of communicative oral skills in French. May include opportunities for attendance at lectures, movies, theatre, and events where French is spoken.

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Supervised Student Teaching in Bilingual Education: K-6
E29.2130  20 days minimum: 3 points. Fall, spring.
University-supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Bilingual Education: 7-12
E29.2131  20 days minimum: 3 points. Fall, spring.
University-supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

The Second Language Classroom: Elementary and Secondary Schools
E29.2201  40 hours: 4 points. Fall, spring.
Further study of materials, approaches, and techniques used in teaching language skills to second/foreign-language learners at the elementary and secondary levels and application of language acquisition and literacy development theories to practice. With specific emphasis on methods of teaching reading to second language learners at the elementary and secondary levels, including methods of reading enrichment and remediation; curriculum development and instructional planning; teaching language through content areas; skills in motivation, communication, and classroom management; and teaching students of mixed levels. Includes 20 hours of field experience in schools.

Linguistics, Literacy, and Bilingualism
E29.2203  30 hours: 3 points. Summer.
Explores the development of language and culture-based literacy in first and second languages for native and nonnative speakers, K-adult, including bilingual and exceptional learners. Literacy is broadly defined to include speaking, listening, reading, and writing in monolingual and multilingual settings as interpreted through the lens of culture. Issues addressed include theoretical, sociolinguistic, and pedagogical perspectives on language and literacy, integrating technology in a multicultural literacy program, and involving parents and community in literacy experiences.

Teaching Second Languages Across Content Areas
E29.2204  30 hours: 3 points. Fall, spring.
Focus on theories, methods, strategies, and available materials in the teaching of school subjects (e.g., mathematics, science, social studies) to second-language learners and in developing language proficiency through the learning of content. Included are 15 hours of field experience.

Structure of American English
E29.2205  30 hours: 3 points. Fall, spring, summer.
American English grammar for the classroom teacher. A practical study of form, function, meaning, and usage and the teaching of English grammar to second-language learners from diverse cultural and linguistic backgrounds.

Second Language Acquisition: Theory and Research
E29.2206  30 hours: 3 points. Fall, spring.
Current approaches and issues in second language research: receptive and productive development of oral and written language, acquisition models, psycholinguistic and sociolinguistic issues relating to second-language acquisition such as developmental processes and variation, learning styles, first- and second-language literacy, discourse analysis, and the role of culture in language learning. Also included are connecting research and pedagogy, classroom-centered research on instructional strategies, and technology as a research tool. Hours arranged are for student collection and analysis of field data.

Supervised Student Teaching in Teaching Second Language: K-6
E29.2230  20 days minimum: 3 points. Fall, spring, summer.
University-supervised student teaching experience in ESL at K-6 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience includes a student teaching seminar, which meets once a week.

Supervised Student Teaching in Teaching Second Language: 7-12
E29.2231  20 days minimum: 3 points. Fall, spring, summer.
University-supervised student teaching experience in ESL at 7-12 level for 20 days. Student teaching experiences are used to support theoretical and practical application of the planning and implementation of curriculum. This experience also includes a student teaching seminar, which meets once a week.

Classroom Observation Seminar in Teaching Second Languages
E29.2250  30 hours: 3 points. Fall, spring, summer.
Visits to second/foreign language classes, K-12, and to community resources useful in second/foreign language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.

Independent Study
E29.2300  45 hours per point. Fall, spring, summer; hours to be arranged.

Applied Linguistics in Chinese
E29.2417  30 hours: 3 points. Fall.
A systematic study of Chinese grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Chinese, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Spanish
E29.2419  30 hours: 3 points. Fall.
A systematic study of Spanish grammatical, discourse, and pragmatics systems and a practical study on form, function, and usage in Spanish, including phonology, syntax, and sociolinguistics.

Applied Linguistics in Japanese
E29.2421  30 hours: 3 points. Spring.
A systematic study of Japanese grammatical, discourse, and pragmatics systems and a practical study on form, function, meaning, and usage in Japanese, including phonology, syntax, and sociolinguistics with focus on syntax.

Linguistics, Society, and the Teacher
E11.2515  30 hours: 3 points. Fall, spring.
An introduction to the field of sociolinguistics and an exploration of the educational consequences of linguistic and cultural diversity. Highlights a number of relationships between language and society, including, for example, language and gender, language and social class, and language and geographic origin. Focuses on the ways that these relationships impact the educational experience of all students and of linguistically and culturally diverse populations in particular.

Advanced Research Seminar: TESOL/Foreign Language and Bilingual Education
E29.2800  4 points. Spring.
A review of selected current topics in second language and education research. Opportunity for students to enhance their knowledge of research approaches and content in areas such as second language acquisition, foreign language development, bilingual literacy, cross-
cultural pragmatics, sociolinguistics, and psycholinguistics. Students pursue individual areas of interest by completing a project under faculty guidance.

**Workshop in Foreign Language Education**
E29.2914 20 hours per point: 1-6 points. Fall, spring, summer.
Learning of alternative methods of teaching second/foreign languages through approaches such as humanistic approach, emotional intelligence, multiple intelligence theory, jazz chants, etc. A hands-on approach is followed, and students have a chance to work on resource projects using various innovative approaches to teaching foreign languages.

**Field Experience and Seminar in Foreign Language Teaching**
E29.2918 30 hours: 3 points. Fall, spring. Visits to foreign/second language classes, K-12, and to community resources useful in foreign/second language teaching. Class discussion focuses on language teaching skills, human development and relations, lesson planning, use of technology in classrooms, classroom management, learning environment, and parental and community involvement.

**Doctoral Seminar: Bilingual Education and TESOL**
E29.3005,3006,3007,3008 30 hours for each session: 3 points. Fall, spring.
Integrative experience that includes a consideration and evaluation of periodical literature, research studies, and innovation in the field.

**SCIENCE EDUCATION/E14**

**Science Experiences in the Elementary School I**
E14.2009 30 hours: 2 points. Fall.
Science experiences for elementary school are developed and strategies for implementation and evaluation are devised. Issues such as basic attitudes toward science, equity in the science classroom, and learning styles are explored. Students develop a catalog of resources, both in print and online, for expanding understanding of science content, developing science skills, integrating science into the rest of the curriculum, exploring science activities appropriate for children, and assessing science teaching and learning.

**Science Experiences in the Elementary School II**
This course builds on the explorations started in E14.2009. It emphasizes ways to cover more sophisticated science topics as well as how to effectively integrate these topics into theme-based learning environments typical of the self-contained classroom. Interactive and Web-based technologies are explored.

**Recent Advances in Physics**
E14.2015 30 hours: 3 points. Fall, spring.
Thematic organization centered on the principles from contemporary work in physics are brought to bear on such topics as energy, communications, and scientific methodology.

**Recent Advances in Chemistry**
E14.2016 30 hours: 3 points. Fall, spring, summer.
Thematic organization centered on the principles from contemporary work in chemistry and biochemistry are examined.

**Recent Advances in Biology**
E14.2017 30 hours: 3 points. Fall, spring.
Thematic organization centered on the principles from contemporary work in biochemistry and molecular biology are examined.

**Breakthroughs in Science**
E14.2018 30 hours: 3 points. Fall.
An interactive series of Saturday morning seminars on current research topics by scientists from diverse physical, biological, and medical fields constitute the focus of this course. The seminars form the basis for further inquiry by participants and the development of lesson plans that address student learning and interest and New York State science standards. The topics presented vary from year to year and can come from a variety of science fields including molecular biology, anthropology, biomedical science, developmental studies, cosmology, modern physics, and materials science.

**Science in a Historical Perspective**
E14.2021 30 hours: 3 points. Fall, summer.
This course involves looking at the history of science in many of the world's cultures and from different perspectives. The history of racism and sexism in science is explored along with the history of Western and non-Western science.

**Science and Human Values**
E14.2022 30 hours: 3 points. Spring.
Topics explored include the ethics of scientific research; the social and moral responsibilities of the scientist; the connections between science and technology; and the relationships between science and the arts and humanities.

**Measuring Outcomes of Science Teaching**
E14.2031 30 hours: 3 points. Spring.
For experienced and prospective teachers of science at the middle, intermediate, junior high, or senior high school level or at the college level. Open also for science supervisors and school principals. Emphasis is on the development of skill in the construction, administration, and interpretation of tests to measure the knowledge, skills, and attitudes associated with science.

**Analyzing Science Teaching**
E14.2032 30 hours: 3 points. Spring. Prerequisite: prior teaching experience (or E14.2039 and student teaching). Ways of analyzing science teaching performance are taught with a view to assisting students to improve their own teaching techniques and also to assist others. The clinical supervision model is introduced.

**Methods I: Teaching of Science in Middle Schools**
E14.2039 45 hours: 3 points. Fall.
Professional methods course for teachers of science in middle schools.

**Methods II: Teaching of Science in High School**
E14.2040 45 hours: 3 points. Spring.
Professional methods course for teachers of science in high schools.

**The Scientific Enterprise**
E14.2042 30 hours: 3 points. Fall.
Study of the professional practice of science in its social, political, and economic contexts. The relationship between science and technology and its implications for economic and social policy are also explored.

**The Public Understanding of Science**
E14.2043 30 hours: 3 points. Spring.
Analysis of the images of science, scientists, and the scientific enterprise held by the public at large. Also examined are informal means by which the public acquires its understandings of science, including the media, science centers, and museums.

**Using New York City's Nonformal Science Resources to Teach Science**
E14.2050 30 hours: 3 points. Spring.
Designed to strengthen teacher perceptions of the nonformal science teaching environments. Focuses on the organization of nonformal sites, instructional offerings, and compatibility with the formal school curriculum. Classes meet at different nonformal teaching sites in the metropolitan area. Sites include New York Hall of Science, Brooklyn and New York Botanical Gardens, American Museum of Natural History, Aquarium for Wildlife Conservation, and Liberty Science Center.
Curriculum in Science: Elementary Schools  
E14.2091  10 hours: 3 points. Fall.  
Criteria for the development of curricula based on the nature of the learner, of science, and of the learning environment; current curricula, instructional approaches, and new historical development.

Science Curriculum: Intermediate and Secondary Schools  
E14.2092  10 hours: 3 points. Fall.  
Analyzing and developing curricula and textbooks for teaching science are the principal themes of this course. Students acquire and use a variety of conceptual frameworks to comprehend differences among curriculum materials and then to construct teaching materials for themselves.

Supervision of Science  
E14.2135  30 hours: 3 points. Spring.  
Implementation and supervision of science strategies geared to the improvement of science teaching in the schools.

Student Teaching in Middle School Science: Grades 5-8  
E14.2149  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a middle school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer  
E14.2100  10 hours: 1 point.  
An individualized project that reflects a student’s understanding of science teaching and learning and the student’s philosophical underpinnings developed throughout his or her entire program.

Student Teaching in High School Science: Grades 9-12  
E14.2150  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a high school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

E14.2300  10 hours: 1 point.  
An applied experience that lets students to bridge the world of historical scholarship and that of the social studies classroom. Links classroom experience to curriculum requirements in U.S. history and geography set by the national and New York State standards. Offers an exploration of ways in which the American past can be most effectively and meaningfully related to the racially and culturally diverse students of today.

The Social Studies Curriculum: World History  
E23.2048  30 hours: 3 points. Spring.  
Introduces major models of teaching various aspects of world history and geography consistent with the national and New York State standards for world history. Emphasizes fostering critical thinking and cross-cultural analysis. Prepares students to the world of historical scholarship with that of the social studies classroom. Stresses themes such as worldviews, cross-cultural interactions, empires, technologies, and urbanization.

Supervised Student Teaching I: Social Studies in the Middle School  
E23.2050  140 hours: 4 points. Fall, spring.  
Student teaching accompanied by a practicum that offers a practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in middle school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in a middle school classroom.

Supervised Student Teaching II: Social Studies in the Secondary School  
E23.2051  140 hours: 4 points. Fall, spring.  
A practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in secondary school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in a secondary classroom.

Culminating Experience: Social Studies and History Workshop  
E23.2140  30 hours: 3 points. Summer I.  
Project-based research course that integrates educational research with social studies classroom practice. Aims to broaden students’ understanding of what constitutes appropriate data for scholarly inquiry. Focusing on particular research methods and drawing from the rich offerings of New York City’s various collections, students explore strategies for locating, analyzing, and incorporating a broad array of sources into their doing.

Curriculum in Science: Elementary Schools  
E14.2091  30 hours: 3 points. Fall.  
Criteria for the development of curricula based on the nature of the learner, of science, and of the learning environment; current curricula, instructional approaches, and new historical development.

Science Curriculum: Intermediate and Secondary Schools  
E14.2092  30 hours: 3 points. Fall.  
Analyzing and developing curricula and textbooks for teaching science are the principal themes of this course. Students acquire and use a variety of conceptual frameworks to comprehend differences among curriculum materials and then to construct teaching materials for themselves.

Supervision of Science  
E14.2135  30 hours: 3 points. Spring.  
Implementation and supervision of science strategies geared to the improvement of science teaching in the schools.

Student Teaching in Middle School Science: Grades 5-8  
E14.2149  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a middle school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

Culminating Seminar: Teacher as Researcher, Reflective Practitioner, and Curriculum Developer  
E14.2100  10 hours: 1 point.  
An individualized project that reflects a student’s understanding of science teaching and learning and the student’s philosophical underpinnings developed throughout his or her entire program.

Student Teaching in High School Science: Grades 9-12  
E14.2150  A minimum of 20 days: 3 points. Fall, repeated spring; hours to be arranged.  
This semester-long experience in a high school science class involves negotiating and enacting appropriate learning experiences, assessing teaching and learning, and revising one’s teaching on the basis of student performance. Students attain the skills for contextualizing science teaching within an urban school culture. This experience promotes teacher self-assessment as a way of enhancing student learning and strengthening professional education.

E14.2300  10 hours: 1 point.  
An applied experience that lets students to bridge the world of historical scholarship and that of the social studies classroom. Links classroom experience to curriculum requirements in U.S. history and geography set by the national and New York State standards. Offers an exploration of ways in which the American past can be most effectively and meaningfully related to the racially and culturally diverse students of today.

The Social Studies Curriculum: World History  
E23.2048  30 hours: 3 points. Spring.  
Introduces major models of teaching various aspects of world history and geography consistent with the national and New York State standards for world history. Emphasizes fostering critical thinking and cross-cultural analysis. Prepares students to the world of historical scholarship with that of the social studies classroom. Stresses themes such as worldviews, cross-cultural interactions, empires, technologies, and urbanization.

Supervised Student Teaching I: Social Studies in the Middle School  
E23.2050  140 hours: 4 points. Fall, spring.  
Student teaching accompanied by a practicum that offers a practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in middle school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in a middle school classroom.

Supervised Student Teaching II: Social Studies in the Secondary School  
E23.2051  140 hours: 4 points. Fall, spring.  
A practical examination of teaching problems and practices as they relate to actual classroom teaching of social studies in secondary school. Class sessions are based on student teaching experiences. Entails a minimum of 20 days of teaching in a secondary classroom.

Culminating Experience: Social Studies and History Workshop  
E23.2140  30 hours: 3 points. Summer I.  
Project-based research course that integrates educational research with social studies classroom practice. Aims to broaden students’ understanding of what constitutes appropriate data for scholarly inquiry. Focusing on particular research methods and drawing from the rich offerings of New York City’s various collections, students explore strategies for locating, analyzing, and incorporating a broad array of sources into their doing.
writing, and teaching of history and social studies. Also includes exploration of economics in the contemporary world and historically. Offers models and approaches for conducting research in and on social studies classrooms.

**Humanities and Social Studies**

E23.2145 30 hours: 3 points. Spring. Explores how major concepts and processes of English and history can illuminate and support each other. Involves designing thematic explorations in the humanities that enable adolescents to develop a deep understanding of English and history. Explores the role of language and literacy in teaching and learning both disciplines and developing student writing skills. Considers the benefits and potential problems involved in trying to create and enact an integrated curriculum.

E23.2146 30 hours: 3 points. Fall, summer. An exploration of the history, theory, and practice of social studies education. Using approaches drawn from history, the humanities, cultural studies, and political science, it aims to guide students through a study of the social studies curriculum; pedagogical theories and goals; educational methods and practices, including technology-based skills; and assessment philosophies and strategies. In doing so, the course seeks to provide students with the resources, tools, and support necessary for them to develop effective educational practices of their own.

**SPECIAL EDUCATION/E75**

**Developing Strategies That Support Children's Social Behavior**

E75.2025 20 hours: 2 points. Fall, spring. Issues of social learning and behavior in childhood education with specific attention given to classroom dynamics and ways of addressing the needs of diverse learners. Various models of learning and motivation are explored. The course is integrated with students’ fieldwork to engage them in active study of classrooms and enable them to work collaboratively with parents and other professionals in developing and implementing strategies that support prosocial behavior among children.

**Foundations of Curriculum for Diverse Learners**

E75.2051 30 hours, 20 hours of field experience: 3 points. Summer, fall. Overview of current and past theories and practices in educational models and curriculum development, instructional planning, and assessment as they relate to knowledge about learning processes, motivation, communication, and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics. Overview of formal and informal methods of assessment and their role in instructional decision making.

**Education of Students with Severe and Multiple Disabilities**

E75.2052 30 hours, 10 hours of field experience: 3 points. Fall, spring. Characteristics of learners with severe or multiple disabilities. Related curriculum development and methods of instruction, including use of assistive and augmentive technology. Examination of the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work, and living options and supports. Sample topics include inclusion and least restrictive environment, person-centered planning, family involvement, advocacy, and teacher roles and responsibilities.

**Literacy for the Special Learner**

E75.2055 30 hours: 3 points. Spring, Prerequisite: E75.2012 or at least 6 points in literacy and permission of instructor. Exploration of diverse cognitive, neurological, and emotional characteristics and how these manifest in learners’ literacy development. A focus on the atypical development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading, and writing. Overview of the practices of individual assessment of student literacy performance and teaching interventions for students, with a special focus on dyslexia.

**Strategies for Teaching Students with Emotional and Behavioral Disabilities**

E75.2108 30 hours, 15 hours of field experience: 3 points. Fall, spring. Prerequisite: E75.2124. An examination from different theoretical perspectives of emotional and behavioral disabilities in children. The interaction of cultural, familial, genetic, and socioeconomic factors that contribute to emotional and behavioral difficulties in children is reviewed. Teachers learn to conduct functional behavioral assessments and promote behavior change. Strategies for supporting students with challenging behaviors, promoting positive social interactions, and creating productive learning environments are explored.

**Individuals with Disabilities in Schools and Communities**

E75.2124 30 hours, 20 hours of field experience: 3 points. Summer, fall. Examination of historical, social, and legal foundations of education in general and, more specifically, of special education. Issues, trends, and legislation affecting the provision of services in school, home, and employment, with a focus on inclusion of individuals with disabilities in school and community settings. Biological, psychological, social, and environmental factors that shape typical development and the characteristics of individuals with special needs are studied.

**The Young Special Needs Child: Child, Family, and Community I**

E75.2126 30 hours, 20 hours of field experience: 3 points. Fall. The needs of the preschool child with disabilities are explored through an examination of the child, family, and environmental characteristics. Typical and atypical language, speech, emotional, motor, and cognitive development is presented with a focus on the interdependent nature of these domains. A major focus on transdisciplinary collaboration of educators and specialists from occupational therapy, physical therapy, speech and language, psychology, and recreation and health in making educationally relevant decisions.

**Principles and Practices in Early Childhood Special Education**

E75.2128 30 hours, 10 hours of field experience: 3 points. Summer, spring. Prerequisite: E75.2106. Assessment, diagnosis, and evaluation of young children with disabilities. Assessment of challenging behaviors and promoting positive social skills. Models of early intervention and specialized early childhood curricula across developmental domains appropriate to the individual needs and characteristics of the young child with disabilities. Monitoring and evaluating child and family outcomes.
Psychological Foundations of Learning Disabilities
E75.2131 30 hours: 3 points.
History of the learning disabilities field; major controversies; latest developments; psychological, etiological, and definitional issues; teaching and evaluation models.

Assessment and Instructional Strategies for Students with Mild to Moderate Disabilities
E75.2133 30 hours: 3 points.
Prerequisite: E75.2161.
Intensive implementation of survey and specific level assessment of learning problems in pupils, instructional planning, and modification in a variety of subject areas.

Assessment and Instructional Design for Students with Severe to Profound Disabilities
E75.2134 30 hours: 3 points.
Prerequisite: E75.2052.
Assessment and evaluation of students with severe or multiple disabilities. Curriculum and instructional planning including use of assistive and augmentative technology.

Psychological and Educational Assessment in Special Education
E75.2136 30 hours: 3 points. Fall.
Overview of models for assessment in special education, with guidelines for selection, administration, and interpretation of evaluation instruments. Specific psychological and educational tools used for purposes of diagnosis, placement, and educational planning. Practice with selected educational instruments, applied to case studies at varying developmental levels.

Laboratory in Assessment of Special Education Populations
E75.2137 30 hours: 3 points.
Supervised practice in the administration, scoring, and interpretation of educational tests used in special education. Emphasis on the coordination of information from informal and formal tests as well as observational data.

Consulting in Special Education
E75.2139 30 hours: 3 points.
Development of skills and knowledge needed to participate in the planning and implementation of transdisciplinary educational programs for students with disabilities. Various consultation models are explored.

Educating Students with Special Needs in Early Childhood Settings
E75.2160 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Strategies for general and special education teachers, counselors, and other service providers to meet the cognitive, emotional, social, and behavioral needs of young children with disabilities in early childhood general education settings, with special focus on the acquisition of literacy skills and promoting development of social skills. Methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families.

Educating Students with Special Needs in Childhood Settings
E75.2161 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Prerequisite: E75.2051.
Strategies for general and special education teachers to meet the cognitive, emotional, social, and behavioral needs of the children with disabilities in elementary-level general education settings. Methods for collaboration among teachers, parents, and other professionals, including participation in IEP development. Curriculum development, instructional planning, and identifying strengths and differentiating instruction.

Educating Students with Special Needs in Middle Childhood and Adolescent Settings
E75.2162 30 hours, 15 hours of field experience: 3 points. Fall, spring.
Strategies for general and special education teachers to meet the cognitive, emotional, and social needs of adolescents with disabilities in general education middle and high school settings. Methods for collaboration with teachers, parents, and other professionals, including participation in IEP development. Examination of service delivery models at the middle and high school levels. Issues of transition planning, curriculum development, instructional planning, identifying strengths, and differentiating instruction, with a special focus on the development of literacy skills and processes that promote social skill development and interpersonal communication.

Transdisciplinary Special Educational Program Development and Implementation
E75.2249 30 hours: 3 points.
Examination of the roles, responsibilities, and input of various disciplines in educational programs. Development of collaborative relationships among professionals, parents, and community resources. Topics covered include dimensions of assessment, curricula content, instructional strategies, and therapies as they affect the education of students with severe or multiple disabilities.

Fieldwork: Students with Severe and Multiple Disabilities
E75.2357 50 hours of field experience: 2 points.
Teaching students with severe or multiple disabilities in community-based school or work settings.

Observation in Special Education
E75.2501 20 hours of field experience: 1 point. Fall.
Observation of programs for individuals (K-12) with disabilities in a variety of special education settings.

Observation in Early Childhood Special Education
E75.2502 20 hours of field experience: 1 point. Summer, fall.
Observation of young children (birth-grade 2) in a variety of early childhood special education settings.

Integration Seminar in Special Education I
E75.2507 20 hours: 2 points. Fall, spring.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents.

Integration Seminar in Special Education II
E75.2508 30 hours: 3 points. Spring, summer.
Prerequisite: all program coursework preceding student teaching.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Participation in scholarly research and presentation of a classroom-based research project.

Integrating Seminar in Early Childhood Special Education I
E75.2511 30 hours: 3 points. Fall, spring.
Class engages in seminar process to share, analyze, and extend students’ professional experiences, including collaboration with other professionals and parents. Links theory and practice.

Integrating Seminar in Early Childhood Special Education II
E75.2512 30 hours: 3 points. Spring, summer.
Class engages in seminar process to share, analyze, and extend students’ pro-
fessional experiences, including collabor-
ration with other professionals and par-
ents. Links theory and practice.
Participation in scholarly research and
presentation of a classroom-based
research project.

Observation and Participation in
Special Education
E75.2514 120 hours: 2 points. Fall,
spring.
A period of observation of children in
classrooms serving children with disabil-
ities, followed by participation in class-
room instruction.

Student Teaching in Early Childhood
Special Education I
E75.2519 Minimum 20 days: 3 points.
Fall, spring.
University-supervised student teaching
in special and inclusive settings for
young children (Pre-K, K, or grades
1-2) with disabilities.

Student Teaching in Early Childhood
Special Education II
E75.2520 Minimum 20 days: 3 points.
Spring, summer.
University-supervised student teaching
in special and inclusive settings for
young children (Pre-K, K, or grades
1-2) with disabilities.

Student Teaching in Special
Education (Childhood) I
E75.2521 Minimum 20 days: 2 points.
Fall, spring.
University-supervised student teaching
in special and inclusive settings for
children (grades 1-3 or 4-6) with
disabilities.

Student Teaching in Special
Education (Childhood) II
E75.2522 Minimum 20 days: 3 points.
Spring, summer.
University-supervised student teaching
in special and inclusive settings for
children (grades 1-3 or 4-6) with
disabilities.

Student Teaching in Special
Education (Middle School)
E75.2523 Minimum 20 days: 3 points.
University-supervised student teaching
in special and inclusive settings for
children (grades 5-6 and 7-9) with
disabilities.

Student Teaching in Special
Education (Adolescence)
E75.2524 Minimum 20 days: 3 points.
University-supervised student teaching
in special and inclusive settings for
children (grades 7-9 and 9-10) with
disabilities.

Student Teaching in Bilingual Special
Education
E75.2525 Minimum 20 days: 3 points.
Supervised student teaching of bilingual
students with disabilities.
Admission

Admission to NYU Steinhardt is offered to applicants who hold the bachelor’s degree or equivalent international credentials and who show promise of scholarly achievement. An applicant is judged on the basis of a variety of criteria that include academic record, letters of recommendation, and academic or professional honors. Where relevant, an applicant may also be judged by test scores and practical experience.

Graduate students are classified as follows:

1. Matriculated (degree) students—those who have been accepted for study toward a degree or certificate. Matriculation begins with the student’s first registration. A student is not permitted to be matriculated for two degrees or programs at the same time.

2. Special (nondegree) students—those who have filed a special student application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Culture, Education, and Human Development. Special students must meet the same minimum requirements for admission as matriculants. Students not intending to matriculate for a degree and who are classified as special students must meet the required average for admission.

**APPLICATION INFORMATION AND DEADLINES**

A graduate application booklet, which includes the Directory of Programs, may be obtained from the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680; 212-998-5030; www.steinhardt.nyu.edu/graduate.admissions.

**Components of a Degree Application**

An application is considered complete and ready for review by the Admissions Committee when all appropriate materials have been received. The following items are necessary before the committee will review an application:

- Completed and signed Application for Graduate Admission.
- Statement of purpose/personal statement.
- Résumé/curriculum vitae.
- Two (2) official transcripts in sealed envelopes from each postsecondary school attended.
- A check or money order for the $50.00 nonrefundable application fee made payable to New York University.
- Supplemental materials if required by the desired program. Prospective applicants must check the Directory of Programs section of the Application for Graduate Admission for information on supplemental materials.

- GRE scores: Required for all doctoral applicants, applicants to the Master of Public Health degree program, applicants to the M.A. in Media, Culture, and Communication Program (MDCC), and applicants to the school psychology advanced certificate program (PSSP). All other master’s and advanced certificate programs do not require GRE scores. M.P.H. applicants may submit MCAT scores in lieu of the GRE.
- TOEFL scores: All doctoral applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). It is recommended but not required that master’s and advanced certificate applicants whose entire undergraduate studies were conducted in English submit TOEFL scores.
- Recommendation letters: All doctoral applicants must submit three letters of recommendation. Master’s and advanced certificate applicants must check the Directory of Programs section of the Application for Graduate Admission for more detailed information relevant to their program of interest.

All programs reserve the right to request additional information and materials if deemed necessary for admission or financial aid consideration.

Students who have been denied admission as matriculants in a particular program may not take courses as a special student in that program, except where specifically permitted to do so by the director of enrollment management, Office of Graduate Admissions.

Special students contemplating eventual matriculation for a master’s degree should take note that 18 points of course work toward any master’s degree must be completed after matriculation is established for that degree.

1Students are currently not being admitted to this doctoral program.
Applicants with foreign credentials and/or nonimmigrant visas should see below.

**Application Deadlines**

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

**Doctoral Programs:** Ph.D. and Ed.D. programs begin in the fall semester only. The D.P.T. entry-level program (PTPS) begins in the summer semester only.

The deadline for the D.P.T.-PTPS program is December 1. The deadline for the D.P.S. in occupational therapy is March 1. The deadline for other doctoral programs is December 15.

**Master’s and Advanced Certificate Programs: Summer/Fall: February 1. Spring: November 1 for those programs that review new applications midyear.**

The deadline for the Fast Track M.A. Program is January 6. The deadlines for Summer Study Abroad programs are February 15 and March 1 (check with the specific program). The deadline for M.A. Studio Art: Spring is March 1.

Contact the Office of Graduate Admissions via www.steinhardt.nyu.edu/graduateadmissions/deadlines or 212-998-5030 with questions about deadlines.

**INTERNATIONAL STUDENTS AND APPLICANTS WITH INTERNATIONAL CREDENTIALS**

NYU Steinhardt encourages applications from international students. We offer a diversity of programs that attract master’s and doctoral candidates from all over the world. A few important points for international students:

1. Apply early. Because additional mailing time and processing are required for international credentials, applicants should have all application materials in the Office of Graduate Admissions well before the appropriate deadline.

2. Applicants must have the equivalent of a U.S. bachelor’s degree to be considered for music composition and music performance, applicants with an artist diploma are also encouraged to apply. Two (2) transcripts in the original language as well as two (2) English translations are required to be submitted with the admission application.

3. Applicants to the clinical nutrition master’s program (HOND) who have non-U.S. credentials must present a course-by-course evaluation of their international credentials. A number of agencies can provide this service; however, NYU Steinhardt recommends World Education Services (WES). Greater detail on the evaluation services and costs may be found at www.wes.org.

4. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor’s degree at an English-speaking college or university. Although there is no minimum score requirement, successful applicants score 100 or above on the Internet-based test, 213-250 or above on the computer-based test, or 550-600 or above on the paper-based test.

5. Regardless of the TOEFL score, all accepted applicants whose native language is not English are required to take a placement examination, for an additional fee, at New York University’s American Language Institute (ALI) on arrival. Based on the performance on this examination, a student may be required to take noncredit remedial English course work before or while taking regular academic course work. Such remedial course work may lengthen the time and expense of graduate study and should therefore be taken into account by students and their funding sources.

6. Master’s and advanced certificate applicants who are U.S. citizens or permanent residents and eligible for federal financial aid may receive consideration for school-based financial aid. Citizens of Canada and Mexico should review the Financial Support section of the Application for Graduate Admission or www.steinhardt.nyu.edu/financialaid for special opportunities. Citizens of other countries may be eligible for specifically developed loan programs and non-NYU sources of funding. More information may be found online at www.nyu.edu/financialaid/international.html. Full-time doctoral applicants, regardless of country of citizenship, will receive consideration for scholarships, fellowships, and assistantships.

7. Some helpful visa hints: When completing your application for admission, please be sure to use your full, legal name as it appears on your passport. The use of any other names, such as nicknames, will cause serious delays in applying for your U.S. visa. All international applicants must have an international address as their permanent address. All mail from the Office of Graduate Admissions will be sent to your mailing address, but the U.S. government mandates that you also include a permanent, international address to receive your visa. Please be prepared to pay additional fees for requesting your I-20 from NYU and your student visa from the U.S. government. Heightened security measures almost always result in numerous delays in processing your I-20 and your student visa requests. Please apply for these credentials as soon as possible, using overnight and express mail wherever possible.

Students should also refer to the Office for International Students and Scholars, 561 La Guardia Place; 212-998-4720; www.nyu.edu/oiss.

**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. All international students must take the American Language Institute’s English Diagnostic Test. Appointments for the test can be made by calling 212-998-7040. Results are sent to the student and to NYU Steinhardt’s Office of Student Services.

Before being advised by an academic adviser, students must be interviewed by an adviser in the Office of Student Services for appropriate English courses and course load in their programs. These recommendations are forwarded to the student’s faculty adviser.

Individuals who wish to obtain additional information about the American Language Institute are invited to contact them: 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; www.cps.nyu.edu/ali; e-mail: ali@nyu.edu.

**New International Student Seminar**

Participation in the New International Student Seminar (E03.1003) is required of all new international graduate students during their first semester in residence. The seminar explores professional issues and provides additional orientation and guidance to the school,
the University, and the city. Consult the Office of the Associate Dean for Student Services and Public Affairs, Pless Hall, 2nd Floor; 212-998-5065; www.steinhardt.nyu.edu/students for further information.

CAMPUS VISITS
All prospective students are invited to visit the New York University campus. Many programs host information sessions throughout the academic year. Please call the Office of Graduate Admissions at 212-998-5030 or visit www.steinhardt.nyu.edu/graduate.admissions.

NYU Hotel Accommodations
Prospective students and their families visiting New York are invited to stay at the Club Quarters, a private hotel convenient to the University. Club Quarters Downtown, a 280-room, private, first-class business hotel, is located in the Wall Street area of Manhattan. By special arrangement with NYU, it offers moderately priced, quality accommodations for University-affiliated guests. Features include a customized NYU floor and lounge decorated to highlight the University’s presence in New York. Rates are well below those for comparable accommodations in Manhattan. On weekends, visitors are welcome to use Club Quarters Midtown. Near Fifth Avenue, it is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006 or visit www.nyu.edu/about/hotels.html to learn of other nearby hotels.

Associate Professor Jonathan Zimmerman consults with a student on their way to class.
**Registration**

All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

**DEGREE STUDENTS**

Degree students are required to obtain adviser approval prior to registration. The adviser assigned to each student is familiar with the requirements and opportunities within his or her program of study. The adviser will consult with the individual student concerning (1) the selection of courses 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. For the most up-to-date and detailed information on requirements and procedures, students should check with their department. The responsibility for meeting the degree requirements rests with the student.

**SPECIAL (NONMATRICULATED) STUDENTS**

Graduates of accredited four-year colleges holding acceptable degrees may register as special students in courses for which they meet the prerequisites and that are open to special students. Such a student should submit (with fee) an undergraduate transcript or proof of a graduate degree and an application for admission as a special student. Special students are required to meet with the special student adviser prior to registration. Approval to register as a nondegree student does not imply or guarantee admission into a degree program. All special students must meet the academic standards of the school. The approval as a special graduate student is for one semester unless otherwise noted. Extensions may be granted upon reapplication. The application form may be obtained by writing to the Office of Graduate Admissions, Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680. It may also be downloaded at www. steinhardt.nyu.edu/graduate.admissions.

**VETERANS**

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

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. An applicant for this program is required to submit to the Department of Veterans Affairs a letter of acceptance from the college the applicant wishes to attend. On meeting the requirements of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 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 (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. Veterans may obtain applications or assistance in 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.

**AUDITING**

Graduate matriculated students may audit a maximum of two (2) Steinhardt School of Culture, Education, and Human Development (E) courses per term with the approval of the course instructor. The total number of credit and audit courses for full-time students may not exceed 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, nor do audit courses count toward full-time status. No credit will be given or letter grades recorded, no withdrawals will be honored or refunds granted on courses so audited. Students receiving any form of financial aid must show evidence of full-time credit registration before requesting auditing privileges. Tuition remission may not be applied. Auditing forms may be obtained from the Steinhardt Office of Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, prior to the beginning of the second week of the term in question.

**DROP/ADD AND WITHDRAWAL POLICIES**

By approval and signature, the adviser attests to the courses selected as meeting degree requirements. Courses added or dropped 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.

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1Not available to special students.
Students are permitted to add to their program 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, their academic adviser, and the Steinhardt Office of Registration Services. A student may not add a course beyond the end of the third week of the term with the exception of courses that begin midsemester. Students may register for midsemester courses prior to the first meeting of the class through a Change of Program Form and must have the approval of the academic adviser and the Steinhardt Office of Registration Services.

No change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided or by using the Albert registration system. Change of program forms may be obtained from the program adviser. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

FULL-TIME EQUIVALENCY

The University defines full-time course work to be a minimum of 12 points each term. It is considered to be equivalent to 40 hours of study per week. Full-time equivalency students are expected to spend no less than 40 hours per week on a combination of course work and the items that appear below.

Full-time equivalency status may affect financial aid. Financial aid is based on billable credit hours (the actual number of credits for which a student is enrolled) and not any additional approved equivalency credits that a student is eligible to receive.

Eligibility Categories for Full-Time Equivalency

1. Required Internship: Students may receive full-time equivalency for 40 hours a week of required internship. This category may be prorated: e.g., students may receive 6 points of equivalency for 20 hours a week of required internship.

2. Master’s Final Experience:
   a. A student working 40 hours a week on a master’s thesis for which an approval form has been filed with the Office of Graduate Studies may receive full-time equivalency for one semester. (This category may be prorated for a maximum of two semesters.)
   b. A student working on a master’s final project and not registered for points of credit for this requirement may receive 3 points of equivalency for one semester only.
   c. A student working 40 hours a week on a culminating gallery showing or performance with verification from the department may receive full-time equivalency for one semester. (This category may be prorated for a maximum of three semesters.)

3. Candidacy Examination: A matriculated student preparing for the doctoral candidacy examination may receive 3 points of equivalency for one term only.

4. Teaching Fellows, Research Fellows, and Graduate Assistants: A student in this category may receive 6 points of equivalency credit per semester.

5. Supervised Research on Topic for Proposal:
   a. A doctoral candidate working on the topic for the dissertation may receive 3 points of equivalency for one term only if the adviser certifies that the candidate is doing at least 10 hours of research a week.
   b. A doctoral candidate enrolled in the Dissertation Proposal Seminar is eligible for 3 additional points of equivalency.

6. Supervised Research on Proposal:
   A doctoral candidate may receive full-time equivalency for working on the proposal for a maximum of two consecutive years (including the respective summer sessions). The candidate must have an approved chairperson. In all cases, full-time equivalency may be granted only if the dissertation committee chairperson attests that the candidate is doing 40 hours a week of work toward the proposal. If a candidate is doing 20 hours of work toward the proposal, that candidate would be eligible for half-time equivalency.

7. Supervised Research on Dissertation: A doctoral candidate who has completed all required course work, has an approved dissertation committee, and whose proposal has been approved may request full-time equivalency if the candidate is working 40 hours a week on the dissertation and if clear evidence indicates that the student is making satisfactory progress toward submission of the dissertation. A student may receive half-time equivalency if his or her committee chairperson attests that he or she is working 20 hours a week on the dissertation.

Please Note: There can be no full-time equivalency for students when they have full-time employment unless they are interns fulfilling a degree requirement. Students are not eligible for equivalency if they are not registered for any credit-bearing course work; therefore, students registered for leave of absence, maintenance of matriculation, or zero-credit courses will not be considered for equivalency. Certification of full-time study must be determined at the time of registration. The only way in which full-time equivalency can be officially established is by a fully completed equivalency form being filed with the Steinhardt Office of Registration Services. Information relating to both full-time and half-time equivalency status may be obtained from the Steinhardt Office of Registration Services, Pless Hall, 2nd Floor.

LEAVE OF ABSENCE

Students who are taking a leave of absence are referred by their adviser to the Office of Counseling and Student Services, Pless Hall, 2nd Floor, to complete an interview as part of the official procedure. Leaves of absence do not carry a fee, and students do not have access to University facilities during this period. Note: Doctoral students are not eligible for leaves of absence.

MAINTENANCE OF MATRICULATION

Students who are not registering for course work in order to finish incompletes or other graduation requirements will be required, on approval of their adviser, to register for Maintenance of Matriculation. Maintenance of Matriculation carries a fee, which allows the student access to all University facilities. (See Tuition, Expenses, and Financial Aid, page 212.) Note: Doctoral students are not eligible for leaves of absence (see page 226).

PERMITTED COURSE LOADS

A full-time graduate student may register for 12-18 points a term. The maximum number permitted any student is 18 points. Graduate students registering for fewer than 12 points who wish to
establish full-time status should consult their advisers for specific regulations governing such procedures. (See Full-Time Equivalency, page 208.)

GRADUATION APPLICATION
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. 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 view the graduation deadlines calendar and general information about graduation on the Office of the Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that the student apply for graduation no later than the beginning of the semester in which he or she plans to complete all program requirements. If the student does not successfully complete all academic requirements by the end of the semester, he or she must reapply for graduation for the following cycle.

OFFICIAL TRANSCRIPTS
Official copies of 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/transcript-request-form.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 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. 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.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYU/ Home at http://home.nyu.edu.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION
Verification of enrollment or graduation may be requested by submitting a signed letter with the following information: University ID number, current name and any other name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Requests should be submitted to the Office of the University Registrar, Transfer and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or 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.

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

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

Advise ment

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

CHANGE OF PROGRAM
AND/OR DEGREE OBJECTIVE
Students who are changing their program and/or degree objective must complete the appropriate forms available from the Office of Graduate Admissions, Pless Hall, 3rd Floor. Students who are changing from one program or concentration to another within the same department or from one department to another department within the Steinhardt School of Culture, Education, and Human Development must submit an Internal Transfer Form and submit all appropriate documents for the desired program. Students desiring a change of degree must submit a new Application for Graduate Admission and the appropriate documents for the desired degree. Students who are transferring from the Steinhardt School to another school at New York University (GSAS, Stern, etc.) must file an application and appropriate documents with the admissions office of the appropriate graduate division.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

Note: F grades and all other permanent grades may not be changed unless the original grade resulted from a clerical error.

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

W = Official withdrawal. Courses officially dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course.

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 and will be computed in the student's grade point average.

Note: “E” courses: A grade of “I” must be removed within the time limit set by the instructor, which limit may not exceed six months after the close of the course. Students with 9 credits or more of IP, IF, or N on their transcripts at any given semester will be considered as not making satisfactory progress in their programs of study and will be subject to probation. Students who have two consecutive probationary terms will be subject to dismissal. (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, e.g., Dissertation Proposal Seminar.)

The lowest passing graduate grade is D. A general average of 2.5 is required for the master's degree, and a general average of 3.0 is required for the sixth-year Certificate of Advanced Study and doctoral degrees.

Note: Students taking “G,” “H,” and “C” courses in other graduate divisions of NYU are urged to check with the appropriate school for details of their grading policies because they may differ from those of the Steinhardt School of Culture, Education, and Human Development.

INDEPENDENT STUDY

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula.

Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's departmental adviser.

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

PASS/FAIL OPTION

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

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied only to “E” courses. Once this option is utilized, such a decision cannot be changed nor will the letter grade be recorded. The lowest passing graduate grade is D. An F grade is counted in the average. Pass/fail grades are not considered “weighted grades.” Pass/fail option forms may be obtained from the Office of Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar 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.

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 Special Programs (for further information, see pages 15, 48, 80, 99, and 178).

TRANSFER OF CREDIT

Permission to study in an institution outside of New York University must be obtained for graduate students from the Office of Graduate Studies. Transfer credit may be accepted only from accredited colleges and universities.

Course work must have been completed within the last 10 years with a grade of B or better and may not have been counted toward another degree. Forms for approval of transfer credit are available in the Office of Graduate Studies. All transfer credit must be approved by the academic adviser.

For additional information, see graduate study/general requirements beginning on page 222.

Policies Concerning Plagiarism

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 both 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

University Policies

sent 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.1

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.)

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

GRADUATE COMMISSION
The voting membership of the commission is composed of the dean and an elected faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by a member of its student body.

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

NEW YORK UNIVERSITY WEAPONS POLICY
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARM POLICY
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

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

CAMPUS SAFETY
The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222, 212-998-2220 (TTY).

New York University's annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following Web site: www.nyu.edu/public.safety/policies.

1Adapted from Expository Writing Program, “Statement on Plagiarism,” New York University, undated, mimeographed.
Tuition, Expenses, 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.

This section provides information on both of these distinct but related topics.

Tuition, Fees, and Expenses

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2007-2008. The Board of Trustees reserves the right to alter this schedule without notice.

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

The act of registering generates related tuition and fee charges for which you are financially responsible. The Office of the Bursar is located at 25 West 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.

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

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

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

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

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 held may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Graduation

No candidate may be recommended for a degree until all required fees have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who makes payment after the first day of May, September, or January. The candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is a part of the order of business.

Tuition

Tuition per point, per term $1,097.00
Fall term 2007
Nonreturnable registration and services fee,
first point 347.00
Nonreturnable registration and services fee,
per point, for registration after first point 57.00
Spring term 2008
Nonreturnable registration and services fee,
first point 362.00

Nonreturnable registration and services fee,
per point, for registration after first point 57.00
Doctor of Physical Therapy (D.P.T.) tuition, see page 135.

General Fees and Expenses

Basic Health Insurance Benefit Plan (full-time domestic students automatically enrolled; any student can select):
Annual $1,524.00
Fall term 589.00
Spring term (coverage for the spring and summer terms) 935.00
Summer term (only for students who did not register in the preceding term) 413.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled; all others can select):
Annual $2,228.00
Fall term 861.00
Spring term (coverage for the spring and summer terms) 1,367.00
Summer term (only for students who did not register in the preceding term) 604.00

Stu-Dent Plan (dental service through NYU’s College of Dentistry):
Initial Enrollment $215.00
Spouse/Partner 215.00
Dependent 80.00
Renewal 175.00

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or waive the plan entirely (and show proof of other acceptable health insurance).
Late tuition payment fee (other than late registration) $25.00
Penalty fee $20.00
Application fee for admission:
Graduate degree (nonreturnable, see page 204) $50.00
Graduate special student status (nonreturnable), payable one time only (see page 204) 50.00
Graduate degree (for students submitting major credentials from foreign institutions) (see page 205) 50.00
Deposit upon graduate acceptance (nonreturnable) $200.00
Deposit upon graduate acceptance (early decision) and doctoral program acceptance (nonreturnable) $500.00
Late registration
Additional fee payable by any student permitted to register commencing with the second week of classes $25.00
comprising with the fifth week of classes 50.00
Maintenance of matriculation (per academic year) $300.00
Plus
Registration and services fee
Fall 2007 $290.00
Spring 2008 305.00
(master's and sixth-year only; doctoral students should consult page 226)
Duplicate rating sheet $2.00
Makeup examination $20.00

COURSE-RELATED FEES

Music and Music Education
Private instruction fee: to be paid when registering for
E85.2321 $90.00
E85.2334 90.00
E85.2345 90.00
E85.2356 90.00
E85.2363 90.00
Recital fee: to be paid when registering for
E85.2026 $75.00
E85.3026 75.00
Students registering for more than one section of private instruction within a specific course number (e.g., E85.2321) need only to pay the private instruction fee for the first section.

Occupational Therapy
Laboratory fee: to be paid when registering for
E40.2003 $50.00

Physical Therapy
Laboratory fee: to be paid when registering for
E44.2120 $65.00
Students registering for more than one photography lab course per semester need only to pay the fee once. All active Studio Art: Art in Media students (registering for courses) will be charged a per-semester fee of $250.

DOCTORAL ADEIVEMENT FEE

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
Interest (finance charges) will accrue beginning from the first day of class at 12 percent per annum (1 percent per month) on the unpaid balance. A $25.00 late fee will be assessed if deferred payments are made after the due date. For additional information, please contact the Office of the Bursar at 212-998-2806.

Refund Period Schedule (Fall and Spring Terms Only)
This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.
Withdrawal on or before the official opening date of the term (100% of tuition and fees) 100%
Withdrawal after the official opening date of the term (75% of tuition and fees) 75%
Withdrawal on or after the start of classes (50% of tuition and fees) 50%
Withdrawal more than two weeks after the start of classes (no refund) 0%
Withdrawal on the second day after the official opening date of the term through the end of the first calendar week* (100% of tuition only)
Withdrawal within the second calendar week from the opening date of the term 70%
Withdrawal within the third calendar week from the opening date of the term 55%
Withdrawal within the fourth calendar week from the opening date of the term 25%
Withdrawal after completion of the fourth calendar week of the term NONE

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

For students registered in Intensive Graduate Study courses, refunds of 100 percent can only be granted prior to the start of classes. A refund of 55 percent is granted only prior to the second class. No refunds are granted for withdrawals following the second class.

Exceptions to the published refund schedules may be appealed in writing to the refund committee of the school and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the "Refunds" page on the Office of the Bursar’s 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.

Financial Aid

New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

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

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

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

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

HOW TO APPLY

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application, which is mailed automatically to the student by the New York State Higher Education Services Corporation (HESC) after the FAFSA is processed. (The TAP application is also available on the Internet when using FAFSA on the Web. See www.nyu.edu/financial.aid/tap.html.)

The FAFSA (available online at www.fafsa.ed.gov or from NYU’s Office of Financial Aid) is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to New York University (NYU’s federal code number is 002785).

Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. See www.nyu.edu/financial.aid or www.fafsa.ed.gov. Students should consult the Financial Aid Web site or the Office of Graduate Admissions for individual deadlines. Information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time and potential error associated with a traditional paper FAFSA. The process is quicker and more efficient for both the student and New York University.

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

ELIGIBILITY

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Half-time students (fewer than 12 but at least 6 points per semester) may be eligible for a federal Stafford Student Loan or a federal PLUS Loan, but they must also maintain satisfactory academic progress.

Citizenship. In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if they meet the criteria listed on NYU’s Financial Aid Web site at www.nyu.edu/financial.aid.

*It should be noted that the registration and services fee is not refundable beginning with the second day after the official opening date of the term.
Renewal Eligibility

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

Withdrawal

Students should follow the official academic withdrawal policy described in this bulletin. Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that 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 school generally range from $500 to full tuition.

The NYU Reynolds Program in Social Entrepreneurship offers up to 20 graduate fellowships each year to students from across the University. The program is a comprehensive initiative designed to equip the next generation of visionary change makers 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 program also brings a comprehensive variety of social entrepreneurial resources to the University including an annual speaker series and new courses. Please visit the Reynolds Program Web site at www.nyu.edu/reynolds for more information.

For more information on other scholarship aid, see the Office of Graduate Admissions Web site: steinhardt.nyu.edu/cof/financial.aid.

Part-Time Employment

Wasserman Center for Career Development. Most financial aid award packages include work-study. This means that students are eligible to par-

NYU STEINHARDT SCHOOL-SPONSORED PROGRAMS

Application deadlines, criteria, award amounts, and other detailed information for school-based scholarships and fellowships may be found in the “Application for Graduate Admission with Directory of Programs and Financial Support Information,” which is available from the Office of Graduate Admissions, Pless Hall, 3rd Floor, New York, NY 10003; 212-998-5030, or at steinhardt.nyu.edu/graduate.admissions.

SCHOLARSHIPS

There are a number of scholarships available to both master's and doctoral students and for full-time and part-time study. Scholarships typically provide partial tuition support, and decisions are based on merit and need. School-based scholarships include the following:

Full-Time Study

21st Century Scholarships

Steinhardt Graduate Study Scholarships

NYU Opportunity Scholarships

Deans Opportunity Scholarships

Next Step Scholarships

Peace Corps Returnee Scholarships

Historically Black Colleges and Universities (HBCU) Scholarships

Health Professions Opportunity Scholarships

NYU Gateway Math Education Program

This program offers a variety of financial and academic support options to help students become a certified mathematics teacher. Types of support include generous scholarships, extensive summer math institutes; best practices seminars; paid internships as math tutors; student teaching placements in a neighborhood network of middle schools and high schools close to campus; close support from NYU faculty and from faculty in the schools; membership in a community of mathematicians and educators that keeps on supporting you after you graduate; and job placement in New York City. The Gateway Program is a joint project of NYU Steinhardt and its Program in Mathematics Education and NYU’s Courant Institute for Mathematical Sciences. Funding for the NYU Gateway Math Education Program is provided in part by the U.S. Department of Education through Teacher Quality Enhancement Grants program, Title II of the Higher Education Amendments of 1998. Learn more online at steinhardt.nyu.edu/gateway.

The Newton Fellowship Program

This is a unique academic and financial partnership between Math for America (MfA) and NYU Steinhardt that focuses on the shortage of adequately qualified mathematics teachers in our nation's public high schools. This fellowship program trains mathematically talented individuals to become high school math teachers and supports them in the early years of their careers. The program currently operates in New York City with the Steinhardt School serving as one of the partnership universities. Funds to support the Newton Fellowship at NYU Steinhardt are provided in part through the NYU Gateway Math Education Program. The Newton Fellowship Program is endorsed by the New York City Department of Education. MfA also provides the Newton Master Teacher Fellowship, a four-year, $50,000 award.
available to outstanding teachers of mathematics in the New York City public high schools. The program’s purpose is to recognize mathematics teachers who demonstrate solid mathematical knowledge and have outstanding performance records. For more information on either fellowship, visit the MfA Web site at www.mathforamerica.org.

The Jewish Foundation for the Education of Women Fellowship. This organization has provided multiyear funding to assist individual women directly while addressing teacher shortages in New York’s public schools. Fellowships may be offered to new full-time master’s applicants who wish to pursue the mathematics education or science education program. Fellowship recipients receive a one-time award of $15,000 in tuition assistance and agree to teach in New York City public schools after graduation. Consideration is automatically given to those who submit their application for admission and their FAFSA by February 1. No scholarship application is required. All women, regardless of ethnicity or religious affiliation, are eligible, with serious consideration given to those who show a strong interest and commitment to working in the New York City public schools after graduation. The fellowship provides up to $50,000 over two years and dedicated curricular and cocurricular activities. The program also brings a comprehensive variety of social entrepreneurial resources to the University including a panel of speakers and new classes. Please visit the Reynolds Program Web site at www.nyu.edu/reynolds for more information.

Resident Assistantships. Resident assistants are student paraprofessional staff members living in individual floors and assigned areas in each resident hall. Resident assistants are the first resource for residents concerning roommate relations, programming information, referrals to other offices or staff, or general information about the University, the city, or the neighborhood. Resident assistants are carefully selected and trained to provide support and assistance. The application and selection process for this highly selective leadership position begins late in the fall term. Students interested in becoming resident assistants should contact the Department of Residential Education, New York University, 33 Washington Square West, 1st Floor, New York, NY 10011-9154; 212-998-4311; www.nyu.edu/residential.education.

The NYU Expository Writing Program. This program offers positions as instructors and consultants to students who already hold a master’s degree or who have completed at least one year of a master’s degree program at NYU. These positions provide tuition remission and a stipend in exchange for teaching or consulting. Applications and additional information are available by contacting the NYU Expository Writing Program, 411 Lafayette Street, 3rd Floor, New York, NY 10003; 212-998-8860; e-mail ewp@nyu.edu; www.nyu.edu/ca/ewp.

NYU’s America Reads and Counts. NYU’s America Reads and Counts, the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours. Tutors must have a Federal Work Study Program allotment determined on the basis of the FAFSA. For more information, please visit www.nyu.edu/cas/americareads.

STEINHARDT SCHOOL FELLOWSHIPS

Graduate/Teaching/Research Assistantships (GA/TA/RA). Assistantships are awarded on a competitive basis and provide up to full-time tuition support, generous living stipend, and student health insurance. Twenty hours of service related to the academic and professional responsibilities of the position are typically expected. No special application is required for new students since all eligible full-time applicants (domestic and international) are automatically considered for such positions, provided they meet all appropriate deadlines. Preference and priority for assistantships is given to Ph.D. and M.F.A. candidates. M.A. candidates are considered for assistantship awards only under very limited circumstances. Candidates meeting the requirements for available positions will be contacted directly by program or department faculty.

Steinhardt Fellowship for Doctoral Study. NYU Steinhardt (founded as the School of Pedagogy) provided the first arena in the nation for doctoral-level study in the field of education. This fellowship was created in honor of the vision of the school’s founders. New, full-time doctoral applicants in all programs are automatically considered during the admission process. Fellows receive full tuition support, a generous yearly stipend, and student health insurance for up to three years.

Phyllis and Gerald LeBoff Doctoral Fellowship in Media Ecology. This highly competitive fellowship was created to train the next generation of communications professoriat. It provides full tuition support and a generous stipend for up to three years to a new, full-time Ph.D. student in media ecology/culture and communication.

Steinhardt Fellowship in Education and Jewish Studies. This highly competitive fellowship is available to new doctoral students in the Program in Education and Jewish Studies. Offered on a competitive basis, it provides full tuition support, a generous yearly stipend, and student health insurance for up to three years.

UNIVERSITY FELLOWSHIPS AND ASSISTANTSHIPS

The Catherine B. Reynolds Foundation Program in Social Entrepreneurship. The NYU Reynolds Program in Social Entrepreneurship offers up to 20 graduate fellowships each year to students from across the University. The program is a comprehensive initiative designed to equip the next generation of visionary change makers 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 program also brings a comprehensive variety of social entrepreneurial resources to the University including an annual speaker series and new classes. Please visit the Reynolds Program Web site at www.nyu.edu/reynolds for more information.

The NYU Expository Writing Program. This program offers positions as instructors and consultants to students who already hold a master’s degree or who have completed at least one year of a master’s degree program at NYU. These positions provide tuition remission and a stipend in exchange for teaching or consulting. Applications and additional information are available by contacting the NYU Expository Writing Program, 411 Lafayette Street, 3rd Floor, New York, NY 10003; 212-998-8860; e-mail ewp@nyu.edu; www.nyu.edu/ca/ewp.

NYU’s America Reads and Counts. NYU’s America Reads and Counts, the supervision of classroom teachers, NYU students work to help school children acquire literacy and/or math skills. Tutors need not be enrolled in a teacher preparation program or have prior tutoring experience, but must be able to make a minimum weekly commitment of six hours in blocks of no less than two hours. Tutors must have a Federal Work Study Program allotment determined on the basis of the FAFSA. For more information, please visit www.nyu.edu/cas/americareads.
OTHER SOURCES OF AID

State Grants and Fellowships

New York State and other states offer a variety of grants (see the Higher Education Services Corporation Web site: www.hesc.com). Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

New York State Tuition Assistance Program. Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 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 a FAFSA application (see earlier “How to Apply” section). Return these completed applications as instructed. Do not send the forms to NYU. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

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

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs or by visiting www.va.gov. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Loans and Jobs

Subsidized Stafford Student Loan Program (SSL). The federal Subsidized Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administration facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

Graduate students enrolled for at least half-time status may borrow up to $8,500 per year with a total aggregate borrowing limit of Subsidized Stafford Loans (including undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of the education, the family contribution, and the total of all other financial aid awards. For graduate students, “family contribution” is derived from the incomes of the student and the spouse (if married). Visit www.nyu.edu/financial.aid/stafford.html for up-to-date information on interest rates and process for consideration.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

Unsubsidized Stafford Student Loan Program. Students who do not qualify for Federal Subsidized Stafford Loans or who qualify for only partially subsidized Federal Stafford Loans may borrow funds through this program up to the limit of the Federal Stafford Loan limit. Unsubsidized Federal Stafford Student Loans provide additional loan eligibility beyond any subsidized Stafford amounts. Students must first apply for the regular (subsidized) Stafford program, and if they meet eligibility criteria, they will be automatically considered for the unsubsidized program. Terms and conditions are essentially the same as for the regular Stafford loan, except the federal government does not pay the interest on the unsubsidized loan while the student is in school.

Students must begin to repay interest and principal 60 days after the first loan funds are issued. Payment of the principal may be deferred if the student is enrolled at least half time for the period of the loan. Also, the interest can be “capitalized” (added to the principal) if desired. Visit www.nyu.edu/financial.aid/stafford_subsidized.html for greater detail.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

Stafford Loan Limits. Generally, the total debt a student can have outstanding from all Stafford loans combined is $23,000 as a dependent undergraduate student; $46,000 as an independent student (only $23,000 of this amount may be in subsidized loans); and $138,500 as a graduate or professional student (only $65,500 of this amount may be in subsidized loans). The graduate debt limit includes any Stafford loans received for undergraduate study.

PLUS Loan Program. The federal PLUS Loan Program enables creditworthy parents of dependent students and qualifying independent graduate students to borrow up to an amount equal to the cost of education minus all other financial aid. No aggregate borrowing limits apply.

The annual interest rate is fixed at 8.5 percent. For this reason, eligible individuals are strongly encouraged to choose a federal PLUS loan before applying for a private educational loan.

Repayment of the PLUS loan typically begins within 60 days after funds are disbursed and may extend up to 10 years. An origination fee of up to 3 percent will generally be deducted at the time of disbursement.

Private Loans. A variety of private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, they feature attractive terms and interest rates, and all creditworthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders. For more information contact the NYU Office of Financial Aid or visit www.nyu.edu/financial.aid/private_loans.html.

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.

Outside Scholarships and Grants

Students may be eligible for private scholarships or grants from outside agencies. Some sources to explore are employers, foundations, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free on the Internet, and several are featured on the NYU Office of Financial Aid Web site at www.nyu.edu/financial.aid.
The Office of the Associate Dean for Student Affairs (Pless Hall, 2nd Floor, 212-998-5025; www.steinhardt.nyu.edu/studentaffairs) is integral to the school’s educational mission of human development, collaborating with faculty, other school and University offices, and students to provide programs, services, and opportunities that are responsive to the dynamic nature of the educational process, enrich the educational experience, and embody the school’s concern for all phases of student development and the diversity of student needs.

The Office of Student Affairs includes the Office of Counseling and Student Services, the Office of Advisement and Registration Services, the Office of Graduate Studies, Teacher Certification, and Special Student Advisement. The staff works closely with the academic units of the school in facilitating the advisement process and other policies and procedures that derive from faculty and school actions such as student academic process, student discipline, student awards and honors, and the New Student Seminars.

**OFFICE OF COUNSELING AND STUDENT SERVICES**

Jeanne Bannon, Director  
Pless Hall, 2nd Floor, 212-998-5065  
E-mail: jeanne.bannon@nyu.edu

**Counseling Services**

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

**Student Services**

Student services include recruitment activities for prospective students, orientation programs for new students, advisement, psychoeducational workshops, school receptions, and student colloquia. The Office of Counseling and Student Services works collaboratively with student services and activities offered throughout the University. The professional staff serves as adviser to the graduate student organization.

**INTERNATIONAL STUDENT SERVICES**

The Office of Counseling and Student Services provides liaison services and assists in the guidance and advisement of international students (Pless Hall, 2nd Floor; telephone: 212-998-5065). The Office of Counseling and Student Services is responsible for overseeing the New International Graduate Student Seminar (E03.2003), a required non-credit course that meets for eight weeks during the student’s first semester at the school. The seminar assists in orienting new students to the services and requirements of both the school and the University.

For all matters pertaining to student visas, international students are directed to the Office for International Students and Scholars, 561 La Guardia Place, ground floor.

**GRADUATE STUDENT ORGANIZATION**

The Graduate Student Organization (GSO) develops programs, activities, and services to help meet the cultural, social, and professional needs of its constituency. The GSO is governed by an executive board of officers and representatives from each department at NYU Steinhardt. The GSO, in conjunction with the USG (Undergraduate Student Government), funds student-initiated projects and plays an active role in the governance of the school and University and is responsible for appointing students to serve on designated school/University committees.

Additional information may be obtained by contacting the GSO Office in Pless Hall, 3rd Floor; telephone: 212-998-5351; e-mail: steinhardt.gso@nyu.edu.

**SPECIAL AWARDS FOR EXCELLENCE AND SERVICE TO THE SCHOOL**

The Office of Student Affairs administers special awards for scholarship and service to the school. Nominations for these awards are solicited from all members of the NYU Steinhardt community. The John W. Withers Memorial Award and the E. George Payne Memorial Award are awarded to graduating seniors and graduate students who have shown evidence of exemplary scholarship and service to the school. The Ida Bodman Award and the Samuel Eshborn Service Award are given on the basis of the quality of service that a student has given to the school. The Arch Award is given to undergraduate and graduate students based on the unique and beneficial quality of their cumulative record of service to their fellow students, faculty, and administration of the school. Information regarding applications and deadlines for graduation awards can be found at http://steinhardt.nyu.edu/student_services.

**THE DEAN’S GRANTS FOR STUDENT RESEARCH**

Outstanding undergraduate and graduate students in the Steinhardt School of Culture, Education, and Human Development are invited to apply for the Dean’s Grants for Student Research Competition. Graduate students may be awarded up to $1,000 to explore a faculty-sponsored independent research project or a specific component of thesis or dissertation work, e.g., instrument development/validation or a pilot study.
Proposed research must be conducted within the time specified and must adhere to guidelines established by the University Committee on Activities Involving Human Subjects. Grant recipients are expected to submit a written report once research is completed, including the question under investigation, research methods, results, conclusions, and how the monies from the Dean's Grant were used. Grant recipients are also expected to present their findings at the Dean's Grants to Support Student Research Colloquium. For details and to download an application, visit http://steinhardt.nyu.edu/student_awards.

**PREDOCTORAL SUMMER RESEARCH GRANT COMPETITION**

Doctoral students with approved doctoral proposals are invited to apply for a Pre-doctoral Summer Research Grant to support travel, data-collection and/or writing associated with their dissertation research. Grants are up to $1,500, faculty-sponsored.

**DOCTORAL STUDENT TRAVEL GRANTS**

The Doctoral Student Travel Fund assists students with expenses associated with presenting papers at scholarly and professional conferences. The fund will offer reimbursement for a maximum of $500. Reimbursement is limited to expenses for travel, food, lodging and conference fees. Doctoral students who have approved dissertation proposals are encouraged to apply by completing the Doctoral Student Travel Fund form, which is available in the Office of Graduate Studies, 82 Washington Square East, 2nd Floor. Requests will be considered, as funds are available. Applications can be downloaded at http://steinhardt.nyu.edu/students.

**HONORARY SOCIETIES**

Delta Pi Epsilon (Business Education)
Lambda Pi Eta (Communication)
Phi Delta Kappa (Education)
Pi Lambda Theta (Education)
Kappa Delta Pi (Education)

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**University Services and Student Activities**

**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/IRC

Office of Student Activities (OSA)
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: 212-998-4984
E-mail: program.board@nyu.edu

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

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Telephone: 212-998-4949
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/palladiumathleticsfacility

**BOOKSTORES**

Main Bookstore
18 Washington Place
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

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu
Web site: www.bookstores.nyu.edu
(Serves the Leonard N. Stern School of Business [Graduate Division], the School of Law, and the Robert F. Wagner Graduate School of Public Service.)

**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/its

**COUNSELING SERVICES**

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

**DINING**

NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nyu.dining.com

**DISABILITIES, SERVICES FOR STUDENTS WITH**

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

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**STUDENT ACTIVITIES/SCHOOL AND UNIVERSITY SERVICES**

Steinhardt School of Culture, Education, and Human Development Bulletin 2007-2009
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/health

Counseling (see Counseling and Behavioral Health Services, page 219)

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.
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/health/insurance

Pharmacy Services
Telephone: 212-443-1030
Web site: www.nyu.edu/health/pharmacy

HOUSING
Department of University Housing
383 Lafayette Street, 1st 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

Department of Residential Education
33 Washington Square West
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer

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

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
Web site: www.cmep.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
238 Thompson Street, 1st Floor
Telephone: 212-674-7236 or 212-998-1065
Web site: www.nyu.edu/pages/catholic.center

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.nyu.edu/bronfman

Protestant Campus Ministries
194 Mercer Street, Room 409
Telephone: 212-998-4711
Web site: www.nyu.edu/protestant

Hindu Students Council
E-mail: spiritual.diversity@nyu.edu
Web site: www.nyu.edu/bronfman

The Islamic Center
238 Thompson Street, Lower Level
Web site: www.icanyc.org

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

For a complete list of student religious and spiritual clubs and organizations at NYU, visit http://clubs.nyu.edu/listclubsbycategories.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
The central mission of the NYU Steinhardt School of Culture, Education, and Human Development is to prepare professionals for careers of service in the fields of education, health, communications, and the arts. In its preprofessional and advanced degree programs, the school places hundreds of students each semester in community settings where they teach, perform psychology internships, and provide therapeutic services and nutritional counseling.

The Steinhardt School recognizes the importance of non-career-related community service and offers a rich array of programs that allows NYU graduate and undergraduate students, staff, and faculty to participate in volunteer community service activity.

Undergraduates and graduate students who want to deepen their theoretical and practical understanding of community service may also enroll in a 2-point learning course, Students in the Community: Service, Leadership, and Training, E63.1040.

Among the many community service activities conducted, sponsored, or administered by the Steinhardt School are the following:

**America Reads and America Counts:** The school’s Office of Field Projects places more than 1,000 tutors each year in 90 New York City public schools as part of NYU’s America Reads and America Counts program, the nation’s largest. This rewarding work is available to any NYU student who qualifies for Federal Work-Study. Interested students should e-mail areads@nyu.edu or visit www.steinhardt.nyu.edu/americareads. This work qualifies as a field placement for students in teacher preparation courses, but is available to all students, whatever their program or major.

**College Connection:** In this program, the University welcomes more than 2,000 sixth through ninth grade public school students to the campus each year. NYU undergraduate student volunteers talk with the student visitors on the importance of postsecondary education and what is involved in preparing for college and then lead a tour of the University campus.

The school maintains an Office of Field Projects, which monitors and oversees all of these projects and assists students from all areas of the University in participating in these programs and other University service programs such as the President’s C-Team. For further information, students are invited to contact Lee Frissell, Director of Field Projects, Steinhardt School of Culture, Education, and Human Development, New York University, 82 Washington Square East, New York, NY 10003-6680; telephone: 212-998-5021; fax: 212-995-4277; or e-mail: lf1@nyu.edu.
NEW INTERNATIONAL STUDENT SEMINAR
Participation in the seminar (E03.2003) is required of all new graduate international students during their first term in residence. The seminar explores professional issues and provides additional orientation and guidance to the school, University, and city. For further information, consult the Office of the Associate Dean for Student Affairs, Pless Hall, 2nd Floor.

GRADUATION
Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation through ALBERT, which can be accessed via your NYUHome account. In order to graduate in a specific semester, you must apply for graduation within the application deadline period indicated on the calendar. Students may view the graduation deadlines calendar and general information about graduation on the Office of the University Registrar's 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. A student must be enrolled for either course work or maintenance of matriculation during the academic year of graduation.

Master's Degree
The student must complete satisfactorily a minimum of 30 points in graduate courses (see Note 1, below). At least 24 of these points must be earned under the auspices of the Steinhardt School of Culture, Education, and Human Development in courses of the second (2) level or above, taken under advisement in the Steinhardt School of Culture, Education, and Human Development. Master's degree students are required to take a minimum of 18 points of graduate course work after establishment of matriculation (which occurs at the time of their first registration), even if this involves taking more courses than minimally required. Course work in progress during the semester in which matriculation is established may be counted toward this requirement. This policy applies to all new students who register as special (nondegree) students but who plan on applying for a degree.

The student's program of study is determined through consultation with the program adviser. The residence requirement for a master's degree consists of 24 points, all of which must be in courses on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a master's degree. At least one year, fall and spring terms, must elapse between the conferment of the bachelor's and master's degrees. A student is not permitted to be matriculated for more than one degree at a time.

GRADE AVERAGE
A scholastic average of 2.5 for both the total record and for courses in specialization is required for graduation. Individual academic programs may have higher average grade requirements.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 points on the second (2) level at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and service fees each term. A candidate for a master's degree must complete all requirements within six years of the date of matriculation. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

NOTE 1: A thesis may be substituted for 4 points of residence courses on the first (1) level, if program requirements allow.
SUPERVISED STUDENT TEACHING

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

Students in pre–student teaching fieldwork are assigned to a variety of educational settings to complete 100 hours of observation and participation prior to student teaching. The Office of Field Activities in conjunction with the course instructors will arrange placements.

Students should consult their curriculum advisers well in advance regarding prerequisites for clearance to student teaching as well as requirements for successful completion of the student–teaching course(s). Full-time employment concurrent with student teaching is prohibited. No more than 16 points should be taken during the term in which the student registers for 6 points of student teaching. Registration in fewer than 6 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.

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. Graduate 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 Field Activities a completed Student Teaching Health Assessment Form prior to the first student teaching placement. This form requires a physical examination and proof of up-to-date immunization records.
5. All applicants must be interviewed by the appropriate department faculty and recommended for student teaching.
6. Students need approval of their advisers to register for field experience courses. For each semester an online Request for Placement Form must be completed following attendance of a Student Teaching Convocation event.

TEACHER CERTIFICATION

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

Notes

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in this best methods of teaching these subjects. This requirement is met by successful completion of EB1, 1999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention.
2. The Education Department also requires new employees in New York State school districts, BOCES, or charter schools to be fingerprinted. The legislation does not require a student teacher or a person in a field placement to be fingerprinted unless such an individual is being compensated for their service and therefore considered to be an employee. For students in early childhood education, assignments in a pre–school-age setting may require fingerprinting under the auspices of the New York City Health Department prior to entering the field.
3. 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 consider issuing a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.
4. All prospective teachers in early childhood and childhood education must have the following, on either the undergraduate or graduate level:
   a. College-level work in English, mathematics, science, social studies, and a language other than English (American Sign Language is acceptable).
5. A concentration in one of the liberal arts or sciences.

Notice: New York State and Title II of the 1999 National Higher Education Act specify that the institutional pass rates on State Teacher Exams be published for schools offering teacher education programs. Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Culture, Education, and Human Development at New York University are as follows for 2005-2006: 678 students completed the Assessment of Teaching Skills—Written (ATS-W). Of those, 468 passed, and this yielded a pass rate of 98 percent. A total of 531 NYU students completed the Liberal Arts and Science Test (LAST). Of those, 315 passed, and this yielded a pass rate of 97 percent.

NEW YORK STATE TEACHER CERTIFICATION

Initial Certificate—The first teaching certificate obtained by a candidate who has met the requirements of the current regulations. Requirements include the completion of a program registered under these regulations and passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST).

The Initial Certificate will be issued only to students completing programs that are registered as leading to the Initial Certificate.

Candidates receiving an Initial Certificate will need to qualify for a Professional Certificate.

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

TERMINAL EXPERIENCE

An appropriate terminal academic experience is required for all students. Students should consult their departments for details. If a thesis is to be used as the terminal experience, the student should secure a thesis form from the Office of Graduate Studies, Pless Hall, 2nd Floor. On completion, the master's thesis approval form signed by the thesis
Sixth-Year Program

TRANSFER CREDIT
Students will be allowed to transfer up to (but not to exceed) 30 percent of the total number of credits required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work, completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old if a grade of B or better was earned for any such course work. In all cases, the 24-point residency requirement must be met.

M.A. CHECKLIST
1. Apply for graduation. Apply for graduation four to six months prior to your anticipated graduation date. Exact deadline dates are available from the Office of Graduation Services (Registrar). Telephone: 212-998-4260.

2. Information needed.
   a. Master’s degree statement of requirements. Count the number of points required for your degree.
   b. List of the prerequisite and graduate courses required for your curriculum. Each program provides students with this information at the time of matriculation.
   c. Transcript. List the courses and credits you have completed.
   d. List any courses you transferred (via adviser’s filing a transfer credit form).

3. Meeting schoolwide requirements.
   a. Course requirements: Check all courses taken at NYU or transferred to NYU against the list of prerequisite graduate courses required.

   b. Transfer credit allowances:
      i. Upon admission, students are allowed to transfer credits up to (but not exceeding) 30 percent of the total required by the program. The number of courses accepted for transfer will be determined by the program adviser. Credit may be granted for graduate course work completed at an accredited graduate institution not applied to another degree and not more than 10 years old. In all cases, the 24-point residency requirement must be met.
      ii. For those already matriculated, the maximum number of credits allowed for course work taken outside the University is limited to 8 points.
      iii. Transfer credit may be accepted only if a minimum grade of B has been earned for such course work.

   c. The Steinhardt School of Culture, Education, and Human Development graduate credit requirements: A minimum of 24 credits must be taken at the 2000 level. Count the number of credits taken at the 2000 level.
   d. The Steinhardt School of Culture, Education, and Human Development residency requirements: A minimum of 24 credits must be completed in residence. Count the number of credits of graduate (2000-level nonprerequisite) courses taken at NYU.
   e. Total credit requirements: A minimum of 34 credits must be completed. (Program requirements vary and may exceed this number.) Count the number of credits taken in 2000-level nonprerequisite courses at NYU or transferred in. Do not count courses taken as prerequisites.
   f. Grade point requirements: minimum = 2.5.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION
The school offers a sixth-year program of studies leading to the award of a Certificate of Advanced Study in education with specialization in a particular area. Availability of the sixth-year program should be ascertained by consulting the division or department of specialization sought.

CERTIFICATE REQUIREMENTS
The sixth-year program requires a minimum of 30 points and is open only to students holding a master’s degree from a recognized institution.
• Of these 30 points, a minimum of 6 points of advanced standing may be applied. Undergraduate (0-level or 1-level) courses may not be counted as credit toward the Certificate of Advanced Study.
• While professional work experience is not required prior to matriculation, the certificate will be granted only after the student has had three years of satisfactory, related professional experience, obtained either before or during the pursuit of the sixth-year program.

GRADE AVERAGE
A scholastic average of 3.0 in required courses is necessary for graduation.

MAINTENANCE OF MATRICULATION
To maintain matriculation, a candidate must complete at least 3 points on the second (2) level or above at New York University, under the auspices of the Steinhardt School of Culture, Education, and Human Development, each academic year (fall and spring) or, in lieu of such completion, must pay a maintenance fee of $300 per year, plus the nonreturnable registration and services fees each term. A candidate has a six-year period following the date of matriculation for the completion of all requirements. If continuous matriculation has not been maintained, a reevaluation of credentials is necessary, and only those courses completed within the last 10-year period will be credited.

TRANSFER CREDIT
On recommendation of the adviser, credit for graduate course work completed at an accredited graduate institution, not applied to another degree, and not more than 10 years old may be granted to a maximum of 6 points if a grade of B or better was earned for any such course work.
Doctoral Programs: General Requirements

The purposes of the doctoral programs in the school are to prepare people who will advance knowledge; to prepare people who will transmit knowledge; and to prepare people for educational, administrative, and other professional services. Doctoral programs require a minimum of three academic years of full-time graduate-level study (a minimum of 12 points per semester) after the baccalaureate degree, or their equivalent in part-time study.

Students are reminded that, in general, the degree requirements applying to them are defined in the bulletin for the academic year in which their matriculation is established.

Requirements for Doctoral Matriculation

All applicants for admission to doctoral study in the Steinhardt School of Culture, Education, and Human Development must submit a completed admission application; official transcripts documenting higher education; official scores from the Graduate Record Examination (GRE) general test, including the verbal, quantitative, and analytical sections; and payment of the required fees, along with any other program-specific requirements as outlined in the Application for Graduate Admissions. The Test of English as a Foreign Language (TOEFL) is mandatory for all applicants whose native language is not English and who did not receive a bachelor's degree at an English-speaking college or university.

Applicants should arrange to take the GRE through the Educational Testing Service, Princeton, NJ 08541. Scores, to be official, must be reported through the Educational Testing Service to the Office of Graduate Admissions (Institution Code 2556), Steinhardt School of Culture, Education, and Human Development, New York University, Pless Hall, 82 Washington Square East, 3rd Floor, New York, NY 10003-6680.

Applications for doctoral study are considered for the fall semester only. All admitted doctoral students are expected to enroll for the semester they are accepted or must reapply for admission for the next academic year (reapplication does not guarantee readmission).

Advisement and Registration.

Applicants who are accepted and permitted to register and who wish to begin their programs as full-time students may register during no more than two terms for a maximum of 18 points prior to the establishment of official matriculation.

In all matters relating to the program of specialization, the student works closely with the program adviser. This includes information on any additional prescreening procedures or other conditions unique to the division or program (such as residency requirement, additional prescreening procedures, selection and sequence of courses in specialization, etc.).

Establishment of Formal Matriculation in Doctoral Programs.

Each program has a doctoral admissions committee that evaluates the applicant's application based on the following:

1. The applicant's grade point average from previous degree programs.
2. The applicant's verbal and quantitative scores on the Graduate Record Examination (GRE). All GRE scores must be official as determined by the Office of Graduate Admissions.
3. All supplemental materials required by the program.
4. Personal interview, where appropriate.
5. The applicant's work and academic background.

Doctoral students are required to complete the degree within 10 years of the date of matriculation. A student is not permitted to be matriculated for more than one degree at a time.

Transfer Credit

There is no provision for advanced standing at the doctoral level. Graduate study completed at an accredited institution; not applied to another graduate degree; completed with a grade of A, B, or Pass; and not more than 10 years old may be presented for consideration of exemption from certain course work, if appropriate, without reference to transfer of points.

Admission to Candidacy

Successful completion of the Departmental Candidacy Examination, a comprehensive examination in the program of specialization, provides the basis of acceptance into doctoral candidacy following formal matriculation. Below are the two schoolwide prerequisites to the taking of the candidacy examination as well as regulations concerning the examination itself.

1. Matriculation. Only doctoral students who are fully matriculated are eligible for the Departmental Candidacy Examination. Matriculation is established during the first semester of registration in the doctoral program.
2. Good Academic Standing. All doctoral students are required to have a cumulative, doctoral grade point average of 3.0 to qualify for the Departmental Candidacy Examination.

At an early stage of doctoral study, doctoral students should confer with their departmental advisers in order to plan the remaining courses necessary as preparation for the candidacy examination. Doctoral students may not sit for the candidacy examination more than twice. Candidacy examination applications are available at the Office of Graduate Studies, Pless Hall, 82 Washington Square East, 2nd Floor; some filing and examination dates are listed at www.steinhardt.nyu.edu/students. Doctoral students are required to take a minimum of 18 points of graduate course work following acceptance of candidacy, even if this involves taking more courses than initially required. Courses taken during the term in which the candidacy examination is passed may be counted toward this requirement. Doctoral degree service fee courses (including the doctoral advisement fee) do not count as part of the 18 points of graduate work required following candidacy.

If doctoral candidacy is not accepted, matriculation will be suspended. If candidacy is subsequently accepted, the original date of matriculation will be restored.

Final Oral Examination

The final oral examination for doctoral degrees will be conducted by a commission of five faculty members. If a two-member dissertation committee is appointed, the final oral examination commission shall be composed of four members. A candidate is eligible for this examination only after the approved dissertation, abstract, and necessary forms (which may be obtained from the Office of Graduate Studies) have been transmitted for examination purposes and all other scholastic requirements have been met. (Consult www.steinhardt.nyu.edu/students for dates for filing dissertations.) At least six weeks intervene between the date of submission of the approved dissertation to the Office of Graduate Studies and the final oral examination. Oral examinations are generally not scheduled from the third week of July to the third week of October. The examination need not be restricted to a defense of the dissertation.

Note: If a candidate fails the oral examination, he or she may appeal to the associate dean for academic affairs,
who may grant the privilege of a second oral examination by the same examining commission, provided that the examination shall not be given before six months have elapsed and provided further that no more than two oral examinations shall be permitted any one candidate. Such an appeal should be filed in the Office of Graduate Studies.

**TERMINATION OF CANDIDACY**

A member of the major faculty or a dissertation committee may at any time recommend to the associate dean for student affairs the termination of a student’s candidacy for a doctoral degree, provided that such recommendation is accompanied by substantiating evidence.

**DOCTORAL ADVISEMENT FEE SYSTEM**

**(MAINTENANCE OF MATRICULATION)**

Effective since fall 1991, the following Doctoral Advisement fee system is in effect for all Steinhardt School of Culture, Education, and Human Development doctoral students:

1. Any semester in which a student is not registered for at least one 3-point course, the student must register for E10.3400, Doctoral Advisement, or departmentally approved 1-point substitution. Registration for this course will entitle students to use the libraries and other research facilities, consult members of the faculty, participate in University activities, and use the student health service and the Coles Sports and Recreation Center.

2. Doctoral Advisement will be a 1-point fee course. These credits will not count toward the student’s total point requirement.

3. Students who register for Doctoral Advisement may be given full-time equivalency if they are eligible according to the Steinhardt School of Culture, Education, and Human Development regulations.

4. Students must register for Doctoral Advisement each semester exclusive of summers. Students who are away from the area must consult with advisers by telephone or e-mail and may register via ALBERT for Doctoral Advisement during the official registration periods.

5. If a student who is still within his or her 10-year time period for degree completion does not register each semester for either one 3-point course or for Doctoral Advisement, his or her matriculation will lapse after one year. With the approval of the student’s advisor, matriculation may be reinstated, at which time the student will be required to pay all missed tuition and fees. Students who do not register for any given semester must also pay missed tuition and fees for Doctoral Advisement upon reregistration.

**APPOINTMENT OF DISSERTATION COMMITTEE**

(See Note 1, below)

When a student has matriculated and candidacy has been approved, the associate dean will, on the written request of the candidate, appoint a dissertation committee of two or three faculty members, at least one of whom, the chairperson, shall be from the candidate’s area of specialization (as defined by the two-digit number that designates the academic program in which the candidate is matriculated). Three-member committees may be reduced subsequently to two-member committees at the discretion of the associate dean and under certain special circumstances.

Further, in order to ensure a diversity of perspectives being available to the student during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program/department different from the candidate’s program or area of specialization.

It is the candidate’s responsibility to nominate the chairperson of this committee, whose consent to serve must be indicated on the application form, obtainable in and returnable to the Office of Graduate Studies, Pless Hall, 82 Washington Square East, 2nd Floor. The membership of the committee will be reviewed and approved by the associate dean.

Students may elect to request the appointment of a dissertation committee chairperson without requesting the appointment of the other one or two remaining committee members. Should the student elect to request the advance appointment of a chairperson in this manner, the student must request appointment of the remaining member(s) within one year of the date on which the committee chairperson was appointed.

**DISSERTATION PROPOSAL**

Following appointment of the dissertation committee, the candidate will prepare an original research proposal for approval by the committee and for review by the appropriate proposal review panel. All proposals must be submitted initially to the Office of Graduate Studies. The proposal must be approved before data collection and the dissertation writing are begun. In the proposal, the candidate is expected to indicate clearly and concisely what is proposed, where information is to be obtained, and how the research is to be carried out. Guidelines for submission of the proposal are available in the Office of Graduate Studies, Pless Hall, 2nd Floor.

**DISSERTATION**

Candidates for the Ph.D. degree must show ability for independent research and scholarly technique by means of a dissertation, the preparation of which will usually represent a substantial amount of research activity. Candidates for the Ed.D. must present a successfully completed dissertation involving applied research in the field of education. Alternate projects to the dissertation for the Ed.D. are provided, subject to approval of faculty. Consult the Office of Graduate Studies for a statement governing preparation and submission of the dissertation or the alternate Ed.D. project. No dissertation or final document will be read regardless of any other consideration unless the English is technically accurate and the style and appearance satisfactory. (Consult www.steinhardt.nyu.edu/students for dates for filing dissertation.)

**MINIMUM RESIDENCE REQUIREMENT**

Consult department of specialization for further information. Some departments require a one-year residency with full-time student status.

All candidates for the Doctor of Philosophy or Doctor of Education degree must complete a minimum of 36 points in residence beyond the master's degree on the second (2) level or above. Those candidates matriculating for the doctorate directly from the baccalaureate are required to complete

NOTE 1: No doctoral student may form a dissertation committee until he or she has fully satisfied the appropriate foundations of education requirement.
54 points in residence on the second (2) level or above. Undergraduate (0-level or 1-level) courses may not be counted as credit toward a doctoral degree.

GENERAL DEGREE REQUIREMENTS (PH.D. AND ED.D.)

1. All candidates are required to take 6 points of foundations work. The foundations courses must be taken during the first 24 points of doctoral study.

Graduate courses qualify for the foundations requirement when they are upper-division courses (Steinhardt 2000-level courses or their equivalent in other schools) and designed to broaden students' access to knowledge outside of the areas of specialization. To this end, courses are considered foundational when they (1) provide broad basic content, not limited to a single profession, and are outside the student's specialization, and do not require prerequisites; (2) are based on current scholarship in the arts, humanities, sciences, and/or social sciences; and (3) have wide applicability to common issues of the student's specialization and profession.

2. All candidates are required to complete a 3-point course in specialized methods of research.

3. Six points of cognate study (study related to but not in the field of specialization).

4. A 3-point course in dissertation proposal seminar.

5. A departmental or divisional seminar (3 points).

6. Fifteen points of research electives specifically addressed to preparing the student to design and conduct his or her research.

7. Specialization courses as specified on the Statement of Requirements in addition to the requirements (1-6) above.

8. A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.

9. Doctoral students are expected to be able to explain and defend all aspects of the data analysis and interpretations appropriate to the design of their dissertation research.

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**Doctor of Psychology**

The Doctor of Psychology degree program in professional child/school psychology is designed as an alternative to the traditional Doctor of Philosophy degree. While the Ph.D. degree program in school psychology is based on the traditional scientist-practitioner model in psychology, preparing students for research and professional practice, the Psy.D. is based on a practitioner-scholar model with major emphasis on preparation for professional practice.

The Psy.D. program is currently not admitting students.

All candidates for the Doctor of Psychology degree should see the following sections on pages 225-26: Requirements for Doctoral Matriculation, Transfer Credit, Admission to Candidacy, Termination of Candidacy, Doctoral Advisement Fee System, and Minimum Residence Requirement.

**GENERAL DOCTOR OF PSYCHOLOGY DEGREE REQUIREMENTS**

Degree requirements include the following:

- Psychological foundations: 18 points
- Proseminar: 3 points
- Educational foundations: 12 points
- Measurement/evaluation: 12 points
- Practica: 30 points
- Specialization: 18 points
- Integrative seminar: 6 points

**Total**: 99 points

Additional program requirements, including required courses, field experience and internship, scholarly papers, and final oral examination, are defined in the program brochure.

A scholastic average of 3.0 for both the total record and courses in specialization is required for graduation.
## Degree and Certificate Programs as Registered by the New York State Education Department

*(See page 230 for teacher certification programs.)*

### Programs/Concentrations | Degrees Conferred | HEGIS*
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| Drama Therapy | M.A.† | 1099 |

### Early Childhood and Elementary Education

- Positions of Leadership: Early Childhood and Elementary Education
  - Adv. Cert., Ph.D. | 0802 |

### Education and Jewish Studies

- Education and Jewish Studies
  - Ph.D. | 1510 |

### Educational Administration

- Educational Leadership: School Building Leader
  - M.A. | 0828 |
- Educational Leadership: School District Leader
  - Adv. Cert. | 0827 |
  - Educational Administration
    - Ed.D., Ph.D. | 0827 |

### Educational Communications and Technology


### Educational Theatre

- Teachers of Educational Theatre in High Schools
  - Adv. Cert., Ed.D., Ph.D. | 1007 |
- Educational Theatre in Colleges and Communities
  - M.A., Ed.D., Ph.D. | 1007 |

### English Education

- Teachers of English Language and Literature in College
  - M.A., Adv. Cert. | 1501 |
- English Education (Secondary and College)
  - Literature, Reading, Media Education, Composition Education, Curriculum Development
    - Ph.D. | 1501 |
  - Applied Linguistics
    - Ph.D. | 1501 |

### English as a Second Language/Teaching English to Speakers of Other Languages (TESOL)

- Postbaccalaureate Study in TESOL
  - Adv. Cert. | 1508 |
- Teachers of English to Speakers of Other Languages/College
  - Adv. Cert., Ph.D. | 1508 |
- Post-Master’s Study in TESOL in College
  - Adv. Cert. | 1508 |
- Teachers of English to Speakers of Other Languages
  - M.A. | 1508 |

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NOTES

*HEGIS: 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; telephone 518-474-5851.

†Leads to New York State certification.

‡Professional license qualifying.

§Students will no longer be admitted into this program beginning fall 2005.

*Dual degree. Only M.A. leads to certification.
<table>
<thead>
<tr>
<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
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**Dual Certification Programs**

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We are no longer admitting students into the older in-service teacher education programs listed below, which were designed for teachers with provisional certification who are seeking permanent teacher certification. Given the changes in New York State’s regulations, the school has registered new programs for teachers that will lead to professional certification and be in compliance with the new state regulations.

### Early Childhood and Elementary Education

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<th>Programs/Concentrations</th>
<th>Degrees Conferred</th>
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<td>Early Childhood and Elementary Education N-6: Infants and Toddlers</td>
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<td>Early Childhood and Elementary Education N-6: Nursery, Kindergarten, Grades 1-6</td>
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### English Education

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### Foreign Language Education

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### Teacher Certification Programs

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Lloyd K. Bishop, B.A., M.A., Ph.D., Educational Administration
W. Gabriel Carras, B.S., M.A., Ph.D., Social Studies Education
Roger L. Cayer, B.S., M.S., Ph.D., English Education
Angiola R. Churchill, B.S., M.A., Ed.D., Painting and Drawing (Art and Art Education)
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Bernice E. Cullinan, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Cynthia P. Deutsch, B.A., Ph.D., Educational Psychology
Jesse Dossick, B.S., M.A., Ed.D., Social Studies Education
David W. Ecker, A.A.S., B.S., M.S., Ed.D., Postdoctoral Fellow, Art and Art Education
Alfred Ellison, B.S., Ed.M., Ed.D., Curriculum and Instruction (Early Childhood and Elementary Education)

Berenice Fisher, B.A., M.A., Ph.D., Philosophy of Education
Ralph H. Goldner, B.A., M.A., Ph.D., Educational Psychology
Herbert Goldstein, B.A., M.A., Ed.D., Educational Psychology
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Martin Hamburger, B.S., M.A., Ph.D., Counselor Education
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June McLeod, B.A., M.A., Ph.D., Early Childhood and Elementary Education
Anne Cronin Moscy, B.S., M.A., Ph.D., Occupational Therapy

Harvey Nadler, B.A., M.A., Ph.D., English Education
Roger Phelps, Mus.B., Mus.M., Ph.D., Music and Music Education
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Krishna Reddy, Diploma Certificate, Art
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Robert M. Wasson, B.A., M.A., Ph.D., Counselor Education
Raymond A. Weiss, B.S., Ed.M., Ph.D., Ed.D., Curriculum and Instruction (Physical Education and Sport)
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (#6): Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway (N, R): Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Seventh Avenue Subway (#1): Local to Christopher Street—Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Sixth or Eighth Avenue Subway (A, B, C, D, E, F, V): To West Fourth Street—Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Fifth Avenue Bus: Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place, and west to Washington Square. Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square.

Broadway Bus: Bus numbered 6 to Waverly Place. Walk west to Washington Square.

Eighth Street Crosstown Bus: Bus numbered 8 to University Place. Walk south to Washington Square.

*See Washington Square Campus map and key for specific addresses.
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