
NYU Steinhardt Undergraduate

ARTS PROFESSIONS

EDUCATION

HEALTH

COMMUNICATION
ANNOUNCEMENT FOR THE 115TH AND 116TH SESSIONS

Steinhardt School of Education
(Undergraduate Division)

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WASHINGTON SQUARE, NEW YORK, NY 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, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities.

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
Choosing a Program That Meets Your Goal

Welcome to the Steinhardt School of Education at New York University. This bulletin is designed to assist all types of students—those considering college for the first time, those thinking of transferring from a community college or four-year institution, and those already attending NYU—in choosing the program of study that best fits their aspirations and goals. In this bulletin you'll find not only admissions guidelines, financial aid information, and academic requirements—you'll also learn about different kinds of professional training and career opportunities available to you through study at the Steinhardt School of Education so that you can make an educated decision about your own future. In addition, the bulletin describes many aspects of student life at New York University and the Steinhardt School of Education and the opportunities you'll find for personal growth and stimulation outside the classroom. If you're thinking about applying to NYU, follow these steps:
Step 1:
Turn to the Guide to Areas of Interest and Study on page 15. Find the undergraduate programs that fall within your area of interest.

Step 2:
Turn to Degree Programs, beginning on page 17, for each program that interests you. There you’ll find out about the program’s course of study and special features, such as internships or clinical experiences. Read carefully the section on Career Opportunities.

Step 3:
Examine closely the Sample Curriculum Worksheet for each program that interests you. The worksheet gives you an idea of the course schedule for a typical student in that program. If you’d like, look up the descriptions for some of the courses listed in the worksheet or program. Courses for the Steinhardt School of Education are listed numerically beginning on page 115. Titles of courses that fulfill the liberal arts requirements (Morse Academic Plan—MAP) begin on page 105. Consider also the section on Study Options. If you want to explore related programs, look for the section on Other Programs to See.

Step 4:
Once you’ve reviewed the programs offered, go to page 156 for information on Student Activities/University Services at NYU and the school.

Step 5:
Finally, turn to page 160 for information on Admission, Registration and Advisement, and Tuition, Expenses, and Financial Aid.

If you’re already a student at the Steinhardt School of Education, you can also use this bulletin for the following:

• Choose a major (follow Steps 1, 2, and 3 above).
• Keep track of your academic progress (review the Sample Curriculum Worksheet for your program of study).
• Review both required and elective courses (courses are listed numerically, beginning on page 115).
• Select courses that meet the liberal arts requirements. Course titles begin on page 105.
An Introduction to New York University

A Center of Higher Learning Open to All

Some 175 years ago, Albert Gallatin, the distinguished statesman who served as secretary of the treasury under President Thomas Jefferson, declared his intention to establish “in this immense and fast-growing city . . . a system of rational and practical education fitting for all and graciously opened to all.” This is how New York University came to be founded. At that time—1831—most students in American colleges and universities were members of the privileged classes. Albert Gallatin and the University’s founding fathers planned NYU as a center of higher learning that would be open to all, regardless of national origin, religious belief, or social background.

Albert Gallatin would scarcely recognize New York University today. From a student body of 158, enrollment has grown to over 50,000 students attending 14 schools and colleges at six different locations in Manhattan. Students come from every state in the union and from many foreign countries.

Ceremonies, Traditions, and Symbols

COMMENCEMENT

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

A grand outdoor ceremony in Washington Square Park has been the NYU Commencement tradition since 1976. The ceremony begins with the trumpet fanfare atop the Washington Memorial Arch—a fitting beginning for the new life ahead for our graduates.

UNIVERSITY SEAL

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

UNIVERSITY TORCH

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

UNIVERSITY COLOR: VIOLET

NICKNAME: VIOLETS

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

UNIVERSITY LOGO

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

ALMA MATER

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

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

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 Education, 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 Masters of Laws and Doctor of Juridical Science. The law school is a leader in providing scholarships to promising students, recruiting top faculty, and improving tuition subsidies and loan forgiveness programs. The School of Law regularly posts recent graduates to the U.S. Supreme Court for the highly coveted clerkships. The Root-Tilden-Kern scholarship program has produced more than 800 of the finest public service leaders in the country. Each year, some of the world’s top foreign lawyers visit to teach at the Hauser Global Law School, founded in 1995. An extraordinarily wide range of course offerings, research centers, colloquia, and special programs is made available to students. Policy makers and practitioners regularly converge on Washington Square South to explore critical issues in the law.

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine and Doctor of Philosophy degrees and courses for accreditation designed to meet the needs of physician-scientists and physicians in practice. Much of the clinical teaching takes place at the 1,232-bed Bellevue Hospital, where the School of Medicine supervises care. Medical students and residents also gain important clinical experience through the NYU Hospitals Center, which includes the 704-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine. The school also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Affiliated hospitals include the Hospital for Joint Diseases Orthopaedic Institute; NYU Downtown Hospital; the Department of Veterans Affairs New York Harbor Health Care System; Jamaica Hospital Medical Center; North Shore-Long Island Jewish Health System; Manhattan Eye, Ear, and Throat Hospital; Gouverneur Hospital; and Lenox Hill Hospital. The school is renowned for the excellence of its basic and clinical science enterprises as well as its clinical care through its family group practices.

The school’s Skirball Institute of Biomolecular Medicine is one of the world’s leading medical research centers, with interdisciplinary research emphasizing the biomolecular roots of disease. Specific areas of focus include developmental genetics, molecular pathogenesis, molecular neurobiology, and structural biology.

The College of Dentistry is the third oldest and the largest private dental school in the United States. It offers a predoctoral program leading to the Doctor of Dental Surgery degree, as well as advanced education programs in the dental specialties and an allied health pro-

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<td>MOUNT SINAI SCHOOL OF MEDICINE (affiliated July 1, 1999)</td>
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program in dental hygiene. The patient care clinics, laboratories, and other teaching facilities 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 25th Street, in the midst 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.A., and Ph.D. degree programs. A B.S./M.A. dual degree program and an M.A./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 Education offers a broad range of innovative undergraduate preparacal and professional programs and advanced graduate study in education, health, communications, and the arts professions. 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, weekends, 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 intercession. 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 Shimkin 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; philanthropy; 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 public 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, the 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 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 philosophical 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.

**New York University and New York**

**NEW YORK UNIVERSITY LIBRARIES**

The striking, 12-story Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library, 4.6 million-volume system that provides students and faculty members with access to the world’s scholarship and serves as a center for the University community’s intellectual life. Located on Washington Square, the Bobst Library houses more than 3.4 million volumes, 34 thousand journal subscriptions, and over 5 million microforms and provides access to thousands of electronic resources both on site and to the NYU community around the world via the Internet. The library is visited by more than 6,000 users per day, and almost one million books circulate annually.

Bobst Library offers three specialized reference centers, 28 miles of open-stack shelving, and more than 2,000 seats for study. The stacks are open until midnight. The newly renovated Brine Library Commons, located on the two lower levels, provides students with wireless access, hundreds of computer workstations, three computer classrooms, group and individual study spaces, and 24-hour access for study.

The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

Bobst Library is also home to significant special collections such as the Fales Collection of English and American Literature, one of the best collections of English and American fiction in the United States. Fales contains the unique Downtown Collection, archives documenting the downtown New York literary and arts scene from the 1970s to the present, focusing on the developments of postmodern writing and dance, performance art, outsider art, and the downtown music scene. Bobst Library houses the Tamiment Library, one of the finest collections in the world for scholarly research in labor history, socialism, anarchism, communism, and American radicalism. Tamiment includes the Robert F. Wagner Labor Archives, which holds the Jewish Labor Committee Archives and the historical records of more than 130 New York City labor organizations.

The library supports students throughout all phases of their university study and research, including instructional sessions, term paper clinics, and online tutorials. Subject specialist librarians...
work directly with students, at the reference centers and by appointment, to assist with specific research needs. Digital library services continue to expand, providing students and faculty with library access anywhere any time, whether on campus or off site. In addition to e-journals and other electronic resources, the library offers e-mail reference service, electronic reserves, and streaming audio services.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields, and the Stephen Chan Library of Fine Arts at the Institute of Fine Arts houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute is the most comprehensive facility of its kind, designed to meet the information needs of the entire real estate community.

Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU's School of Medicine and the Dental Center's Waldman Memorial Library. The Law Library serves the programs of the School of Law and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law as well as such legal specialties as urban affairs, poverty law, and consumerism.

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 experiences 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.

University apartment buildings provide housing for more than 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
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.
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and Science

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B.A.

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B.A., M.B.A.

Courtney Sale Ross, B.A.

William C. Rudin, B.S.

John Sexton, B.A., M.A.,
Ph.D., J.D.

Constance Silver, B.S.,
M.S.W., Ph.D.

Henry R. Silverman, B.A.,
J.D.

Larry A. Silverstein, B.A.,
LL.B.

Joel E. Smilow, B.A.,
M.B.A.

Jay Stein

Joseph S. Steinberg, B.A.,
M.B.A.

Michael H. Steinhardt,
B.S.

Henry Taub, B.S.

Daniel R. Tisch

John L. Vogelstein

Casey Wasserman, B.S.

Anthony Welters, B.A., J.D.

Shelby White, B.A., M.A.

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LL.B.

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Norman Goodman, B.A.,
J.D.

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Michael J. Rosenberg,
B.A., M.B.A.
An Introduction to the Steinhardt School of Education

Dedicated to the Study of Education, Health, Communications, and the Arts

NYU Steinhardt offers undergraduate and graduate programs in education, health, communications, and the arts and is one of the oldest and largest schools in the nation dedicated to the human services professions. Located in Greenwich Village, one of the most picturesque areas of New York City, the school’s undergraduate division offers the advantages of a medium-sized college and the vast resources of a major research university. For these reasons, whatever your career choice, the faculty and resources of the Steinhardt School provides you with the knowledge and practical education necessary to meet the challenges of your chosen profession.

From its beginning 116 years ago, the Steinhardt School has kept pace with the changing world. When the school was established in 1890 as the School of Pedagogy, it was the first university graduate school in the nation dedicated to elevating teachers to the same professional status as physicians and lawyers. Today, you can choose from over 70 undergraduate and graduate professional programs in education, applied psychology, health, communications, art, and music.

In the field of education, NYU Steinhardt offers some of the most progressive undergraduate programs in the country. Dedicated to community service and urban improvement, our programs stress the liberal arts preparation essential for all teachers in elementary and secondary education. Specialized courses and supervised classroom observation, student teaching, internships, and fieldwork provide students with the skills necessary to become effective educators and leaders in their profession, particularly attuned to the needs of urban children, youth, and families.

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

NYU Steinhardt’s program in communication studies prepares you for a career in a variety of settings, including the media industry, education, health services, private industry, or government. Course work is broadly interdisciplinary, founded on a strong liberal arts preparation and core courses in communication theory and analysis. Students gain a global perspective on intercultural communication, media and globalization, and the culture industries. All course work is augmented by internships and field placements in New York City, the communications capital of the world.

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

Administration and Staff of the School (2006-2008)

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STAFF

Jeanne Bannon, B.A., M.A., Director of Student Services
Special Programs and Centers

In addition to regular academic programs, several special programs and centers exist within the University and in the Steinhardt School of Education dealing with specific related areas of concern and with matters of common interest to professionals in all of the fields. These have often been cited for their excellence.

STUDY ABROAD PROGRAMS

Qualified upper-level undergraduates may participate in the many graduate courses in education, health, communications, and the arts that are offered each summer in more than a dozen overseas locations. The Department of Speech-Language Pathology and Audiology also offers a summer program in London specifically for undergraduate majors. The study abroad programs are designed to promote students’ intellectual growth, their understanding of a foreign culture and cross-cultural awareness, and content mastery from a new perspective. Programs are offered in several foreign countries. For additional information, consult the Office of Special Programs, Steinhardt School of Education, New York University, 82 Washington Square East, 5th Floor, New York, NY 10003-6680, 212-992-9380; www.steinhardt.nyu.edu/studyabroad.

AMERICA READS AND AMERICA COUNTS

For the past eight 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. Graduate student tutors are paid $12 per hour for work in Manhattan schools and $14 per hour for work in Brooklyn 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.

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 intersection between culture and developmental processes as they influence school readiness and educational outcomes among children and youth from diverse ethnic, racial, and socioeconomic backgrounds. Our work focuses on three interrelated components of education—engagement, learning, and performance. Engagement refers to active participation and involvement in school-related activities and attitudes about achievement. Learning refers to the process of acquiring knowledge or skills relevant to school readiness and academic success. Performance refers to academic outcomes, such as grades or standardized test scores. The center is located at 246 Greene Street, 5th Floor, New York, NY 10003-6677. For more information, visit www.steinhardt.nyu.edu/crcde.

CHILD AND FAMILY POLICY CENTER

The Child and Family Policy Center oversees a series of activities focusing on issues related to the well-being and education of young children. Grants for the Foundation for Child Development, the Charles Stewart Mott Foundation, and the W. T. Grant Foundation have supported one of the center’s primary projects: the Forum on Children and Families. The forum convenes a diverse audience of decision makers, scholars, practitioners, and community leaders to examine research that could support efforts to improve the lives of children and their families in New York City. To date, the project has addressed such issues as children’s access to health care, improving family child care, designing after-school programs, and strategies for promoting parent involvement in early childhood programs. The forum also prepares briefs for wide circulation. The center is located at 82 Washington Square East, 2nd Floor Annex, New York, NY 10003-6680. For more information, call 212-998-5108.

INSTITUTE FOR GLOBALIZATION AND EDUCATION IN METROPOLITAN SETTINGS

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 both the Metropolitan Center for Urban Education and Immigration Studies at NYU. IGEMS serves to coordinate basic research, policy work, and dissemination linking precollegiate 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 best policy options for improving education in rapidly changing environments. For more information, visit www.steinhardt.nyu.edu/igems.

INSTITUTE FOR EDUCATION AND SOCIAL POLICY

New York University's Institute for Education and Social Policy works to strengthen public education in New York City and other urban areas nationally and abroad, particularly in low-income neighborhoods and communities of color. Through our policy studies, research, technical assistance, and evaluations, we seek to build capacity for school improvement and reform among policy makers, educators, parents, and community groups. Because good public education is key to a more effective democracy, the institute works to increase support for urban public schooling and to expand the school improvement strategies of government agencies and nonprofit organizations. We are a lively and diverse group of researchers, scholars, trainers, and analysts committed to helping city schools become places where we can gladly send all our children.

The work of the institute, located within the Steinhardt School of Education, is a joint initiative of the Steinhardt School of Education and the Robert F. Wagner Graduate School of Public Service. The institute is located at 82 Washington Square East, 7th Floor, New York, NY 10003-6680. For more information, call 212-998-5880 or visit www.nyu.edu/iesp.

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 dropout 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.

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, preservice 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 Stuyvesant Street, Suite 501, New York, NY 10003-7599. For more information, call 212-998-1998 or visit www.steinhardt.nyu.edu/teachlearn.

WALLERSTEIN COLLABORATIVE FOR URBAN ENVIRONMENTAL EDUCATION

The goal of the Wallerstein Collaborative is to provide year-round programming that stimulates public school teachers in the metropolitan New York City region to incorporate environmental education in their classrooms. The collaborative also provides increased environmental education opportunities for preservice teachers through direct experience in the urban environment. The collaborative introduces educators to resources, materials, and strategies required to successfully implement environmental education across all grade levels and curriculum areas. To achieve this goal, the collaborative has developed partnerships with a wide range of formal and nonformal science institutions, environmental organizations, government agencies, and New York City schools that provide opportunities for field-based teaching and learning. Services include courses, internships, seminars, conferences, workshops, and curriculum development. The collaborative is located at 239 Greene Street, 6th Floor, New York, NY 10003-6674. For more information, call 212-998-5436 or visit www.steinhardt.nyu.edu/wallerstein.
## Guide to Areas of Interest and Study

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# University, School, and Alumni Award Recipients for Teaching

## The Steinhardt School of Education Teaching Excellence Award for Full-Time Faculty

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<tr>
<th>Year</th>
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<tr>
<td>1980</td>
<td>Henry Perkinson</td>
</tr>
<tr>
<td>1981</td>
<td>Norma Thompson</td>
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<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 Nystrom</td>
</tr>
<tr>
<td>1992</td>
<td>Constantine Georgiou</td>
</tr>
<tr>
<td>1993</td>
<td>Charles Hayes</td>
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<td>1994</td>
<td>Arnold Grossman</td>
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<td>1995</td>
<td>Kenneth Goldberg</td>
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<tr>
<td>1996</td>
<td>Carol Noll Hoskins</td>
</tr>
<tr>
<td>1997</td>
<td>Bridget N. O’Connor</td>
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<tr>
<td>1998</td>
<td>Lawrence Balter</td>
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<tr>
<td>1999</td>
<td>Joyce Hauser</td>
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<td>2000</td>
<td>Constantine Georgiou</td>
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<tr>
<td>2001</td>
<td>Frank Tang</td>
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<tr>
<td>2002</td>
<td>Diana Turk</td>
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<tr>
<td>2003</td>
<td>Deborah Borisoff</td>
</tr>
<tr>
<td>2004</td>
<td>Miriam Eisenstein-Ebsworth</td>
</tr>
<tr>
<td>2005</td>
<td>Catherine Tamis-LeMonda</td>
</tr>
<tr>
<td>2006</td>
<td>Elizabeth Ayello</td>
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<td>2007</td>
<td>Robin Means-Coleman</td>
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<td>2008</td>
<td>Maurice H. Miller</td>
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<tr>
<td>2009</td>
<td>Frank Tang</td>
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<td>2010</td>
<td>Diana Turk</td>
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<tr>
<td>2011</td>
<td>Deborah Borisoff</td>
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<tr>
<td>2012</td>
<td>Miriam Eisenstein-Ebsworth</td>
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<td>2013</td>
<td>Catherine Tamis-LeMonda</td>
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<td>2014</td>
<td>Elizabeth Ayello</td>
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<td>2015</td>
<td>Robin Means-Coleman</td>
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<tr>
<td>2016</td>
<td>Maurice H. Miller</td>
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<td>2017</td>
<td>Frank Tang</td>
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<tr>
<td>2018</td>
<td>Diana Turk</td>
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<tr>
<td>2019</td>
<td>Deborah Borisoff</td>
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## The Alumni Great Teacher Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1959</td>
<td>Alonzo F. Myers</td>
</tr>
<tr>
<td>1962</td>
<td>Louis E. Raths</td>
</tr>
<tr>
<td>1963</td>
<td>Beatrice J. Hurley</td>
</tr>
<tr>
<td>1965</td>
<td>Samuel P. McCutchen</td>
</tr>
<tr>
<td>1966</td>
<td>Hale A. Woodruff</td>
</tr>
<tr>
<td>1967</td>
<td>Ethel J. Alpenfels</td>
</tr>
<tr>
<td>1968</td>
<td>H. Harry Giles</td>
</tr>
<tr>
<td>1969</td>
<td>Louise M. Rosenblatt</td>
</tr>
<tr>
<td>1970</td>
<td>Henrietta J. Fleck</td>
</tr>
<tr>
<td>1971</td>
<td>Karen Gillespie</td>
</tr>
<tr>
<td>1972</td>
<td>Elazar J. Pedhazur</td>
</tr>
<tr>
<td>1973</td>
<td>Janice L. Gom</td>
</tr>
<tr>
<td>1974</td>
<td>Robert S. Berlin</td>
</tr>
<tr>
<td>1975</td>
<td>Frances W. Aronoff</td>
</tr>
<tr>
<td>1976</td>
<td>Padmakan M. Sapre</td>
</tr>
<tr>
<td>1977</td>
<td>Beverly K. Bain</td>
</tr>
<tr>
<td>1978</td>
<td>Richard R. Ellis</td>
</tr>
<tr>
<td>1979</td>
<td>Arnold Goren</td>
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## The Steinhardt School of Education Teaching Excellence Award for Adjunct Faculty

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2000</td>
<td>Dan Hahn</td>
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<tr>
<td>2001</td>
<td>Judy Lief-Recalde</td>
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<td>2002</td>
<td>Dianna Heldman</td>
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<td>2003</td>
<td>Elaine Gates</td>
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<td>2004</td>
<td>Salvatore Fallica</td>
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<tr>
<td>2005</td>
<td>Anthony DeFazio</td>
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<tr>
<td>2006</td>
<td>Offiong Aqua</td>
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<td>2007</td>
<td>Eugene Secunda</td>
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<td>2008</td>
<td>Beverly Semmes</td>
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<tr>
<td>2009</td>
<td>Sandra Mix Meyer</td>
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<tr>
<td>2010</td>
<td>Michael Ricciardone</td>
</tr>
<tr>
<td>2011</td>
<td>Michael St. John</td>
</tr>
<tr>
<td>2012</td>
<td>Fernando Naiditch</td>
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</tbody>
</table>

## The University Distinguished Teaching Medal

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1988</td>
<td>Neil Postman</td>
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<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 Giaquinta</td>
</tr>
<tr>
<td>2004</td>
<td>Deborah Borisoff</td>
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## Degree Programs

<table>
<thead>
<tr>
<th>Program Description</th>
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<td>Arts and Arts Education Programs</td>
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<td>Chemistry, 7-12*</td>
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<tr>
<td>Childhood Education and Childhood Special Education*</td>
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<tr>
<td>Early Childhood Education and Early Childhood Special Education*</td>
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<td><strong>Health-Related Programs</strong></td>
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<td>Applied Psychology</td>
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<tr>
<td>Nutrition and Food Studies with areas of concentration in Nutrition and Dietetics Food and Restaurant Management Food Studies Speech-Language Pathology</td>
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*Leads to provisional teacher certification.
NYU Teacher Education

Skills for the Present, Vision for the Present and the Future

The Steinhardt School of Education is committed to preparing teachers who meet the highest standards of their profession. Teachers graduating from our programs know their subjects and how to teach them. They know children and adolescents and how to help them learn. They understand the complex realities of 21st-century schooling and are prepared to succeed in helping all children grow and develop. This moral commitment to equity and social justice is accompanied by a deep commitment to excellence. The NYU teacher is a lifelong learner who will keep meeting the ever-new challenges of teaching.

NYU’s teacher education curricula recognize that education at the beginning of the new millennium continues to be marked by competing demands and ongoing disagreements about methods and goals. In order to prepare teachers to work effectively in this exciting but difficult environment, we have designed our teacher education curricula to ensure that each of our graduates will have the understandings and the skills they need to succeed. In order to do so, we do not hide from the hard issues facing teachers: we embrace them so that they can be understood.

NYU teachers are the embodiment of self-renewing people who develop throughout their career in collaboration with, and as an influence on, a growing circle of colleagues. NYU teachers are encouraged to work adeptly with change by understanding it as an intrinsic element of their personal and professional lives. NYU teachers have continually displayed their ability to remain committed to working in the dynamic environment of the classroom.

One of the central features of the NYU teacher education curricula is that they are strongly rooted in the schools. From the first semester of the first year of study at NYU, all future teachers will be observing and gradually participating in the processes of teaching and learning with children and adolescents. Whether students are studying learning theory or curriculum or methods, the questions asked and the issues posed will derive from and in turn be tested in the crucible of practice. The extent and duration of these field experiences will gradually increase, climaxing in at least two full-fledged student teaching experiences in two different schools during the senior year.

In order to develop all of the competencies and understandings necessary to be a professional teacher, NYU’s teacher education curricula embody both shared learning experiences and those tailored for each particular curriculum. In addition to the professional education curricula, each undergraduate program requires that all students take approximately half of their program of study in liberal arts to ensure a broad-based understanding of those arts and sciences. The general liberal arts requirements, embodied in the Morse Academic Plan, are described beginning on page 105.

With some minor modifications (depending on the level and subject of certification sought), the undergraduate curricula share the same pedagogical core. This set of learning experiences provides future teachers with a deep understanding of learners and learning, knowledge and knowing, teachers and teaching, and schools and schooling grounded in practice so that students will be able to enact their understandings after they graduate. The pedagogical core is completed by study in the subject or subjects that students will teach and by specific curriculum and methods courses dedicated to each of the certification levels and subject matters.
**Pedagogical Core**

**Year One:** In the first semester, each new teacher education student takes a special section of the New Student Seminar designed to introduce students both to NYU and to the profession they have chosen. Students visit several different schools to get a picture of the variety available. In the second semester, students engage in exploring their own learning histories and placing them in the contexts of schooling in the challenging Inquiries into Teaching and Learning I. This course is the keystone of our efforts to help make NYU teachers into the thoughtful, reflective professionals they must become if they are to succeed in contemporary schools. A particular focus of this course is the acquisition and development of language in its social context and its implications for all teachers of all subjects. In addition to on-campus study, this course involves visiting a school and observing the teaching and learning practices within it.

**Year Two:** This year is devoted to understanding the processes of human growth and development both in and out of the school. In Human Development, each participant develops a broad understanding of how humans grow from conception to death in psychological terms, including how we learn, how our minds work, how our bodies influence our minds, and how development is influenced by the family, school, and work environments we live in. The second semester involves a choice of two Educational Development modules. Each module focuses on one of the four developmental levels that students can be certified to teach—early childhood, childhood, middle childhood/early adolescence, and adolescence. The focus is on understanding the particular characteristics of kids at the developmental levels students have chosen. The modules share a commitment to exploring and understanding the wide range of human development at all ages from a multicultural as well as a learning point of view. Both semesters include field experiences, the first mostly in nonschool settings, and the second in appropriate school settings.

**Year Three:** The core experiences during this year and the next begin to interact more specifically with the particular requirements of the specialization students choose in terms of level and subject or subjects to be taught. Both of the curricula that prepare people to work with younger children have as a mission that all of our graduates in early childhood and childhood education will be prepared to teach special education children as well as general education kids. This manifests itself in an integrated set of learning experiences for each level that looks at language and literacy developments, content (e.g., mathematics, social studies, science, the arts), curriculum and instruction for all children, and the legal and theoretical foundations of special education. These experiences are closely tied to an increasingly intense set of field experiences in a variety of schools and classrooms.

Most students intending to teach at all levels also take Education as a Social Institution, which involves students in seeing how schooling is structured in our society. Students visit school board meetings; explore how policy is made concerning testing, tracking, and special education; and explore the worlds of schools outside the classroom.

In addition to learning about using technologies in teaching their particular subjects in the appropriate curriculum and methods courses, secondary education students also take a Language Acquisition and Literacy Education course. The language and literacy course is based on the mutually supporting premises that children who cannot read and write will have a difficult time learning the subjects of the secondary curriculum and that reading and writing are themselves powerful learning tools across the curriculum.

**Year Four:** The key learning experiences of the final year are the two student-teaching placements where students make the final transition to being the teachers they have been preparing to be. While all experienced teachers recognize that we keep learning to teach throughout our teaching careers, the supervised student teaching experiences (with their associated seminars) provide the nurturing environments that make the successful transition from student to professional possible.

Growing out of and feeding back to the student teaching experiences are instructions on campus in a variety of areas including, particularly, at all levels, courses on the adaptation of instruction
for special education students in mainstream classrooms. Building on the language and literacy course of the previous year as well as the development courses, students develop appropriate strategies for working with all the children in their classes. The final course of the pedagogical core is Inquiries into Teaching and Learning II, which functions both as a summation of what has been learned about teaching and a look ahead to the professional practice that will be embarked on after graduation. This course helps students further develop their competence as a reflective practitioner who can learn from their teaching to become better at it throughout their careers.

**Our Program, Our Faculty, and You**

The NYU teacher education faculty is committed to making the professional preparation an intellectually exciting and personally rewarding experience. We believe that teachers can have an enormous impact on the future and, even though the job is difficult and the support is not always what it should be, we know that NYU teachers continue to have a powerful impact on the worlds and lives of children and adolescents. We welcome students to the quest.

Our programs reveal a sense that NYU teacher education graduates will be the stars of the teaching profession in the future and that to earn the star status, they will have to understand all of the tensions embodied in the lines that make up the star. For example, to take one of the lines, an NYU teacher will understand that effective teaching depends on both knowing the content one teaches and how to teach it (pedagogy) and that knowing and doing are inseparable in this interaction. Or, to take another line, NYU teachers will be prepared to teach in the real world of schools (what is) while all the time striving toward what it might be. They can do both because they have explored the context of real schools and how their own autobiographical learning history enhances and constrains their teaching practice in such schools.
Applied Psychology

Learning About Psychology and Its Applications

The Bachelor of Science Program in Applied Psychology is an interdisciplinary program designed to develop students who are able to bridge psychological theory, research, and practice in a multicultural world. Applied psychologists work with children, adolescents, families, businesses, and communities focusing on issues such as learning and schooling, race, sexuality, religion, health, and parenting. The applied psychology program provides you with hands-on learning experiences that help you understand the range of work environments within the human services professions and the many ways that psychology and counseling are used in both research and real-world settings—valuable information in helping you to make your career decisions.

A Portfolio of Experience Built on a Strong Academic Base

The undergraduate major in applied psychology combines a broad-based liberal arts component with required course work in various fields across psychology—developmental, social, and counseling—and research skills. Specialization electives allow you to focus on a specific field within psychology or to explore an area of interest in a related discipline. A multisemester fieldwork sequence offers you the opportunity for a continuous career exploration in clinical and research settings, helping you build a portfolio of experience valuable for seeking an entry-level position and graduate study.

Fieldwork: Clinical Option

One of the distinguishing features of the applied psychology major is the multisemester sequence of fieldwork experiences. During your first semester of fieldwork, you explore various sites with the guidance of your fieldwork instructor and the fieldwork coordinator. Current sites include social service agencies, public schools, psychiatric hospitals, community health centers, legal clinics, and a number of research sites. You will learn about each organization, how professionals with different specialties work together as a team, varying approaches to client services, and the specific community need or problem each organization is attempting to address.

In your second semester of fieldwork, you will select a single supervised site where you will spend several hours a week for the remaining semesters. During this time, you will be gaining practical experience in a professional setting—performing intake interviews at a community youth center, serving as a mentor to a child in a public school, or observing group therapy sessions in an outpatient hospital, to cite just a few of the many opportunities available.

Fieldwork: The Research Option

As an alternative to choosing a supervised field experience in a clinical setting, you may elect to pursue the research option by becoming a member of a faculty research team, where you will collect, code, and analyze data related to an ongoing faculty research project. Applied psy-
Psychology students are currently participating in a number of faculty research projects, including a study on the parenting behaviors of fathers, a study on the effects of hip-hop music on perceptions of spirituality among African Americans, and a project on how diagnoses of brain disease in young children affect the psychology of their families. This is a unique opportunity for undergraduate students to work side by side with senior faculty members and advanced graduate students.

**Fieldwork Seminars**
During your semesters of fieldwork, you will meet weekly with other students and the fieldwork coordinator to receive guidance and to discuss your experiences. These groups also provide students with an opportunity to explore career choices and begin the process of seeking a position after graduation or applying to graduate school.

**Culminating Project and the Senior Conference**
All applied psychology majors conclude their studies with a comprehensive research paper that relates to their fieldwork or research experience. Selected seniors have an opportunity to present their papers to fellow students, faculty mentors, and field site supervisors in a professional forum—the Applied Psychology Senior Conference.

**Distinguished Faculty**
Faculty members in the Department of Applied Psychology are not only teaching you in the classroom but, as applied psychologists, are actively engaged in research. Professor Gigliana Melzi, the director of the undergraduate program, investigates the ways preschool children, in particular Latino children, interact with their parents to acquire language and literacy skills. Professor Jacqueline Mattis studies African American spirituality and religiosity. Professor Lawrence Aber investigates social, emotional, and behavioral development among high-risk youth as well as program and policy implications of developmental research on this population. Professor LaRue Allen's research focuses on the impact of sociocultural and ecological factors on human development,
exploring adolescent development, parent-child relationships, and early childhood preventative interventions. Other distinguished faculty are conducting research in areas relating to friendship development, women’s health, high-risk sexual behaviors, drug abuse, and stereotyping.

Study Abroad Opportunities

Applied psychology majors may live and study abroad for one or more semesters. Students can choose from NYU-sponsored programs in Berlin, Paris, Madrid, Ghana, Prague, London, Shanghai, and Florence or may participate in an established exchange program with one of several internationally renowned universities.

Academically qualified sophomores and juniors may apply for the Dean’s Research Travel Colloquia, which offer opportunities during the January intersession and spring break to explore the culture of an international destination. Past colloquia have taken students to Mexico, Ireland, Peru, Greece, Poland, Senegal, and Brazil.

Pursuing a Minor or Double Major

Applied psychology majors may double major or minor in another subject. Depending on the choice of second major, students may need additional courses beyond the 128 credits required for the bachelor’s degree.

Most careers in applied psychology require study at the master’s or doctoral level. This program prepares you for graduate study in a variety of fields as well as entry-level positions in the human services sector.

If you choose to continue your studies after graduation, many fields, including the following, are open to you:

- Guidance counseling
- Social work
- Clinical psychology
- Human development
- Rehabilitation and therapies: art, music, drama, dance, speech, and occupational therapy; therapeutic recreation
- Career counseling
- Health education and disease prevention
- Human sexuality
- Marketing
- Graduate programs in psychology, sociology, anthropology, urban studies, counseling and guidance

“Most careers in applied psychology require study at the master’s or doctoral level. This program prepares you for graduate study in a variety of fields as well as entry-level positions in the human services sector. If you choose to continue your studies after graduation, many fields, including the following, are open to you:

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- Graduate programs in psychology, sociology, anthropology, urban studies, counseling and guidance

“The applied psychology program enabled me to explore my combined interests in developmental, cultural, and clinical psychology. Because of the emphasis on fieldwork and research, I was able to apply the knowledge and skills I acquired in the classroom to real-life employment opportunities. I also formed close relationships with professors and doctoral and master’s students, as well as peers.”

Neely M. Benn
The B.S. Program in Applied Psychology requires students to complete a total of 128 points—60 points in the liberal arts and 68 points in the major. The major consists of 28 points in psychology, counseling, and sociology; 11 points of research skills course work; 14 points of restricted electives; and 15 points of field experiences. See the Sample Curriculum Worksheet and course descriptions. Students applying for admission beginning in fall 2007 should see the Sample Curriculum Worksheet (Effective Fall 2007).

**SAMPLE CURRICULUM WORKSHEET**

**Freshman Year** 32 Points

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| FOUNDATIONS OF SCIENTIFIC INQUIRY: QUANTITATIVE REASONING. V55.07 |
| Race and Ethnicity. V93.0135 | |
| Liberal Arts Elective | 4 |

**Sophomore Year** 32 Points

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| Basic Statistics I. E10.1085 | |
| Personality. E63.1039 | |
| Unrestricted Elective | 2 |

**Junior Year** 30 Points

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**Senior Year** 34 Points

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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
The B.S. Program in Applied Psychology requires students to complete a total of 128 points — 60 points in the liberal arts and 68 points in the major. In addition to 32 points of specified liberal arts courses, students complete a 12-point concentration of courses in a single social science area. There are 16 points of liberal arts electives that provide students ample opportunity to declare a minor or to explore a variety of liberal arts subjects. The applied psychology major consists of 12 points of required courses in psychology, 12 points of core electives in psychology and counseling, 12 points of research skills courses, 16 points of field experiences, and 16 points of specialization electives. See the Sample Curriculum Worksheet (Effective Fall 2007) and course descriptions. Students applying for admission fall 2006 or spring 2007 should see the Sample Curriculum Worksheet (Effective Through Spring 2007).

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year

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#### Sophomore Year

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#### Junior Year

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#### Senior Year

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</table>
Preparing Artists and Educators to Shape a New Century

Now, more than ever, images have become a site where truth is contested and social space is defined. Boundaries between media are being challenged, as handmade marks and objects merge with computer screens and virtual realities. In the Department of Art and Art Professions, we mix the rich visual traditions of the past with emerging forms and ideas, encouraging students to envision fresh new ways of making art. Balancing cutting-edge technical training against a backdrop of aesthetic approaches ranging from painting to mixed media and multicultural theory, the Studio Art Program immerses students directly in the issues confronting the art world itself. Here, the vast resources of a renowned University combine with an outstanding art faculty to prepare students for careers in the real-time art world in ways that far exceed the scope of more narrowly defined programs. By combining critical thinking with a broad range of formal skills, we enable our graduates not only to keep pace with change, but to instigate it.

Study in the Center of the International Art World

New York City is the central laboratory for the research and development of urban art and culture. Leading artists live, work, and teach here alongside the most influential galleries and museums in the world. NYU’s campus, located in the heart of this vibrant community, allows you to participate in the excitement of important exhibitions, performances, lectures, and events as they happen. Through internships, you work with experienced professionals in a wide variety of disciplines. In the classroom, you study with acclaimed artists and educators, all of whom continue to practice in the field. Whether you are creating public sculpture with a faculty member just back from Europe or participating in an internship at a Chelsea gallery, your education here will be like no other.

Artists and the Liberal Arts

Images define our world, and because artists, as the creators of images, participate in the invention of visual history, it is essential that they have a rich and diverse educational background. As you learn to give form to the imagination of your time, NYU has the resources to help you discover and interpret the meaning within your work. Core courses in the liberal arts provide you with a broad base of knowledge in the humanities, sciences, and social sciences, stressing an interdisciplinary approach that complements your major. This understanding will strengthen your artistic insight as well as your ability to think critically within a diverse and challenging social context. You are prepared with the skills and confidence to succeed in the exciting and highly competitive global art world.

Distinguished Faculty

Faculty members in the Department of Art and Art Professions have deep ties to the New York art community, as well as strong national and international reputations. Working closely with undergraduates is Professor Jesse Branford, director of the undergraduate art program and a practicing artist whose works have been exhibited internationally in galleries and museums including the Carnegie Museum of Art, the UCLA Hammer Museum, and the P.S.1 Contemporary Art Center. Professor Kevin McCoy is an artist working with video, electronics, and sculpture.
His work is in the collections of the Museum of Modern Art and the Metropolitan Museum of Art in New York and other museums in the United States and Europe. Professor John Torreano is a recipient of a Guggenheim Fellowship, with showings of his paintings and sculptures at the Whitney Museum of American Art, the Museum of Contemporary Art in Chicago, and the Corcoran Gallery in Washington.

B.F.A. Program in Studio Art
Pursuing a career in the arts is an exhilarating and challenging endeavor. Rules in the art world are largely made to be broken, and the curriculum that best prepares young artists to succeed in this field is one that encourages innovation and self-reliance over predictable approaches. Experience with a wide range of materials and techniques allows you to express your ideas fluently. At the same time, a thorough grounding in the history and theory of art is essential to your artistic career, as it gives you the tools needed to evaluate your own work within the context of a larger culture.

The school's program begins freshman year with an ambitious series of interdisciplinary studio courses in experimental drawing, sculpture, photography, video art, and/or digital art. Art history and seminar courses in the first two years expose you to a wide range of ideas and practices. In the sophomore and junior years, you mix art courses with classes in the liberal arts. You may also begin to explore your own artistic concerns through the development of an individual body of work in undergraduate projects courses. Many students participate in internships during the junior
and senior years, and one semester of study abroad is encouraged during the sophomore or junior year. In the senior year, you take the course Art, Culture, and Society, which integrates your liberal arts studies with your artistic practice, culminating in a written thesis. With special permission you may also enroll in a senior honors section of the Undergraduate Projects course, E90.1023, which includes the use of studio space and participation in a four-person exhibition in the Rosenberg Gallery.

You may also choose a minor concentration from NYU’s vast offerings, incorporating other fields such as journalism, music, psychology, literature, or anthropology into your study of art.

Members of the studio faculty are drawn from New York’s world-renowned community of artists, critics, and scholars. Special resources include NYU’s Grey Art Gallery, the department’s 80 Washington Square East Galleries, and the Rosenberg Gallery, as well as the “Different Voices” lecture series and the city’s extraordinary wealth of museums, galleries, and artists’ studios.

**Portfolio Review**

Admission to the B.F.A. Program in Studio Art is by review of your artist statement and slide portfolio.

**A Community of Artists**

Small studio classes encourage close relationships with your teachers and peers and ensure much individual attention within the larger NYU community. Through slide lectures, gallery and museum visits, reading and writing assignments, and student presentations, you engage with the dialogues that change and define the arts.

A dynamic 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 Marina Abramovic, Vito Acconci, Carl Andre, Alex Bag, Suzan Boettger, Patty Chang, Gregory Crewdson, Gary Hill, Roni Horn, Scott Hugg, Isaac Julien, Vitaly Komar and Komar Melamd, Sutee Kunavichayanont, Paul D. Miller (aka DJ Spooky), Peter Plagens, Laurie Simmons, Joel Shapiro, Hunt Slonem, and Rirkrit Tiravanija.

**Fundamentals: The First Year**

Your immersion in a series of intensive studio courses allows you to explore many forms and philosophies of art-making simultaneously, giving you an unusually wide array of skills and languages to express your ideas. You use traditional and nontraditional materials and techniques in a variety of projects, which range from figure drawing to experimental sculpture, performance, photography, video, and digital imaging. At the end of the first year, you are better prepared to make, observe, and analyze your own artwork and the work of others; you become more disciplined in your ability to sustain long periods of creative concentration; and you gain a much wider view of the many ways in which artists contribute to society.

**Art History and Seminar Sequence**

Beginning with Art and Contemporary Culture I and II, and continuing with Art Since 1945 and Contemporary Art History, you will be immersed in the debates and images that have charted the course of visual culture from antiquity to current gallery exhibitions. Visual Arts Praxis and Art, Culture, and Society courses explore personal expression in relation to history and critical thought. These courses integrate ideas and visual practice, incorporating artists’ projects and cultural criticism on an equal basis.

**Studio Courses**

The B.F.A. program in studio art offers course sequences in the following area concentrations: painting, drawing, and printmaking; sculpture and craft arts (ceramics, jewelry, and glass); and art in media (photography, digital and video art). After your first year, you are required to complete 12 points in one of these concentrations. You also have the option to take electives from all the studio areas.

**Undergraduate Projects Courses**

After freshman year, you may apply to take undergraduate projects courses. These classes are conceptually driven, using the idea of praxis—the combination of theory and practice—to explore ideas by employing both visual and intellectual methods. Through readings,
films, slide lectures, visiting speakers, and field trips, you explore the broader social and theoretical dimensions of visual culture. Students produce artwork in media of their own choice related to such topics as sex and contemporary art, autobiography, art and activism, and cabaret and installation.

Special Senior Studio and Exhibition Opportunities

At the end of your junior year, you may apply to participate in a special yearlong seniors honors section of Undergraduate Projects. This special section is designed to help selected students focus on issues and formal strategies that they have identified as central to their work. In addition to participating in group critiques, you will meet independently in your studio work space with two senior mentors and visiting artists. Over the course of the year, you develop a cohesive body of work as well as a written thesis outlining the ideas and contexts that drive your creative process. In the spring, you participate in a formal exhibition in the Rosenberg Gallery.

Internship Opportunities in Studio Art

Students can elect internships for credit by advisement through the Undergraduate Internship course, E90.1302. In this course, students are assisted in finding individualized placements with recognized artists, museums, galleries, and nonprofit or commercial businesses within the visual arts. Interns work closely with NYU faculty to assess their progress and define learning goals. A small sampling of the more than 300 internship settings available are as follows.

Artists' Studios: Vito Acconci, Kiki Smith, Takashi Murakami, Janine Antoni, Lyle Ashton Harris, Beverly Semmes, Petah Coyne, Brad Kahlhamer, Ursula Von Rydingsvard, Lynne Yamamoto, Shirley Kanada, Peter Campus, Donald Sultan, Haim Steinbach, Jeanne Silverthorne, Lucio Pozzi, Suzanne McClelland, Paul Pfeiffer.


Dual Degree Program: B.F.A. Studio Art/M.A. Teaching Art, All Grades

Students who are interested in teaching art in public and private schools can begin to take art education courses, by advisement, in their senior year. By volunteering to work with children in community-based organizations, students are able to make an informed decision about pursuing teaching art as a profession. Beginning their education with a strong focus in studio art, students experience firsthand the artist’s creative process. In the undergraduate liberal arts courses, students gain an extended perspective on the world of ideas and the role that aesthetic experience plays in cultural history. Upon graduation from the B.F.A. program, students who are accepted into the Master’s Dual Degree Program in Teaching Art, All Grades, can accelerate the completion of their graduate degree.

The Master's Degree Program in Art Education is designed to provide advanced professional training for the artist-teacher.
Grounded in practice, this program draws on critical theory in art and education. Through a sequence of core courses, students examine the philosophical, political, sociological, and historical issues related to teaching art and learn to develop socially and culturally relevant art curricula. Simultaneously, students complete the requirements for teacher certification through the master's program and can teach art from kindergarten to grade 12. Students will be prepared to teach art not only in schools, but also in museums, community-based programs, and other alternative educational sites.

Study Options
Students in the Studio Art Program pursue a Bachelor of Fine Arts degree and can work in painting, drawing, and printmaking; sculpture and craft arts (ceramics, glass, jewelry); and art in media (photography, digital and video art).

Minor: Students may also minor in another area such as art history, communication studies, or creative writing, to name just a few.

Summer Study: Students may take advantage of NYU summer courses to accelerate their studies.

Independent Study: Under the direction of a full-time faculty member, a student may undertake individualized research projects to develop his or her own style or body of work.

B.F.A. Studio Art/M.A. Art Education Dual Degree Program: Students interested in teaching art in public and private schools can begin to take art education courses in their senior year and accelerate the completion of a master's degree in art education.

Another Program to See:
• Communication Studies

YOUR CAREER OPPORTUNITIES

STUDIO ART
You are prepared to produce your own artwork while finding employment as a gallery or studio assistant, researcher or archivist, designer for the Internet, photo lab technician, graphic designer, model maker, ceramist, or media production assistant, as well as a myriad of other entry-level positions in museums, auction houses, community centers, publications, nonprofit public and private arts organizations, arts-related businesses, and independent artist studios.

Students who are committed to furthering their education in the arts or teaching, or entering a professionally related field such as art therapy or arts administration, pursue appropriate graduate degree programs on completion of the B.F.A.

Undergraduate students can begin to take selected art education courses during their senior year and apply to the B.F.A. Studio Art/M.A. Art Education Dual Degree Program. Upon graduation from the undergraduate program, students who are accepted into this five-year, dual degree program can accelerate the completion of their graduate degree in art education.

HELPING YOU START YOUR CAREER
Our extensive student internships give you a head start in the job market. Many interns go on to paid positions upon graduation, and others use the professional skills and contacts to pursue positions that would be inaccessible without work experience. Our outstanding faculty, alumni, and the many visiting artists and critics you will meet during your studies are excellent resources for advice on entering the working world of the practicing artist.

Recent graduates are employed in areas such as the following:

• Freelance artist
• Studio manager
• Photography director
• Art director
• Photo archivist
• Curator for Internet gallery
• Assistant gallery director
• Assistant coordinator of museum education
• Television production coordinator
• Art teacher, public or private school, community center, museum
• Exhibitions designer
• Fashion designer
• Graphic designer
• Digital designer
• Internship coordinator for arts college
The 128-point curriculum in studio art combines 42 points of liberal arts courses with 86 points in studio art that include drawing, painting, sculpture, printmaking, crafts arts (ceramics, glass, jewelry), photography, digital and video art, undergraduate projects, art history, and 18 points of unrestricted electives in area(s) of interest.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 36 Points

**FALL SEMESTER**

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Course</th>
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**MAJOR**

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<tr>
<th>Course</th>
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<td>Fundamentals of Drawing I. E90.0322</td>
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**TOTAL** 15

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**SPRING SEMESTER**

**LIBERAL ARTS**

<table>
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**MAJOR**

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**TOTAL** 18

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#### Sophomore Year 30 Points

**FALL SEMESTER**

**LIBERAL ARTS**

<table>
<thead>
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<th>Course</th>
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<td>Art Since 1945. E90.1051</td>
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**MAJOR**

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<td>Studio Concentration. E90.</td>
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**TOTAL** 15

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**SPRING SEMESTER**

**LIBERAL ARTS**

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05</td>
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**MAJOR**

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<th>Course</th>
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**TOTAL** 17

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#### Junior Year 32 Points

**FALL SEMESTER** (STUDY ABROAD)

**LIBERAL ARTS**

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<thead>
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<th>Course</th>
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<td>Liberal Arts Elective</td>
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**MAJOR**

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>Unrestricted Elective</td>
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**TOTAL** 15

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**SPRING SEMESTER**

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Liberal Arts Requirement: Psychology or Natural Science</td>
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**MAJOR**

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**TOTAL** 17

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#### Senior Year 30 Points

**FALL SEMESTER**

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Course</th>
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<td>Liberal Arts Requirement: Mathematics</td>
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**MAJOR**

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<tr>
<td>Unrestricted Elective</td>
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**TOTAL** 15

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**SPRING SEMESTER**

**LIBERAL ARTS**

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<th>Course</th>
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<td>Integrated Liberal Arts: Art, Culture, and Society. E90.1995</td>
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**MAJOR**

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</table>

**TOTAL** 15

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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
 Programs Committed to Teaching All Children

The Steinhardt School of Education prepares teachers who recognize the capacities, strengths, and needs of all children and their families. To meet this challenge, we have created two dual certification programs that are at the cutting edge of the profession: one in Childhood Education and Childhood Special Education (grades 1-6) and a second in Early Childhood Education and Early Childhood Special Education (birth-grade 2).

This design recognizes that whether our graduates choose to work in general education settings, special education settings, or inclusive settings, they need to share a set of common understandings. Thus, our students acquire a firm knowledge base in human development. They acquire knowledge and skills for providing enriching, child-centered educational environments and learn how to adapt those environments to meet the needs of the diverse students in their classes.

Graduates from these dual certification programs share common visions for their students and their families. They acquire the collaborative skills to realize those visions with teachers, parents, and other education and health professionals. In short, NYU’s integrated, dual certification programs model the process its graduates will use throughout their careers.

B.S. Program in Childhood Education and Childhood Special Education

A Program That Leads to Dual Certification

Successful completion of the Childhood Education and Childhood Special Education Program leads to dual certification in grades 1-6. We prepare graduates for two types of teacher certification: (1) as a childhood education teacher and (2) as a special education teacher.

This certification enables our graduates to teach in either general education or inclusive or self-contained special education settings.

Opening Doors and Supporting the Diverse Needs of Learners

The Certification Program in Childhood Education and Childhood Special Education is designed to prepare teachers for both childhood (elementary) and special education settings. Program graduates will be prepared to work in collaboration with families and other education professionals to teach children with varying capacities and needs in a variety of instructional environments.

Focusing on How Children Learn and Develop

Our Teacher Certification Program in Childhood Education and Childhood Special Education in the Department of Teaching and Learning is an urban-centered and field-based program that gives you a thorough command of an integrated curriculum grounded in a deep understanding of children’s growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.
Strong Emphasis on the Liberal Arts

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a first-rate teacher. With our liberal arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, mathematics, and from many other offerings in NYU’s College of Arts and Science. Additionally, through the Steinhardt School of Education, your knowledge of teaching children will be supported by courses about human development, educational foundations, and inquiry-based education.

Introduction to the Field

Throughout your freshman and sophomore years, you will be involved in a variety of educational and other community-based settings. These field experiences will be supported by course work designed to help you understand children and their diverse learning experiences.

Student Activities

From your first year, your involvement in departmental activities will round out your learning. You may join the Special Education Club, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all teacher education students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join the Steinhardt School of Education’s Undergraduate Student Government.

Study Abroad

You are encouraged to spend a semester or more abroad in one of NYU’s academic centers around the world, such as Madrid, Paris, Florence, Prague, Berlin, Ghana, or China. NYU in London offers a wide array of courses, including science, mathematics, and literature.

Field Experience and Student Teaching

Throughout the program, you will be involved in a variety of field experiences. After you begin your specialized program in childhood education and childhood special education in your junior year, you will have four experiences in various settings with young children. Your student teaching is supervised by a cooperating teacher at your school site and by a member of our faculty. Faculty supervision ensures continuity between your classroom work and field experiences.

Childhood Fieldwork:

Students will have opportunities to gain important skills through student teaching placements in lower grades 1-3 and upper grades 4-6 in both general education and special education.
CHILDHOOD EDUCATION AND CHILDHOOD SPECIAL EDUCATION

This dual certification program provides preparation for those who want to teach in both childhood (elementary, grades 1-6) and special education settings. Students are exposed to an integrated curriculum emphasizing human variability and are prepared in the various content areas of the elementary curriculum. In addition to core courses in child growth and development and to pedagogical courses, all students are required to take a minimum of 60 points in liberal arts classes. The student's program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public or independent school setting. The 145-147 points required for program completion may be reduced depending on course work used for the liberal arts concentration.

SAMPLE CURRICULUM WORKSHEET

### Freshman Year 33 Points

**FALL SEMESTER**

**LIBERAL ARTS**

- Writing the Essay. V40.0100 . . . .4
- Foreign Language I . . . . . . . . 4
- Foundations of Contemporary Culture: Conversations of the West. V55.05** . . . .4
- Course by Advisement . . . . . . .4

**MAJOR**

- New Student Seminar. E03.0001 . . . .0
- Field Observations in Schools and Other Educational Settings. E27.0005 . . . .1

**TOTAL 17**

**SPRING SEMESTER**

**LIBERAL ARTS**

- The Advanced College Essay. V40.0110 . . . .4
- Foreign Language II . . . . . . . .4
- Foundations of Contemporary Culture: World Cultures. V55.05** . . . .4

**MAJOR**

- Inquiries into Teaching and Learning I. E27.0001 . . . .4

**TOTAL 17**

### Sophomore Year 32 Points

**FALL SEMESTER**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06** . . . .4
- Mathematics Course by Advisement . . . .4

**MAJOR**

- Human Development I. E63.0020 . . . .4

**TOTAL 16**

**SPRING SEMESTER**

**LIBERAL ARTS**

- Speech Communication. E21.0033 . . . .4
- (If exempt by exam—substitute will be a liberal arts concentration course.)
- Natural Science Course by Advisement . . . .4

**MAJOR**

- Human Development II: Childhood. E63.0022 . . . .2

**TOTAL 16**

### Junior Year 36 Points

**FALL SEMESTER**

**LIBERAL ARTS**

- Liberal Arts Concentration . . . .4

**MAJOR**

- Language and Reading Instruction for Early Childhood. E25.1176 . . . .2
- Teaching Elementary School Mathematics I. E12.1023 . . . .2
- Integrated Arts in Childhood Education. E78.1055 . . . .2
- Strategies for Teaching Children with Challenging Behavior. E75.1161 . . . .2

**TOTAL 18**

**SPRING SEMESTER**

**LIBERAL ARTS**

- Liberal Arts Concentration . . . .4

**MAJOR**

- Integrated Curricula in Science, Health, and Social Studies in Childhood Education. E25.1141 . . . .2
- Teaching Elementary School Mathematics II. E12.1024 . . . .2
- Supervised Student Teaching in Childhood Education. E25.1354

**TOTAL 18**

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
### Senior Year 36 Points

#### FALL SEMESTER

**LIBERAL ARTS**
Liberal Arts Concentration ..... 8

**MAJOR**
Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999 ..... 1
Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I. E75.1007 ..... 2
Integrating Seminar in Childhood and Special Education III—Curricular Design and Instruction for Diverse Learners. E25.1007 ..... 1
Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355
or
Supervised Student Teaching in Special Education (Grades 1-6). E75.1009

**TOTAL** 18

#### SPRING SEMESTER

**LIBERAL ARTS**
Liberal Arts Concentration ..... 4

**MAJOR**
Inquiries into Teaching and Learning II. E27.1002 ..... 4
Integrated Curricula in Literature, the Arts, and Technology. E25.1144 ..... 3
Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II. E75.1008 ..... 2
Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals. E25.1008
or
Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355
or
Supervised Student Teaching in Special Education (Grades 1-6). E75.1009

**TOTAL** 18

Language and Reading Instruction for Childhood II. E25.1178
Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals. E25.1008
Supervised Student Teaching in Childhood Education (Grades 1-6). E25.1355
or
Supervised Student Teaching in Special Education (Grades 1-6). E75.1009
B.S. Program in Early Childhood Education and Early Childhood Special Education

A Program That Leads to Dual Certification

Successful completion of the Early Childhood Education and Early Childhood Special Education Program leads to dual certification in birth through grade 2. We prepare graduates for two types of teacher certification: (1) as an early childhood education teacher and (2) as a special education teacher.

This certification enables our graduates to teach in general education or inclusive or self-contained special education settings as well as early intervention, home-based, day care, and other infant/toddler programs.

Opening Doors and Supporting the Diverse Needs of Learners

The Certification Program in Early Childhood Education and Early Childhood Special Education is designed to prepare teachers for infant-toddler, pre-K, or grade K-2 general education or special education programs. Program graduates will be prepared to work in collaboration with families and other education professionals, as well as professionals from related disciplines to provide learning opportunities for children with varying capacities and needs in a variety of settings.

Focusing on How Children Learn and Develop

Our Teacher Certification Program in Early Childhood Education and Early Childhood Special Education within the Department of Teaching and Learning is an urban-centered and field-based program that gives a thorough command of an integrated curriculum grounded in a deep understanding of children’s growth and development, with an emphasis on human variability. You will have practical experience in the field, and you will gain mastery of the various content areas of the elementary curriculum (mathematics, science, social studies, and language arts), as well as learn to create and adapt learning environments that allow all children to grow to their maximum potential.

Strong Emphasis on the Liberal Arts

A solid foundation in a wide range of liberal arts subjects and expertise in one area of the liberal arts are critical to your development as a first-rate teacher. With our liberal arts core and the 30-point liberal arts concentration required by New York State for teacher certification, our baccalaureate program ensures that you will receive the best possible preparation to be a teacher. For your liberal arts concentration, you choose from such areas as history, literature, science, mathematics, and from many other offerings in NYU’s College of Arts and Science. Additionally, through the Steinhardt School of Education, your knowledge of teaching children will be supported by courses in human development, educational foundations, and inquiry-based education.

Student Activities

From your first year, your involvement in departmental activities will round out your learning. You may join the Special Education Club, which is a chapter of the Council for Exceptional Children, and the Future Educators Club, which is available to all initial students in the department. You may also take advantage of various departmental seminars and social activities concerned with the education of children. Students are also encouraged to join the Steinhardt School of Education’s Undergraduate Student Government.

Education in Comparative Perspectives

You are strongly encouraged to spend a semester abroad in one of NYU’s many study abroad sites in Paris, Madrid, Florence, Berlin, Prague, or Ghana. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Field Experience and Student Teaching

Throughout the program, you will be involved in a
variety of field experiences. After you begin your specialized program in early childhood education and early childhood special education in your junior year, you will have four experiences in various settings with young children. Your student teaching is supervised by a cooperating teacher at your school site and by a member of our faculty. Faculty supervision ensures continuity between your classroom work and field experiences.

**Early Childhood Fieldwork**

You will begin the program in a placement with infant and toddler-aged children in the first semester of your junior year. You will then have subsequent experiences with preschool and kindergarten-age children and with children in grades 1 and 2. In your final semester, you will have the opportunity to complete your student teaching experience by returning to the age range and setting of your choice. To ensure that all students have the opportunity to work with children of varying abilities, two of these placements will be in settings serving children with disabilities. Settings for your placements will be representative of the variety of school-, home-, and center-based environments that serve young children and their families, including nursery schools, child care centers, Head Start and Early Head Start, hospitals, recreation programs, and public and private schools.

**Other Programs to See:**
- All secondary education fields
- Applied Psychology

**YOUR CAREER OPPORTUNITIES**

Rising enrollments and the current focus on the value of early childhood, childhood, and special education point to excellent job prospects for teachers. The Childhood Education and Childhood Special Education Dual Certification Program prepares you for teaching positions in grade levels 1-6. Teaching positions are available in public and private schools, general education, and inclusive and segregated special education settings, including home-based, hospital, and residential settings. The Early Childhood Education and Early Childhood Special Education Dual Certification Program prepares you to teach all young children, birth through grade 2, in a variety of settings that include center-based and home-based infant and toddler and early intervention programs, day care, Head Start, and private and public schools and preschools. To qualify for initial certification in New York, you will be required to take the New York State certification examinations. Please see your adviser for more detailed information.

Graduates of our programs also move on to related fields and graduate programs where the skills of teaching in childhood, early childhood, and special education are valuable assets. These include positions such as counselor, librarian, supervisor and administrator, school psychologist, curriculum specialist, and staff developer.

A sampling of positions graduates have obtained include
- Head teacher or team-teacher
- Resource room teacher
- Consulting teacher
- Itinerant teacher
- Inclusion coordinator
- Head Start director
- Assistant teacher
- Social service agency caseworker
- Children’s television producer
- Children’s book editor
- Corporate employee trainer
- Fire Department curriculum developer
The 145- to 147-point curriculum in early childhood education and early childhood special education is designed to prepare teachers for teaching in both early childhood (birth-grade 2) and early childhood special education settings. The pedagogical core introduces students to an integrated curriculum, emphasizing the theories of teaching and learning, educational formation, and linguistic and developmental diversity in early childhood. In addition, all students are required to take 60 points in liberal arts. The student’s program of study includes a full range of field experiences and observations, culminating in three semesters of student teaching opportunities in a public or independent school setting. The 145-47 points required for program completion may be reduced depending on course work used for the liberal arts concentration.

**SAMPLE CURRICULUM WORKSHEET**

**Freshman Year 33 Points**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>LIBERAL ARTS</th>
<th>MAJOR</th>
<th>SPRING SEMESTER</th>
<th>LIBERAL ARTS</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
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**Sophomore Year 32 Points**

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<tr>
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<th>SPRING SEMESTER</th>
<th>LIBERAL ARTS</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
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**Junior Year 36 Points**

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<th>SPRING SEMESTER</th>
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<th>MAJOR</th>
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</thead>
<tbody>
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<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
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<td><strong>MAJOR</strong></td>
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<td><strong>LIBERAL ARTS</strong></td>
<td><strong>MAJOR</strong></td>
</tr>
</tbody>
</table>

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
### Senior Year  
33 Points

#### FALL SEMESTER

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts Concentration</td>
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**MAJOR**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Language and Reading Instruction in Early Childhood. $E25.1176$</td>
<td>2</td>
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<tr>
<td>Intellectual Concepts in Integrated EC/SE Curriculum II. $E12.1033$</td>
<td>2</td>
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<tr>
<td>Integrated the Arts into the Early Childhood Curriculum II (Music). $E78.1054$</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings II. $E75.1048$</td>
<td>2</td>
</tr>
<tr>
<td>Supervised Student Teaching in Early Childhood Education. $E25.1357$</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
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#### SPRING SEMESTER

**LIBERAL ARTS**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts Concentration</td>
<td>4</td>
</tr>
</tbody>
</table>

**MAJOR**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Role of the Professional in Early Childhood Special Education. $E75.1510$</td>
<td>2</td>
</tr>
<tr>
<td>Integration Seminar in Early Childhood and Special Education. $E75.1012$</td>
<td>3</td>
</tr>
<tr>
<td>Inquiries into Teaching and Learning II. $E27.1002$</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Student Teaching in Early Childhood Special Education. $E75.1509$</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
The Challenges of the Information Age

Samuel F. B. Morse, a professor at NYU, invented the telegraph in 1844, sparking the age of electronic communication. Previous technological innovations—writing, the printing press, photography—transformed our understanding of the world, and similar waves of transformation followed with the invention of film, broadcasting, and the Internet.

In both our public and private lives, interpersonal and mediated forms of communication influence the way we do politics, the nature of our economy, patterns of interpersonal and social interactions, the expression of our cultural values and norms, and our understanding of ourselves as local and global citizens. Samuel Morse could not have predicted the social and cultural changes his invention triggered, although were he with us today, he might well see—as we do—the need for students to understand and analyze communication in society.

An Interdisciplinary Program

Our Bachelor of Science Program in Communication Studies in the Department of Culture and Communication explores the social and cultural impact of communication and serves as a base for either a career in the communication professions or further specialization in graduate or professional school. Among the program’s great strengths is its internationally recognized faculty. Its most exciting feature is its global perspective, encouraging students to take advantage of study abroad opportunities to hone their critical understanding of intercultural communication, media and globalization, and transnational issues in production, regulation, and reception in the culture industries.

The major components of the program are the following: a strong liberal arts preparation, core courses in communication theory and analysis, upper-level courses in focused fields of study, and the opportunity for further specialized course work according to students’ own interests and goals. Through a rich diversity of courses, we train students to think deeply and broadly about culture and communication using theoretical and historical frameworks, in addition to specific case studies, building students’ professional competencies through an understanding of technology, institutions, and social environments.

Distinguished Faculty

Students benefit from the diverse research and expertise of the department’s faculty. For example, Professor Mark Crispin Miller analyzes the economics of the media industry and is especially interested in the relationship between ownership of media and freedom of speech. Professor JoEllen Fisherkeller researches media literacy and the ways that young people use media in constructing their identities. Professor Charlton McIlwain examines the representation of minority groups in popular culture and mass media, particularly the ways in which black and white Americans adopt different cultural norms. Professor Alexander Galloway examines the aesthetics and politics of computer networks, software, new media art, and video games. Professor Helga Tawil Souri focuses on international communication and globalization, specifically media, development, and modernization. Professor Marita Sturken’s work involves cultural memory and national identity, the
social function of art, and the cultural effects of technology. The extensive seminal work of the department’s founder, the late Neil Postman, including his book *Amusing Ourselves to Death*, is renowned throughout the world for its important contribution to media studies.

**The Liberal Arts Foundation**
Understanding the human and technological systems of communication calls for a strong grounding in the humanities, natural sciences, mathematics, foreign languages, and social sciences. Students in all concentrations select from a wide range of such courses in NYU’s College of Arts and Science.

**Upper-Level Fields of Study**
Foundational study creates a framework for choosing an area of focus. Students build depth in their program of study by taking upper-level courses in two of the following five fields of study:

- Global and Transcultural Communication
- Images and Screen Studies
- Interaction and Social Processes
- Persuasion and Politics
- Technology and Society

**Specialization Electives**
Students in the Communication Studies Program fulfill specialization requirements by selecting 16 points from one or more of the following areas of study:

- Communication studies
- American Sign Language
- Cinema studies
- Computer science
- Graphic arts
- Journalism
- Marketing, advertising, public relations
- Photography and art
- Theatre
- Film and television
- Written communication

**Variety of Internships**
Students may earn up to 6 points of academic credit through paid and unpaid internships in fields ranging from advertising and television to the recording industry and public relations.


**Study Abroad Options**
A great number of our students enhance their undergraduate experience by leaving New York for a semester or more to study at one of NYU’s study abroad sites in London, Madrid, Prague, Florence, Paris, Berlin, and Accra, Ghana. In addition, our department sponsors three summer study abroad courses, allowing students to analyze media and globalization in Dublin, Amsterdam, or Hong Kong and Beijing.
Student Activities

Undergraduates in the Department of Culture and Communication participate in a full range of academic and social events, such as a lecture series and an annual faculty-student conference. On-campus groups such as the Communication Club involve students in community service activities and offer career preparation and networking opportunities. Students also take advantage of the wide variety of professional associations and organizations in New York City that organize regular events, such as the Center for Communication.

Study Options

Fields of Study: Students select upper-level electives from the following areas: global and transcultural communication; images and screen studies; interaction and social processes; persuasion and politics; and technology and society.

Minor: A student may establish a minor, choosing psychology, sociology, or any other minor in the College of Arts and Science or Steinhardt School of Education. Communication studies students may all take advantage of the Tisch School of the Arts minor in producing and the prebusiness minor jointly offered by the College of Arts and Science and Stern School of Business.

Double Major: Students can pursue a double major, combining our program of study with, for example, journalism, politics, sociology, or another area of interest.

Study Abroad: A great number of our students enhance their undergraduate experience by leaving New York for a semester or more to study at one of NYU’s study abroad sites in London; Madrid; Prague; Florence; Paris; Berlin; and Accra, Ghana. In addition, our department sponsors three summer study abroad courses, allowing students to analyze media and globalization in Dublin, Amsterdam, or Hong Kong and Beijing.

Other Programs to See:
- English Education
- Foreign Language Education
- Studio Art

Your Career Opportunities

Help in Establishing Careers

Most communication studies majors complete one or two internships while studying with us, combining valuable practical experience with their course work. These internships often lead to future employment. Further, through our alumni network, graduates of the program regularly inform the department of internship and job openings and provide referrals for students seeking employment.

Alumni from the undergraduate Communication Studies Program hold a variety of positions in a wide range of communication areas including the following:
- Advertising and marketing
- Broadcasting (radio and television)
- Corporate communication
- Cultural and civic affairs
- Digital media
- Education
- Government service and public administration
- Law
- Politics
- Public relations
- Publishing (book, magazine, and newspaper)
- Recording industry
- Speech and professional communication

Some examples of entry-level positions obtained by recent graduates:
- Account manager—Grey Worldwide
- Account manager—Fleishman-Hillard
- Advertising sales—In Style magazine
- Casting assistant—Law & Order
- Assistant producer—Lifetime Television
- Editorial assistant—Simon & Schuster
- Marketing assistant—Sony BMG
- Publicity assistant—St. Martin’s Press

In addition, many graduates have continued on to advanced study in media and communication or in fields such as law, public administration, and business.
The 128-point curriculum in communication studies combines 60 points of liberal arts with 12 points of required core courses that cover the history and perspectives of communication, media criticism, and human communication and culture. Majors are also required to take 24 points of electives in upper-level areas of study that include global and transcultural communication, images and screen studies, interaction and social processes, persuasion and politics, and technology and society. In addition, students choose 16 points of specialization electives by advisement from some of the following areas: journalism; marketing and advertising; cinema and motion pictures; graphics; and video, film, and television, to name just a few. Students also choose 16 points from any liberal arts or communication-related area of interest.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 32 Points

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing the Essay. V40.0100</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture. V55.***</td>
</tr>
</tbody>
</table>

**MAJOR**

- New Student Seminar. E03.0001 | 0
- Introduction to Human Communication and Culture. E59.0005 | 4
- Introduction to Media Studies. E59.0001 | 4

**TOTAL** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Communication. E59.0003</td>
</tr>
</tbody>
</table>

**MAJOR**

- The Advanced College Essay. V40.0110 | 4
- Foundations of Contemporary Culture. V55.*** | 4
- Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01*** | 4

**TOTAL** 16

#### Sophomore Year 32 Points

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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</thead>
<tbody>
<tr>
<td>Foundations of Contemporary Culture. V55.***</td>
</tr>
<tr>
<td>Natural Science. V**.***</td>
</tr>
</tbody>
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**MAJOR**

- Introduction to Media Criticism. E59.0014 | 4
- Upper-Level Fields of Study (see page 41) | 4

**TOTAL** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts Requirement: Foreign Language</td>
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</tbody>
</table>

**MAJOR**

- Liberal Arts Elective | 4
- Upper-Level Fields of Study (see page 41) | 4

**TOTAL** 16

#### Junior Year 32 Points

**FALL SEMESTER**

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<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tbody>
<tr>
<td>Natural Science. V**.***</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
</tr>
</tbody>
</table>

**MAJOR**

- Upper-Level Fields of Study (see page 41) | 4
- Specialization Elective (see page 41) | 4

**TOTAL** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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<tbody>
<tr>
<td>Liberal Arts Elective</td>
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</tbody>
</table>

**MAJOR**

- Upper-Level Fields of Study (see page 41) | 4
- Specialization Elective (see page 41) | 4

**TOTAL** 16

#### Senior Year 32 Points

**FALL SEMESTER**

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<tr>
<th>MAJOR</th>
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<tbody>
<tr>
<td>Upper-Level Fields of Study (see page 41)</td>
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<tr>
<td>Specialization Elective (see page 41)</td>
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**TOTAL** 16

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>LIBERAL ARTS</th>
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</thead>
<tbody>
<tr>
<td>Integrated Liberal Arts: Communication. E59.1200</td>
</tr>
</tbody>
</table>

**MAJOR**

- Upper-Level Fields of Study (see page 41) | 4
- Unrestricted Elective | 4

**TOTAL** 16

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Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Educational Theatre at NYU

New York University offers the only academic program in the United States in educational theatre that leads to B.S., M.A., Ed.D., and Ph.D. degrees. The program emphasizes the applications of theatre in a range of community and educational settings, with course work in production and performance; criticism, aesthetics, and research; theatre and drama education; artist-in-residence strategies; and theatre for and by young audiences. It provides pathways of specialization in applied theatre, drama and the curriculum, and theatre for child and adult audiences. The program produces plays year-round for young audiences with accompanying workshops and applied theatre projects in the Black Box Studio, the Provincetown Playhouse, and community venues.

The program offers teacher certification degrees at the B.S. and M.A. levels. Here, students are trained as theatre and/or English teachers and are placed in field settings with cooperating mentors. As well, students can go on to take the M.A. and Ph.D. (Educational Theatre for Colleges and Communities) where they explore and research the power of theatre in a range of contexts. The program offers internships and extensive experiences in a variety of professional settings including nationally prominent theatres for young audiences; health and justice; media networks and schools; government, arts, and community centers.

Each summer, the program sponsors a New Plays for Young Audiences series, where emerging and experienced playwrights workshop their plays, and a community outreach project, titled “Looking for Shakespeare,” where young people from Greenwich Village create theatre inspired by the bard. Recent graduates are employed in educational settings, in communications, community theatre, regional and New York professional theatre, children’s theatre, and the wider arts industry and as consultants and specialists. Institutions from the preschool to the university level seek trained specialists to inaugurate and conduct drama and applied theatre programs; specialists are also needed for programs in artist-in-residency companies, camps, parks, playgrounds, and guidance centers.

Students have created their own theatre club, Theatrix! which presents staged play readings, devised theatre productions, workshops, and cabaret evenings. The Program in Educational Theatre is committed to discovery and excellence in the arts. It is powered by a praxis: Action, Reflection, Transformation … ART! And this praxis is occurring in New York City, considered by many to be at the world’s epicenter of aesthetic activity.

Bachelor of Science at NYU

When our Bachelor of Science Program in Educational Theatre in the Department of Music and Performing Arts Professions was established in 1966, it was the first such response to the expanding opportunities for dramatic art in the schools. Today, it continues to enjoy the unique advantage of drawing on the resources of New York City, the nation’s leading center of theatrical production and experimentation. Now, we prepare artist-teachers for New York State Teacher Certification in Theatre, All Grades, and offer our students hands-on experiences as actors, playwrights, and producers of theatre for young audiences. We balance academic studies, cov-
ering literature and history, the arts, and social sciences, with specialist and practical courses in theatre and drama in education.

**Distinguished Faculty**

Faculty members are recognized as world leaders in their field and have authored many of the key references in drama and theatre education. The full-time faculty includes Philip Taylor, program director, author of numerous texts on drama education and applied theatre; Christina Marin, expert in Boalian methods of Theatre of the Oppressed and award-winning director; Joe Salvatore, noted director and teacher, who supervises our summer youth theatre ensemble; and Nan Smithner, an authority in experimental and physical theatre. NYU students have had the advantage of working with many of the formative authorities in educational theatre, including Augusto Boal, Gavin Bolton, Maxine Greene, Dorothy Heathcote, Nellie McCaslin, Jonathan Neelands, and Cecily O’Neill. The experienced mentors on the faculty help students realize their full potential.

**Preparing the Theatre Artist-Teacher**

Our aim is to prepare the theatre artist-teacher for a range of opportunities in schools, in communities, and in theatre for young audiences. We offer participation in our season of productions each year at the historic Provincetown Playhouse, along with workshop, studio, and advanced directors’ productions. Students are actors, technicians, stagehands, or members of costume, lighting, and property crews, as well as members of the publicity and theatre management teams. We produce a variety of plays for young audiences, including musicals, classics, educational works, and new plays by faculty and students. We also offer a variety of internship possibilities at the American Place Theatre, the New Victory Theatre, and the Roundabout Theatre. Settings include NYU’s Creative Arts Team, which offers classes, theatre in education, and youth theatre productions throughout the New York area, as well as in Canada and in Europe.

**Certification in Theatre, All Grades**

The goal of the B.S. in Educational Theatre with Teacher Certification in Theatre, K-12, is to provide opportunities for the theatre artist-teacher to explore ideas and concepts in the classroom and on stage. Students take liberal arts courses in the larger NYU context of the College of Arts and Science and are also provided with integrated course offerings in drama, dramatic literature, and theatre, which tie into the four New York State
Learning Standards for the Arts. The curriculum, which requires the completion of 133 points of study, is designed to develop professional teachers of drama and theatre in elementary, middle, and secondary schools. Course work is offered by the current faculty in the Program in Educational Theatre, in collaboration with the faculty in the Department of Teaching and Learning. All students will be required to complete fieldwork in educational settings and student teaching experiences in drama and theatre at the elementary and secondary levels.

**Hands-on Learning**

The program promotes knowledge in the creation and performance of theatre, the analysis and critique of theatre, and the contribution of theatre and culture to humankind. Students experience the full range of applied theatre, including theatre in education, community theatre, theatre of the oppressed, forum theatre, museum theatre, and other active participatory forms. There is a large outreach and community service component of the program where youngsters and adults engage directly with the power of theatre in their daily lives. The program has its own Youth Theatre Ensemble, a Shakespearean ensemble that travels to New York City public schools, and an annual playwriting event where new and experienced authors workshop new writing. Throughout the year, the wider NYU community experiences storytelling events and other performances that enable audiences to understand more clearly what it means to live together in peaceful and challenging times. Students are actively involved in creating their own projects through Theatrix!, a festival of diverse arts work. Students have the opportunity of participating in a range of internships with leading cultural institutions, community and educational centers, and artist-in-residencies.

**Other Programs to See:**

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Communication Studies
- English Education
- Music

**YOUR CAREER OPPORTUNITIES**

Our graduates are prepared to be classroom teachers in all grades and performers, directors, and producers of theatre for young and adult audiences.

- They establish careers as teachers in elementary, middle, and high schools and, with advanced graduate study, in colleges and universities.
- They work in regional and community theatres and in drama programs in museums, community centers, and recreation centers.
- They become drama specialists in language arts, humanities, and special education programs.
- They pursue advanced graduate study in dramatic literature, the humanities, theatre production, and drama therapy.
- They develop as writers and producers of plays for young audiences for stage, television, and film.

For further information, please contact Professor Philip Taylor by telephone at 212-998-5424 or by e-mail at pt15@nyu.edu.
The 133-point program in educational theatre prepares artist-teachers for New York State Certification in Theatre, All Grades. The course of study emphasizes a hands-on learning experience, providing integrated course offerings in drama, dramatic literature, and theatre. More advanced theories of stagecraft, performance, and production are explored within the content core, and this is augmented in the pedagogical core by an investigation of educational development within an artistic environment. In addition to the dramatic and pedagogical cores, all students are required to take a minimum of 60 points in liberal arts courses. The student's program of study includes fieldwork in educational settings and culminates in student teaching experiences in drama and theatre at the elementary and secondary levels.

### SAMPLE CURRICULUM WORKSHEET

**Freshman Year**  
**36 Points**

**FALL SEMESTER**

**LIBERAL ARTS**

Writing the Essay. V40.0100 ........... 4

Foundations of Contemporary Culture: Conversations of the West. V55.04•• ........... 4

**MAJOR**  
New Student Seminar. E03.0001 ........... 0

Stagecraft. V17.0009 or V17.0010 ........... 3

**PEDAGOGY**

Acting: Fundamentals I. E17.1050 ........... 3

**SPRING SEMESTER**

**LIBERAL ARTS**

The Advanced College Essay. V40.0110 ........... 4

Foundations of Contemporary Culture: World Cultures. V55.05•• ........... 4

Foreign Language ........... 4

**MAJOR**  
Acting: Scene Study. E17.1051 ........... 3

**PEdAGOGY**

Introduction to Educational Theatre I. E17.0051 ........... 3

**TOTAL** 18

**Sophomore Year**  
**33 Points**

**FALL SEMESTER**

**LIBERAL ARTS**


**MAJOR**  
Masters of Modern Drama. E17.1057 ........... 3

**PEDAGOGY**

Dramatic Activities in the Elementary Classroom. E17.1029 ........... 2

Inquiries into Teaching and Learning I. E27.0001 ........... 4

**TOTAL** 17

**SPRING SEMESTER**

**LIBERAL ARTS**

Performing Arts in Western Civilization. E85.1505 ........... 4

**MAJOR**

Restricted Elective. E17.0001 ........... 3

Restricted Elective. E17.0003 ........... 3

**TOTAL** 18

**Junior Year**  
**36 Points**

**FALL SEMESTER**

**LIBERAL ARTS**

Foundations of Scientific Inquiry: Natural Science II ........... 4

Human Development I. E63.0020 ........... 4

**MAJOR**

Directing. E17.1081 ........... 3

Restricted Elective. E17.0008 ........... 3

**PEDAGOGY**

Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999 ........... 1

**TOTAL** 18

**SPRING SEMESTER**

**LIBERAL ARTS**

Performing Arts in Western Civilization. E85.1505 ........... 4

**MAJOR**

Restricted Elective. E17.0001 ........... 3

Restricted Elective. E17.0003 ........... 3

**TOTAL** 18

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
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</table>

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
English Education

Degree Programs • Steinhardt School of Education Bulletin 2006-2008

The Interaction of Language and Learning

Language is our most important tool for spoken communication, but it is much more than that. Through a novel, poem, or play, we can experience, understand, and express feelings ranging from joy to sadness, from love to alienation. Through language and narrative, we develop our sense of tradition and our social, ethical, and moral concerns. Language that is sensitively and intelligently shaped can help us learn who we are and who others are, too. In the truest sense of education—to lead a student to the knowledge of self in the world—the teaching of language and literature offers exceptional opportunities and personal rewards.

Our Reputation Continues to Grow

Our Bachelor of Science Program, Teaching English, Grades 7-12, in the Department of Teaching and Learning, has long been regarded as among the finest in the country. Our international reputation has grown through our continuing graduate summer abroad program in Oxford, England, and our sponsor-ship of the Conference of the International Federation of Teachers of English, held at the Steinhardt School of Education. Undergraduate students also have an important opportunity to observe secondary schools in London, England, as part of their semester abroad in either their sophomore or junior year. As one of our recent students commented on this experience, “This was one of the most beneficial experiences I’ve had at NYU. Seeing these differences firsthand is not only fun but it changes my perspective on our own educational system. Observing classrooms in London gave me so much more insight than I would have from just reading about the British system in a book—it is something that every education major should experience.”

Distinguished Faculty

Students majoring in English education may work with Professor Gordon Pradl, one of our many gifted English education faculty members. Professor Pradl specializes in composition, sociolinguistics, and the teaching of literature. As with his colleagues, he holds a deep commitment for the role writing and literature play in bringing out the creative inner voice of student teachers and the students that they, themselves, will be guiding. Active in his own writing, Professor Pradl has authored articles on narrative language, coauthored Learning to Write/Writing to Learn, and coedited Teaching English Today. His book Literature for Democracy: Reading as a Social Act extends the important reader-response work of Louise Rosenblatt, one of the important founders of our program.

Relationships Provide the Key

Many other programs in English education tend to isolate the different aspects of learning and teaching, but in our program they are inseparable. We integrate all aspects of English education— theories of language and literature, literature’s content and meaning, and methods for teaching adolescents. You study the relationship among the reader, the literary work, and the writer. You learn how to develop, apply, and evaluate teaching materials and strategies. And you learn how teacher, student, school, and community interact with each other in the educational process. In effect, you build two concentrations in one—deepening your understanding of

Gordon Pradl
Curriculum Coordinator

Curriculum Coordinator

Department of Teaching and Learning • Steinhardt School of Education • New York University • East Building, Suite 635K
239 Greene Street • New York, NY 10003-6674 • 212-998-5460 • www.steinhardt.nyu.edu/teachlearn
language, composition, and literature while becoming skilled in reflective teaching.

In Touch with the Latest Ideas
The undergraduate program is enriched by our graduate programs and the ongoing research and curriculum development of the faculty in the Steinhardt School of Education’s Department of Teaching and Learning. As a result, you are in contact with and benefit from the latest thinking and practice in the field of English education.

Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad in one of NYU’s many study abroad sites in Paris, Madrid, Florence, Berlin, Prague, or Ghana. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Pursuing a Special Interest
We encourage small-group collaboration in learning, and you may negotiate with your professors the kinds of projects and other learning experiences relevant for a particular course.

You will have frequent opportunities to develop your creative potential through writing poetry, short stories, and plays within your courses. There are, in addition, numerous campus literary publications that welcome your interest and participation.

Your Teaching Internship
You begin your student teaching experience as early as your freshman year by observing secondary school teachers and their students in the classroom. During each semester of your senior year, under the guidance of your supervising teacher, you assume responsibility for teaching an entire class, first at the middle school level and then at the high school level. Teacher education is a collaborative effort involving you, the experienced cooperating teacher in whose classroom you will
be working, and a member of our faculty responsible for your supervision.

Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Other Programs to See:
- Childhood Education and Childhood Special Education
- Communication Studies
- Early Childhood Education and Early Childhood Special Education
- Educational Theatre

YOUR CAREER OPPORTUNITIES

Our graduates have a wide range of opportunities in schools as well as in other fields. You are prepared to teach English in grades 7 through 12. To qualify for initial certification in New York and most other states, you take the New York State Teacher Certification Examinations in the last semester of your senior year.

Recent graduates have obtained teaching positions at such schools as the Satellite Academy (New York City alternative school), Hunter College High School, and East Falmouth (Massachusetts) High School.

Other graduates have pursued careers in publishing, corporate communications, technical writing, and journalism. For example, a recent graduate accepted a position in children's television at CBS, and another became an editor at a publishing house.

Most graduates also go on for their master's or doctoral degrees in English education or a related field.

HELPING YOU START YOUR CAREER

Student teaching placements are often sources for employment after graduation. The New York City Department of Education recruits on campus as do other employers through NYU's Wasserman Center for Career Development.

“When I was a community college student, completing my bachelor's degree seemed a faraway goal. Through the Steinhardt School of Education’s Community College Transfer Opportunity Program, I attained that goal. Thanks to the school's Next Step Scholarship, I also completed my master’s degree in English education at the Steinhardt School of Education while working as a tutor and English workshop instructor for NYU’s Higher Education Opportunity Program (HEOP).”

AMIRA AFIF
The 129-point program in teaching English, grades 7-12, offers students the opportunity to explore the meanings and messages of literary works and the ways in which they are imparted to others. Through an integrated curriculum, the theories of language and literature are examined, as is the relationship among the reader, the literary work, and the writer. In addition to a content core that provides for exploration in literature (including British, American, and multiethnic works) and composition, students are required to take a minimum of 60 points in liberal arts courses. In the pedagogical core, students are introduced to the theories and applications of integrating reading and writing in the adolescent educational process and are taught to develop, apply, and evaluate teaching materials and strategies. The student's program of study culminates in two semesters of teaching opportunities in a public school setting.
<table>
<thead>
<tr>
<th>Senior Year</th>
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<td>Language Arts in the High</td>
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<td><strong>TOTAL</strong> 16</td>
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Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Crossing Cultural Boundaries

As communications technologies shrink the world, teaching a foreign language becomes a skill increasingly in demand. In business, travel, technology, law, government, entertainment, and other endeavors, people now interact daily, even hourly, over all parts of the globe. In New York City alone, more than 200 languages are spoken in the public schools. Teaching another language often becomes the key to understanding another culture and finding ways for all people—children, adolescents, and adults—to live and work together.

Multiple Perspectives On Language Development

The Steinhardt School of Education’s Department of Teaching and Learning has integrated its programs in bilingual education, foreign language education, and Teaching English to Speakers of Other Languages (TESOL) to provide a rich environment of language learning rarely found at other institutions.

The Bachelor of Science Programs in Teaching a Foreign Language, Grades 7-12, also interact with various foreign language programs in the College of Arts and Science and the graduate-level international education program at the Steinhardt School of Education.

As a consequence of this interaction, you mix with a diverse group of students to gain multilingual and multicultural awareness and appreciation.

Distinguished Faculty

Among our gifted faculty in foreign language education is Professor Frank Lixing Tang. He is deeply committed to bringing all voices into the increasingly complex urban educational setting, studying ways in which second and foreign language instruction are most effectively pursued, as well as the intimate connection between language and the study of culture.

A Broad Education

Our goal is to provide you with a broad education in language development, not just to train you in a single language. Through the baccalaureate program, we expose you to current research and diverse approaches to language acquisition; we prepare you to make appropriate instructional choices in the classroom; and we work with you to develop the cross-cultural sensitivity so critical in this field.

Language Options

You specialize in one of several languages: Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. Most language courses are taken in the College of Arts and Science. In the Steinhardt School of Education courses, you learn about teaching techniques and methods; creating curricula, materials, and audiovisual aids; and testing for language proficiency.

Study Abroad

You are encouraged to spend at least one semester abroad to immerse yourself in the target language environment. NYU has academic centers around the world in Madrid, China, Paris, Florence, Prague, Berlin, and Ghana.

Your Teaching Internship

During two semesters of classroom observation and student teaching in your junior and senior years, you test your own teaching techniques and instructional plans under the supervision of an experienced teacher and members of our faculty.
Student teaching placements are arranged according to your target language of study in public and independent schools.

Senior Honors
Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Special NYU Resources
Learning experiences can be enriched through several specialized University resources such as Deutsches Haus, La Maison Française, Casa Italiana Zerilli-Marimò, or the Hagop Kevorkian Center. These facilities have important reference materials and conduct cultural, academic, and social events. You may also use the NYU foreign language and computer laboratories. These will enable you to improve your language proficiency and to acquire telecommunications skills to participate in electronic conferences.

Helping You Start Your Career
The New York City Department of Education recruits prospective teachers on campus each year. The NYU Wasserman Center for Career Development helps students develop résumé writing and interviewing skills. Student teaching placements often lead to full-time employment upon graduation.

Other Programs to See
• Early Childhood Education and Early Childhood Special Education
• Social Studies Education

YOUR CAREER OPPORTUNITIES
As a foreign language educator, you have a wide range of career possibilities. Rising high school enrollments and increased interest in bilingual and multicultural education offer many opportunities. We prepare you for teaching a foreign language to students in grades 7 through 12. You may also extend your certification to K-6 by taking E29.1908 in the summer. In addition to the course work, to qualify for provisional or initial certification in New York, you are required to take the New York State Teacher Certification Examinations and, in most other states, you are required to take the National Teachers Examination after graduation.

You may choose to use your preparation in foreign language education to find a position in publishing, the travel industry, government, international business, interpretation, and translation as well as with public, private, and community organizations involved in bilingual and multicultural activities.

The following positions are samples of those obtained by recent graduates:
• Teachers of foreign language (Spanish, French, German, Russian, Italian, Japanese, Chinese, etc.), New York City public schools
• Teachers of foreign language in New Jersey, Vermont, Maryland, Pennsylvania, Westchester County, Rockland County, Long Island public schools
• Teachers of Spanish, French, Italian, Latin, and Japanese, LaGuardia High School of Music & Art and Performing Arts
• Teachers of French and Japanese, High School of Environmental Studies
The 129-point foreign language curriculum offers students the training necessary to be teachers of Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, or Spanish. In addition to intensive linguistic work in the language of the student's choice (to be selected by advisement), the core course of study exposes students to diverse approaches to second language acquisition and fosters cross-cultural sensitivity. In addition to the pedagogical core, in which students learn about teaching techniques and methods and creating curricula, students are also required to take a minimum of 60 points in liberal arts. The student's program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

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<td>New Student Seminar. E03.0001</td>
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<td>Writing the Essay. V40.0100</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
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Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Mathematics Education

Teaching the Power of Mathematics

Mathematics is a universal tool, applied by scientists, businesspeople, engineers, and others around the world as they tackle the exciting challenges of the 21st century. Mathematics also helps us all with the increasing complexities of daily living—family budgets, insurance and mortgages, tax returns, and investment and retirement funds. With the challenges of the new century both at home and abroad, the demand for outstanding mathematics teachers in our schools has become critical.

Focus on State-of-the-Art Methods

In the Bachelor of Science Program in Teaching Mathematics, Grades 7-12, in the Department of Teaching and Learning, our goal is to prepare teachers who believe that the best way to help their students is to think critically about their teaching and to devise ways to improve mathematics education. We focus on current developments in mathematics teaching nationwide and keep the program up-to-date by integrating into our curriculum recommendations from teaching organizations and national commissions.

We address the issues of ethnicity and gender in mathematics education and work with students to develop strategies to help minorities and females surmount learning barriers.

Faculty on the Cutting Edge

Our faculty is involved in various projects funded by government agencies and foundations that are designed to assess and devise new teaching methods in mathematics education. Our students often become part of these efforts, which include the use of instructional technology, after-school math programs, tutoring programs in the schools, and research into effective instructional practices.

A Variety of Resources

You take liberal arts as well as mathematics and computer science courses in the College of Arts and Science. Courses in teaching methods and curriculum development are taken in the Steinhardt School of Education. Special resources available to you include NYU’s internationally renowned Courant Institute of Mathematical Sciences and the University’s numerous microcomputer centers.

Small Program, Personal Contact

As a student in mathematics education, you are part of a small program. You have daily contact with the full-time faculty, as well as with a diverse range of students preparing to teach other secondary school subjects.

Your Teaching Internship

In your junior year, you start your internship preparation by visiting schools and observing practicing teachers in the classroom. In your senior year, you have two semesters of student teaching in an independent or public school affiliated with our program, under the supervision of experienced mathematics teachers and our own faculty. Recent student teaching placements include Hunter College High School, Baruch College Campus High School, School of the Future, University Neighborhood High School, Manhattan Comprehensive Night and Day High School, Tompkins Square Middle School, and many other middle schools and high schools.

Education in Comparative Perspectives

You are strongly encouraged to spend a semester abroad in one of NYU’s many study
abroad sites in Paris, Madrid, Florence, Berlin, Prague, or Ghana. NYU in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Student Activities

You are required to become a student member of the Association of Mathematics Teachers of New York State and the National Council of Teachers of Mathematics. These organizations hold many conferences where students meet current teachers and learn about important issues in classroom instruction. Students also receive professional newsletters, journals, and other publications that keep them apprised of research and educational issues.

Senior Honors

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, each student works independently on a project under the direction of his or her own faculty supervisor, with whom the student holds regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping You Start Your Career

Our faculty has extensive contacts in the field that lead to information about job openings, and our graduates continually call for recommendations to fill vacancies. Student teaching placements often lead to full-time employment after graduation.

Other Programs to See

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Science Education

YOUR CAREER OPPORTUNITIES

Prospects for mathematics teachers in the secondary schools are excellent in the next decade as the demand grows for increased student proficiency in mathematics. Retirement patterns also promise that the demand for mathematics teachers will be even stronger later in the decade.

The Program in Teaching Mathematics prepares you for teaching mathematics to students in grades 7 through 12 with an extension down to grade 5. To qualify for initial certification in New York State, you take the New York State Teacher Certification Examinations in basic liberal arts, in basic teaching practices, and in your content area of mathematics. After graduating from the B.S. degree program, and while teaching, many of our graduates pursue a master’s degree in our 30-point master’s degree program that enables them to convert their initial certification into the higher-level professional certification. Some students also take advanced courses or degree to enable them to become mathematics specialists in a school district, managers of mathematics programs, and assistant principals in charge of mathematics curriculum.

Examples of mathematics teaching positions in New York obtained by our graduates include the following:

- Manhattan Center for Science and Mathematics
- Stuyvesant High School
- Hunter College High School
- School of the Future
- Bard High School Early College
- Hostos-Lincoln Academy for Science
- Humanities Preparatory High School
- Manhattan Comprehensive Night and Day High School
- Baruch College Campus High School

Other graduates have put their mathematics and teaching skills to use in business, industry, science, and government agencies.

“At NYU, I’ve learned to teach using examples from the everyday lives of my students. This practical approach grabs their attention and really motivates them. As a teacher, I know I can make a positive impact in the lives of young people.”

ABEL LASTRA
The 128-point curriculum in teaching mathematics, grades 7-12, focuses on courses that satisfy requirements in liberal arts, the student’s major area of study, and the area of pedagogy. Students take at least 60 points in liberal arts courses. In the major area of study, students take three semesters of calculus, linear algebra, modern algebra, geometry, statistics, and electives. The pedagogical core trains students in the techniques of teaching mathematics in secondary schools and in understanding the educational development of adolescents. The course of study incorporates a full range of experiences and observations culminating in two semesters of student teaching in public or independent school settings.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MAJOR</th>
<th>SPRING SEMESTER</th>
<th>MAJOR</th>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>New Student Seminar. E03.0001</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
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<td>Calculus II. V63.0123</td>
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<td><strong>Natural Science Course by Advisement</strong></td>
<td><strong>TOTAL 17</strong></td>
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#### Sophomore Year 32 Points

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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Human Development I. E63.0020</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Human Development II: Adolescents. E63.0024</td>
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<td><strong>Foundations of Contemporary Culture: Societies and Social Sciences. V55.06</strong></td>
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<td>Mathematics by Advisement. V63.005 (such as Advanced Calculus, V63.0325)</td>
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<td><strong>TOTAL 16</strong></td>
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#### Junior Year 34 Points

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<th>MAJOR</th>
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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>A geometry course such as Transformations and Geometrics. V63.0270</td>
<td><strong>LIBERAL ARTS</strong></td>
<td>Teaching of Algebra and Trigonometry (Grades 7-12). E12.1045</td>
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<td><strong>Liberal Arts Elective</strong></td>
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<td><strong>MAJOR</strong></td>
<td>A probability or probability and statistics course such as Theory of Probability. V63.0233</td>
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<td>or Teaching of Precalculus. E12.1047</td>
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<td>Teaching Secondary School Mathematics I. E12.1043</td>
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<td>or</td>
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<td></td>
<td>or</td>
<td>Teaching of Data Collection and Analysis (Grades 7-12). E12.1042</td>
<td>or</td>
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Senior Year  

<table>
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<td>Inquiries into Teaching and Learning II. E27.1002</td>
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<tr>
<td>Mathematics by Advisement</td>
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| SPRING SEMESTER |           |
| MAJOR |           |
| Teaching Students with Disabilities in General Education Classrooms. E75.1005 | 4 |
| Education as a Social Institution. E20.1015 | .3 |
| TOTAL | 15 |

Supervised Student Teaching of Mathematics I (Grades 7-12). E12.1077 | 6 |
Supervised Student Teaching of Mathematics II (Grades 7-12). E12.1078 | 8 |

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
The Department of Music and Performing Arts Professions, which functions as the music conservatory for NYU, prepares music students to be the best performers, composers, educators, technologists, and business professionals they can be. But music professionals in the 21st century will be expected to be much more than specialists. Performers and composers need to be astute in business and be able to work with new technologies. Music educators and technologists must be competent performers and/or composers. Music business leaders must command the history and theory of music within the context of the world of interdisciplinary ideas. At the cutting edge of music training, traditional walls separating music majors have been opened in our department as we urge students to develop skills across programmatic lines. Intense and broadly based curricula within an internationally recognized university located in New York City uniquely prepare our students to succeed in the music professions of the 21st century.

A Varied and Rich Environment
Established in 1925, the department is marked by energy, vitality, and innovation and an openness to training across programs. In our department, traditional, contemporary, and jazz performers along with composers and educators collaborate with music technologists on state-of-the-art computerized learning and recording equipment. Music business students assess and market those collaborative efforts. Departmental curricula in music performance, music theatre, film scoring, and educational theatre bring composers and performers together with choreographers, directors, actors, librettists, and filmmakers in exciting projects. Music education students study with a world-class artist faculty and perform, compose, and share learning strategies with music technologists, composers, and performance majors. Surrounded by the vibrant artistic energy of Greenwich Village, students enjoy cultural institutions, events, and artists that make New York City the artistic capital of the world. Our students graduate with a rich and diverse view and set of skills that prepare them for the music professions like no other place.

Distinguished Faculty
We draw on the world’s greatest artists, music industry leaders, teachers, and scholars for our faculty: active Broadway professionals direct our music theatre workshops, Metropolitan Opera Company stars teach voice, New York Philharmonic members and Village Vanguard Orchestra members provide instrumental instruction, leaders in the music industry teach music business and technology courses, and renowned music theorists and historians teach our core music courses. For example, Professor Robert Rowe is a pioneer in “real-time,” interactive computer music performance and composition and an internationally recognized composer and scholar whose compositions are performed throughout the world. Professor Lawrence Ferrara is a pianist; an award-winning author of books and articles on music analysis, research methodologies, and the philosophy of music; and a noted music copyright expert. Professor Meg Bussert is a Broadway veteran, Tony Award nominee,
and Theatre World Award winner and has had leading roles in numerous Broadway productions and international tours. These are but a few examples of our distinguished faculty.

State-of-the-Art Facilities
Our music facilities include the Frederick Loewe Theatre, the Black Box Theatre, the Provincetown Playhouse, the Recital Room, recording studios, a percussion suite, a group piano facility, chamber music rooms, numerous private practice rooms, and the Nordoff-Robbins Center for Music Therapy for advanced clinical practice.

Audition
Audition requirements vary depending on your major area. It is expected that all music students will have strong musical skills and a commitment to professional study in one of our music curricula. Students are encouraged to consult with the department for specific audition repertoire details.

Study Abroad
NYU offers a full music performance curriculum for the fall semester in Prague, the Czech Republic, and a summer workshop in Genoa, Italy.

A Choice of Major
Music Performance
Our Bachelor of Music Degree Programs in Piano Performance, Instrumental Performance, and Vocal Performance provide highly accomplished students with the opportunity for intensive study with internationally acclaimed performers. Private instruction is combined with studies in music theory and history, chamber music, performance practices, and practical experiences in solo and chamber recitals and concerts as well as fully staged music theatre and opera productions. The areas of specialization are jazz, piano, vocal (including music theatre and classical voice), and instrumental study. Students join our chamber orchestra, string and wind chamber groups, percussion ensembles, choirs, jazz ensembles, and concert jazz ensemble. Every week, master classes with renowned faculty and visiting artists provide opportunities for performance, interaction, and learning. Our performance students interact with leading figures in the traditional, jazz, and Broadway communities offering an unmatched opportunity for professional development and placement.

Study Traditional, Jazz, or Music Theatre
Our traditional performance students have access to and study with members of the great organizations of New York City, including the New York Philharmonic, the Metropolitan Opera, and the New York City Opera. NYU jazz students have been featured in the renowned jazz clubs of Greenwich Village, including the Blue Note. Faculty and visiting artists are drawn from internationally acclaimed jazz musicians living and performing in the city. Classical voice majors perform in opera scene programs and mainstage opera productions, working with renowned directors affiliated with major opera companies. Our music theatre studies are immersed in the excitement of New York City, the pulse and heartbeat of American music theatre. Music theatre students perform in fully staged productions viewed by producers, agents, and casting directors and are guided by directors, choreographers, conductors, designers, and guest artists who are active in the Broadway community.

Music Composition
Our Bachelor of Music Degree Program in Theory and Composition is for aspiring composers who wish to be in an environment that encourages openness to new musical styles and structures, as well as traditional, multimedia (including film scoring), and music theatre composition. Our celebrated faculty are joined by visiting composers-in-residence to provide the finest composition training in traditional, electronic, and jazz styles. Private instruction is coupled with studies in music theory and history, orchestration, and arranging. Composition students are encouraged to pursue lessons in music performance as well. Each week, the Composers Forum features the works of renowned faculty and visiting composers with analysis by the composer. Composition students have access to world-class undergraduate and graduate solo performance majors, vocal choirs, small and large chamber ensembles, over 20 jazz ensembles, a concert band, a music theatre repertory group, and an opera workshop for the reading of their works. Many of our composers’ works performed in our concerts have been reviewed by the New York media, recorded in our state-of-the-art recording studios, and marketed on CDs we produce.
We are committed to providing curricula, training, and facilities that support the development of individual choices and compositional styles. For example, many of our composition students choose to be involved with our music technology students and faculty, many of whom are also active composers. Composition students have access to our state-of-the-art music technology facilities, curriculum, and faculty. By empowering students to make these choices, providing a faculty that continually supports and advises students, and making available cutting-edge facilities, our composition students are being prepared for successful careers in the 21st century.

**Music Business**

Building on a solid foundation in the liberal arts, our Bachelor of Music Degree Program in Music Business combines courses in music theory and history with a strong grounding in the financial, economic, advertising, marketing, management, and technical aspects of the music industry. Music business students take their core music courses with other music majors and their core business courses at NYU’s Stern School of Business. The music industry courses are taught by industry professionals active in New York. Liberal arts courses are taken at NYU’s College of Arts and Science. In addition, students may select elective courses that broaden their worldview or reinforce an ongoing passion.

Music business courses begin in the freshman year and continue through the entire length of study. As juniors, students begin hands-on experience in Village Records, the Music Business Program’s own record company. Village Records is student-run and offers publicity, marketing, promotion, distribution, manufacturing, and a nonexclusive contract to its artists.

Each Wednesday, students attend program seminars at which guest speakers from the music world discuss career opportunities and issues.

**Internship Opportunities**

During the junior and senior years, all music business students are placed in internship settings with major and independent record companies, music publishers, venues, artist managers, and Internet companies. Students are supervised by company officials who assess their progress. NYU faculty oversee internships through communication with site supervisors. Upon graduation from our department, many of our students are offered positions in companies in which they had an internship.

**Music Education**

In our Bachelor of Music Degree Program in Teaching Music, All Grades, we seek to develop students’ awareness of the deep value of the arts and music as well as the importance of sharing these values with others. Our students experience a broad spectrum of music practices and pedagogies in New York City’s public and independent schools. Music education students have access to collaborative experiences in multimedia applications; traditional, multicultural, and jazz music performance and composition; music technology; arts therapies; dance education; and educational theatre, all within our diverse department.

Our students are equipped to teach music in elementary and secondary schools. As a result of our reputation for thorough music teacher preparation, our students are highly sought after and many have assumed leadership roles in the profession. In the last several years, 100 percent of our graduates in music education who sought teaching positions in elementary and secondary schools obtained jobs.

**Music Technology**

Our Bachelor of Music Degree Program in Music Technology prepares students for careers in recording engineering; production and postproduction; audio/video mastering;
audio maintenance and repair; synthesizer programming; and multimedia and software development. As part of a large and active music and performing arts department, our technology program emphasizes the integration of musical and technical skills by maintaining close collaborations with the performance and composition programs. Many of our music technology students are accomplished performers and composers who wish to broaden those skills with a degree in technology. Our unique position in a diversified department allows our technology students to continue performance and composition studies at the highest level while developing their technical skills.

In addition to music performance, composition, music theory and history, and core technology courses, students may take elective courses in analog and digital electronics; recording technology; audio for video; concert recording; electronic and computer music synthesis; multimedia; and film scoring. We maintain 10 recording and computer music studios, and music technology students have access to the art technology facilities at NYU, where they can gain training in advanced hardware platforms for computer music, graphics, animation, and multimedia. Students also learn programming as well as work in graphic environments. Sophisticated synthesis possibilities may be realized through real-time digital signal processing, SMPTE handling, software synthesis, and an extensive collection of sampling, effects, and synthesis modules.

Internship Opportunities
Music technology students take advantage of the unmatched resources in New York City through internships at major record companies, recording studios, publishing firms, and other music industry enterprises. During the junior and senior years, a site supervisor works with each intern and assesses his or her progress. In addition, NYU faculty oversee internships through site visits and regular communication with supervisors. The combination of a curriculum that ensures technical command, musicianship, and the academic standing of a great liberal arts university with hands-on experience through internships prepares our students for successful careers in the profession.

YOUR CAREER OPPORTUNITIES

MUSIC PERFORMANCE
Graduates of our instrumental programs perform in major symphony orchestras and noted chamber groups, give solo and chamber music recitals, and play in Broadway show orchestras as well as opera and ballet orchestras. Vocalists have joined theatre and opera companies and perform in the casts of most of the shows on Broadway. Other graduates have found success as conductors and recording artists with major labels. Our jazz alumni are among the busiest and most famous performers in the world, including jazz legend Wayne Shorter.

MUSIC COMPOSITION
Music composition at NYU prepares you to compose in multiple styles. Graduates write music for orchestra, chamber groups, and solo instruments. Some have written music theatre works that have enjoyed regional and off-Broadway runs while others (Cy Coleman and Betty Comden, to name just two) have become preeminent in music theatre composition. Graduates often write for film (Alan Menken and Elmer Bernstein) or have become famous in popular song creation (Carole Bayer Sager).

MUSIC EDUCATION
Music education at NYU prepares you to teach music in multiple ways and at multiple levels of instruction: early childhood, elementary, and secondary school and college teaching. Our emphasis is on educating complete musicians and critically reflective educators. Our graduates hold major positions as college professors, instrumental and choral directors, and school music educators around the world.

MUSIC BUSINESS
Music business prepares you for a career in the record industry, artist management, music entrepreneurship, concert promotion, music merchandising, public relations, music publishing, and record/CD manufacturing and distribution. Recent graduates have gone on to work for Universal Music Group, Sony BMG, MTV, EMI Music Publishing, William Morris Agency, and many other music companies, some founded by alumni of the program. Many graduates continue their studies in law school or an M.B.A. program.

MUSIC TECHNOLOGY
Graduates have careers in recording engineering, production and postproduction, audio/video mastering, and Internet audio, as well as multimedia and software development for major record companies, throughout the broadcast media, and major performance arenas. Graduates have positions with CBS Records, Children’s Television Workshop, Sony, Billboard magazine, numerous other record and broadcast studios, and concert halls.
The 131-point curriculum in music business combines 40 points of liberal arts courses with 34 points in music history and literature, piano class, theory and ear training, music technology, and music electives. Students are also required to take 57 points in courses covering production and performance, copyright law, music publishing, advertising and promotion, the live music industry, and Village Records. This also includes the core business studies in statistics, accounting, and marketing taken at NYU’s Stern School of Business.

Internships in three of the many aspects of the music business are required.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 34 Points

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<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
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<tr>
<td>Writing the Essay. V40.0100</td>
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<td>Calculus I. V63.0121</td>
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| SPRING SEMESTER |  |  
| **LIBERAL ARTS** |  |  
| Economic Principles I. V31.0001 | 4 |  
| The Advanced College Essay. V40.0110 | 4 |  
| **MAJOR** |  |  
| Music Theory II. E85.0036 | 2 |  
| Aural Comprehension in Music II. E85.0007 | 1 |  
| **TOTAL** | 78 |  |

#### Sophomore Year 35 Points

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<tr>
<td>Music Publishing. E85.1700</td>
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<td>Music Elective. * E85.*****</td>
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| SPRING SEMESTER |  |  
| **LIBERAL ARTS** |  |  
| Foundations of Contemporary Culture: Societies and the Social Sciences. V55.04** | 4 |  
| **MAJOR** |  |  
| Music History II: Baroque and Classical. E85.1068 | 2 |  
| **TOTAL** | 17 |  |

#### Junior Year 34 Points

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<td>Music in the Media Business. E85.1214</td>
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| SPRING SEMESTER |  |  
| **MAJOR** |  |  
| Music History IV: 20th Century. E85.1078 | 2 |  
| Internship in Music Business. E85.1042 | 3 |  
| **TOTAL** | 77 |  |

*See adviser regarding music elective course requirements applicable toward the degree.

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
The 130-point Bachelor of Music curriculum in teaching music, all grades, prepares teachers of piano, instrumental, and vocal music for all elementary, middle, and high schools. The curriculum combines courses in the liberal arts, the student’s major area of study, and the area of pedagogy. The student is required to take 44 points in liberal arts courses. The major area of study includes course work in a variety of subjects such as aural comprehension, music theory, and the development of music throughout history. Students also have the opportunity to hone their talents in voice, piano, or other instruments. The area of pedagogy provides training in the teaching of instrumental and vocal music to schoolchildren. The curriculum, which includes a full range of field experiences and observations, culminates in two semesters of student teaching in public or independent school settings.

**SAMPLE PROGRAM OF STUDY**

**Liberal Arts (General Education Requirements)**

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<td>Foreign Language II</td>
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<tr>
<td>Writing the Essay</td>
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<tr>
<td>The Advanced College Essay</td>
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<tr>
<td>or Fundamentals of Mathematics</td>
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<td>or Foundations of Contemporary Culture: Conversations of the West</td>
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<tr>
<td>Human Development I</td>
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<td>Liberal Arts Elective</td>
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**Content Core**

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<tr>
<td>Aural Comprehension in Music IV</td>
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<td>Music History II: Baroque and Classical</td>
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<td>Music History III: 19th Century</td>
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<td>Keyboard Harmony and Improvisation III</td>
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<td>or Participation in Ensembles</td>
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*See adviser regarding music elective course requirements applicable toward the degree.
Common Pedagogical Core 14 Points

New Student Seminar. E03.0001 taken with E27.0005. .......... 0
or
Field Observations in Schools and Other Educational Settings. E85.0192 .... 0
Inquiries into Teaching and Learning I. E27.0001 .......... 4
Education as a Social Institution. E20.1015 .......... 3
Human Development II: Childhood. E63.0022 .......... 2
Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030 .......... 4

Specialized Pedagogical Core 14 Points

Teaching of Music in Junior and Senior High School. E85.1027 .......... 2
Teaching of Music in the Elementary Grades. E85.1048 .......... 2
Materials and Technology in Music and Music Education. E85.1054 .......... 2
Music for the Exceptional Child. E85.1204 .......... 2
Supervised Student Teaching and Seminar: Elementary. E85.1141 .......... 3
Supervised Student Teaching and Seminar: Secondary. E85.1145 .......... 3

THERY AND COMPOSITION

The 130-point curriculum in theory and composition combines 40-44 points of liberal arts courses with 24 required points in core courses that cover such areas as theory and ear training, music history, music literature, and conducting. Additionally, students in the theory and composition program take 66 points in courses ranging from ensemble, collegium, and recital to advanced orchestration, electronic music, and computer music.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 32 Points

FALL SEMESTER

LIBERAL ARTS

Writing the Essay. V40.0100 .......... 4
Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01 ....
or
Fundamentals of Mathematics. E12.0001 .......... 4

MAJOR

New Student Seminar. E03.0001 .......... 0
Composition (Private). E85.1021 .......... 3
New York University Chamber Ensembles. E85.1080 .......... 1
Music Theory I. E85.0035 .......... 2
Aural Comprehension in Music I. E85.0006 .......... 1
Keyboard Harmony and Improvisation I. E85.0072 .......... 1
Collegium and Program Seminar. E85.0092 .......... 0
TOTAL 16

SPRING SEMESTER

LIBERAL ARTS

Liberal Arts Requirement: Foreign Language .......... 4
Advanced College Essay .......... 4

MAJOR

Composition (Private). E85.1021 .......... 3
New York University Chamber Ensembles. E85.1080 .......... 1
Music Theory II. E85.0036 .......... 2
Aural Comprehension in Music II. E85.0007 .......... 1
Keyboard Harmony and Improvisation II. E85.0073 .......... 1
Collegium and Program Seminar. E85.0092 .......... 0
TOTAL 16

Sophomore Year 32 Points

FALL SEMESTER

LIBERAL ARTS

Foundations of Scientific Inquiry: Natural Science I. V55.02 .......... 4

MAJOR

Composition (Private). E85.1021 .......... 3
New York University Chamber Ensembles. E85.1080 .......... 1
Music Theory III. E85.0037 .......... 2
Aural Comprehension in Music III. E85.0008 .......... 1
Keyboard Harmony and Improvisation III. E85.0074 .......... 1
Collegium and Program Seminar. E85.0092 .......... 0
Music Specialization. E85.1 .......... 4
TOTAL 16

SPRING SEMESTER

LIBERAL ARTS

Foundations of Contemporary Culture: Conversations of the West. V55.06 .......... 4

MAJOR

Composition (Private). E85.1021 .......... 3
New York University Chamber Ensembles. E85.1080 .......... 1
Music Theory IV. E85.0038 .......... 2
Aural Comprehension in Music IV. E85.0009 .......... 1
Keyboard Harmony and Improvisation IV. E85.0075 .......... 1
Collegium and Program Seminar. E85.0092 .......... 0
Music Specialization. E85.1 .......... 4
TOTAL 16

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
Junior Year 35 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: World Cultures. V55.05 4

MAJOR
Composition (Private). E85.1021 3
New York University Chamber Ensembles. E85.1080 1

TOTAL 18

SPRING SEMESTER

LIBERAL ARTS
Liberal Arts Elective 4

MAJOR
Composition (Private). E85.1021 3
New York University Chamber Ensembles. E85.1080 1
Collegium and Program Seminar. E85.0092 0

TOTAL 17

Senior Year 31 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06 4

MAJOR
Composition (Private). E85.1021 3
New York University Chamber Ensembles. E85.1080 1
Music History III: 19th Century. E85.0107 2
Collegium and Program Seminar. E85.0092 0
Music Specialization. E85.1085 6

TOTAL 18

SPRING SEMESTER

LIBERAL ARTS
Integrated Liberal Arts.

MAJOR
Composition (Private). E85.1021 3
New York University Chamber Ensembles. E85.1080 1
Music History IV: 20th Century. E85.1078 2
Collegium and Program Seminar. E85.0092 0
Recital. E85.1092 1
Music Specialization. E85.1085 4

TOTAL 15

SAMPLE CURRICULUM WORKSHEET

Freshman Year 35 Points

FALL SEMESTER

LIBERAL ARTS
Writing the Essay. V40.0100 4

MAJOR
New Student Seminar. E03.0001 0
Private Voice. E85.1063 3
Opera Workshop: Creative Movement. E85.1060 2
Italian Diction. E85.0161 1
Vocal Production. E85.1013 2

TOTAL 18

SPRING SEMESTER

LIBERAL ARTS
The Advanced College Essay. V40.0110 4

MAJOR
Private Voice. E85.1063 3
Opera Workshop: Alexander. E85.1060 2
English Diction. E85.0162 1
Dance. E89.0001 1
Acting: Fundamentals. E17.1050 2

TOTAL 17

VOCAL PERFORMANCE—CLASSICAL VOICE SPECIALTY

The 130-point curriculum in vocal performance with a specialty in classical voice combines 44 points of liberal arts courses with 26 required points in core courses that cover such areas as theory and ear training, music history, and music specialization. Additionally, students in this performance program take 56 points in such courses as ensemble, collegium, and recital.

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Sophomore Year 32 Points

FALL SEMESTER
LIBERAL ARTS
Foreign Language .................. 4

MAJOR
Private Voice. E85.1063 ............ 3
Opera Workshop (Elective). E85.1060 ... 2
German Diction. E85.0163 ......... 1
Music History I. E85.1067 ......... 2

CHORAL ARTS
Choral Arts. E85.1085 ............ 0
Music Theory III. E85.0037 ....... 2
Aural Comprehension in Music III. E85.0008 .... 1
Keyboards Harmony and Improvisation III. E85.0074 .... 1
Collegium and Program Seminar. E85.0092 ........ 0
TOTAL 76

SPRING SEMESTER
LIBERAL ARTS
Foreign Language .................. 4

MAJOR
Private Voice. E85.1063 ............ 3
Opera Workshop (Fundamentals). E85.1060 .... 2
French Diction. E85.0164 ........ 1
Music History II. E85.1068 .......... 2

Choral Arts. E85.1085 ............ 0
Music Theory IV. E85.0038 ........ 2
Aural Comprehension in Music IV. E85.0009 .... 1
Keyboards Harmony and Improvisation IV. E85.0075 .... 1
Collegium and Program Seminar. E85.0092 ........ 0
TOTAL 76

Junior Year 35 Points

FALL SEMESTER
LIBERAL ARTS
Foundations of Scientific Inquiry: Natural Science I or II. V55.02•• ............ 4

Foundations of Contemporary Culture: Conversations of the West. V55.04•• ............ 4

MAJOR
Private Voice. E85.1063 ............ 3
Collegium and Program Seminar. E85.0092 ........ 0
Music History III. E85.1077 .......... 2
Song Repertoire. E85.116• ........ 2
Acting: Scene Study. E17.1052 ........ 2

TOTAL 17

SPRING SEMESTER
LIBERAL ARTS

MAJOR
Private Voice. E85.1063 ............ 3
Song Repertoire. E85.116• ........ 2
Dance. E89•••• ............ 2
Guided Elective. E85•••• ........ 2
Collegium and Program Seminar. E85.0092 ........ 0
Senior Recital. E85.1092 ........ 1

TOTAL 18

Senior Year 28 Points

FALL SEMESTER
LIBERAL ARTS
Foundations of Contemporary Culture: World or Expressive Culture. V55.05•• ............ 4
or V55.07•• ............ 4
Liberal Arts Elective ................ 4

MAJOR
Private Voice. E85.1063 ............ 3
Song Repertoire. E85.116• ........ 2
Opera Workshop (Elective). E85.1060 .......... 2
Guided Elective. E85•••• ........ 1

TOTAL 15

SPRING SEMESTER
LIBERAL ARTS
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06•• ............ 4

MAJOR
Private Voice. E85.1063 ............ 3
Song Repertoire. E85.116• ........ 2
Dance. E89•••• ............ 2
Guided Elective. E85•••• ........ 2
Collegium and Program Seminar. E85.0092 ........ 0
Senior Recital. E85.1092 ........ 1

TOTAL 13

Liberal Arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
The 131-point curriculum in vocal performance with a specialty in music theatre combines 44 points of liberal arts courses with 25 required points in core courses that cover such areas as theory and ear training, music history, and music specialization. Additionally, students in this performance program take 58 points in such courses as ensemble, collegium, and recital.

## SAMPLE CURRICULUM WORKSHEET

### Freshman Year 34 Points

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<td><strong>LIBERAL ARTS</strong></td>
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<td>Private Voice. E85.1063</td>
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| SPRING SEMESTER | 17 |
| **LIBERAL ARTS** |  |  |
| The Advanced College Essay. V40.0110 |  | 4 |
| MAJOR |  |  |
| Private Voice. E85.1063 |  | 3 |
| Music Theatre Workshop. E85.1065 |  | 2 |
| Dance. E89 |  | 1 |
| Acting: Fundamentals. E17.1050 |  | 2 |
| **TOTAL** | 17 |

### Sophomore Year 36 Points

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<thead>
<tr>
<th>FALL SEMESTER</th>
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<td>Dance. E89</td>
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| SPRING SEMESTER | 18 |
| **LIBERAL ARTS** |  |  |
| Foundations of Scientific Inquiry: Natural Science I or II. V55.0202 |  | 4 |
| MAJOR |  |  |
| Private Voice. E85.1063 |  | 3 |
| Music Theatre History II. E85.1265 |  | 2 |
| Music Theatre Workshop: (Character Analysis). E85.1065 |  | 2 |
| **TOTAL** | 18 |

### Junior Year 34 Points

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<td>Music History I. E85.1067</td>
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<td>Music Theatre Workshop: (Song Analysis). E85.1065</td>
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| SPRING SEMESTER | 17 |
| **LIBERAL ARTS** |  |  |
| Foreign Language. V55.0404 |  | 4 |
| Performing Arts in Western Civilization. E85.1505 |  | 4 |
| MAJOR |  |  |
| Private Voice. E85.1063 |  | 3 |
| **TOTAL** | 17 |

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
PIANO PERFORMANCE

The 130-point curriculum in piano performance combines 40 points of liberal arts courses with 24 required points in core courses that cover such areas as theory and ear training, music history, and music specialization. Additionally, students in this performance program take 66 points in courses ranging from ensemble, collegium, and recital.

SAMPLE CURRICULUM WORKSHEET

**Freshman Year 32 Points**

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<td>Piano or Organ. E85.1056 . . . 3</td>
<td>Music Theatre Workshop: (Styles). E85.1065 . . . . .2</td>
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<td>New York University Chamber Ensembles. E85.1080 . . .1</td>
<td>Guided Elective. E85. . . . . . .2</td>
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<td>Music Theory I. E85.0035 . . .2</td>
<td>Collegium and Program Seminar. E85.0092 . . . .0</td>
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<td>Aural Comprehension in Music I. E85.0006 . . . . .1</td>
<td>Senior Recital. E85.1092 . . . .1</td>
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<td>Keyboard Harmony and Improvisation I. E85.0072 . . .1</td>
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**Sophomore Year 32 Points**

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<td>Music Specialty. E85. . . . . . .4</td>
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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
Junior Year 36 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: World Cultures. V55.05 0

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1

SPRING SEMESTER

LIBERAL ARTS
Liberal Arts Elective 4

MAJOR
Piano or Organ. E85.1056 3
New York University Chamber Ensembles. E85.1080 1
Collegium and Program Seminar. E85.0092 0

TOTAL 18

Senior Year 30 Points

FALL SEMESTER

LIBERAL ARTS
Foundations of Contemporary Culture: Societies and the Social Sciences. V55.06 4

MAJOR
Private Instruction. E85.**** 3
New York University Performance Ensembles. E85.1**** 1
Music Theory I. E85.0035 1
Aural Comprehension in Music I. E85.0006 1
Keyboard Harmony and Improvisation I. E85.0072 1
Collegium and Program Seminar. E85.0092 0

TOTAL 16

SPRING SEMESTER

LIBERAL ARTS
Integrated Liberal Arts. E**** 4

MAJOR
Private Instruction. E85.**** 3
New York University Performance Ensembles. E85.1**** 1
Music Theory II. E85.0036 2

TOTAL 16

INSTRUMENTAL PERFORMANCE

The 130-point curriculum in instrumental performance combines 40-44 points of liberal arts courses with 24 required points in core courses that cover such areas as theory and ear training, music history, music literature, and conducting. Additionally, students in this performance program take 66 points in courses ranging from ensemble, collegium, and recital to advanced orchestration, electronic music, and computer music.

SAMPLE CURRICULUM WORKSHEET

Freshman Year 32 Points

FALL SEMESTER

LIBERAL ARTS
Writing the Essay. V40.0100 4
Foundations of Scientific Inquiry: Quantitative Reasoning. V55.01 4
or Fundamentals of Mathematics. E12.0001 4

MAJOR
New Student Seminar. E03.0001 0

SPRING SEMESTER

LIBERAL ARTS
The Advanced College Essay. V40.0110 4
Liberal Arts Requirement: Foreign Language 4

MAJOR
Private Instruction. E85.**** 3
New York University Performance Ensembles. E85.1**** 1
Music Theory II. E85.0036 2

TOTAL 16

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
### Sophomore Year 32 Points

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<td><strong>Music Specialization. E85.1••• .4</strong></td>
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<td><strong>SPRING SEMESTER</strong></td>
<td><strong>Foundations of Contemporary Culture: Conversations of the West. V55.04•• .4</strong></td>
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### Junior Year 35 Points

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<td><strong>FALL SEMESTER</strong></td>
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<td><strong>Private Instruction. E85.</strong>*** .3** New York University Performance Ensembles. E85.1•••• .1</td>
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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
The 128-point curriculum in music technology combines 40 points of liberal arts courses with 35-36 points in music requirements that cover diverse topics from music history and literature to piano class and theory and ear training. Students in the Music Technology Program are also required to take 9-12 points in core classes, which include fundamentals in computer and electronic music, as well as internship opportunities in many different aspects of the field. Students also choose 44-46 points in music technology specialization courses covering electronics technology, recording technology, MIDI technology, concert recording, and audio for video.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 31 Points

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Guided Specialization.  
_E85._____ 6_

Music Elective.*  
_E85.1_____ 3_

Ensemble.  
_E85._____ 1_

**SPRING SEMESTER** |

**LIBERAL ARTS** |

Integrated Liberal Arts.  
_E85._____ 4_

Liberal Arts Elective  
_E85._____ 4_

**MAJOR** |

Collegium and Program Seminar.  
_E85.0092 0_

**TOTAL**  
16

*By advisement.

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Food and Health Are Universal
Everyone eats and drinks to stay fit and healthy and to enjoy the social and cultural experiences associated with food. Food choices vary according to taste, of course, but are also due to family background, health, and economic status and such factors as geography, climate, marketing and trade practices, and social trends. The fields of food and nutrition also encompass some of the most critically important—and hotly debated—issues affecting modern society, among them world hunger and malnutrition problems related to the safety, bioengineering, and globalization of food. This program helps you understand the significance of all of these factors so that you are well prepared for an almost limitless variety of food and nutrition careers.

The NYU Advantage
This unique program allows you to combine your enjoyment of food with an interest in nutritional health, culture, or business. Its strengths are a strong foundation in liberal arts; core lecture and laboratory courses that explore and integrate food studies, nutrition, and management; a concentration in one of three areas of professional study; and extensive opportunities for elective courses and internships designed to help you apply your knowledge to meet your own interests and career goals.

Shaping Your Future
Food is a multibillion-dollar industry. Half of all meals are eaten outside the home, and 30 percent of all new food products are designed to meet nutritional goals. Career opportunities in food-related professions are expanding rapidly. Employers increasingly seek university graduates with educational experience in liberal arts, food, nutrition, and management. You can use your education in nutrition and food studies as a step to becoming a nutritionist or dietitian, food or restaurant manager, food reporter or editor, advertising or marketing specialist, equipment designer or distributor, catering manager, consultant, or teacher or professor in a great variety of institutional, corporate, academic, or other professional settings.

The New York City Advantage
As an international capital of health care and one of the world’s leading restaurant, catering, magazine, and media centers, New York City provides vast resources for our program. Nutrition and food professionals from outstanding local academic and business centers advise us about our curriculum, teach our courses, and supervise our internship placements. Our students take full advantage of our location through field trips and invited speakers and attending professional meetings and student clubs.

Liberal Arts Foundation
Careers in foods and nutrition require writing, language, communication, and social skills as well as technical knowledge. A great strength of this program is that you select at least half your credits from the vast array of humanities and social, behavioral, and natural science courses offered by NYU’s College of Arts and Science.

Nutrition and Food Studies Core
Students in all concentrations take courses in basic foods, food production,
food management, food sanitation, nutrition, and food and society as an introduction to the full spectrum of ways in which food and nutrition intersect with society. You learn about the nutrient value of food, eating behavior, cultural determinants of food intake, food marketing and personnel management, and many other fascinating aspects of this field. You learn the basics of food preparation and management in our department's state-of-the-art foods laboratory facility.

Choosing Your Concentration

Nutrition and food studies lets you tailor your education to your own career goals. You focus your studies by selecting one of three areas of concentration: nutrition and dietetics, food and restaurant management, or food studies. These areas are described in “Your Career Opportunities” on this page and continuing on pages 79 and 80.

Internship Experience

Along with your academic courses, you apply your knowledge in supervised internship placements arranged to meet your specific area of interest and to further your career goals. Faculty work with students to locate challenging internships selected from New York City's extensive professional resources: hospitals and health centers, restaurants, hotels, newspapers, magazines, consulting firms, food companies, and community agencies. Our internship courses help you develop the professional skills you need to prepare your résumé and to interview for jobs and often lead to future employment.

Opportunities for Study Abroad

Students are encouraged to spend a semester abroad at one of NYU's many study abroad sites in China, the Czech Republic, England, France, Germany, Ghana, Italy, or Spain. Overseas learning and travel can greatly expand students' understanding and appreciation of different culinary traditions, diet, culture, and history.

Helping You Start Your Career

Employers in the metropolitan area frequently ask our faculty for job referrals, and the department posts jobs on our listserv and maintains a notebook with position announcements. NYU's

YOUR CAREER OPPORTUNITIES

NUTRITION AND DIETETICS

The concentration in nutrition and dietetics prepares you for entry-level positions such as assisting dietitians or nutritionists who work as consultants, writers, or consumer relations specialists.

If, after graduation, you meet further requirements and become a registered dietitian, your career choices expand considerably. You will qualify for higher positions in clinical dietetics or food management in hospitals, nursing homes, community nutrition programs, businesses, and other types of agencies. Our graduates have gone on to the following:

- Nutrition educators in schools, colleges, and community agencies
- Clinical dietitians or managers of nutrition programs in hospitals, nursing homes, and schools
- Private consultants for patients with chronic conditions or for corporate wellness programs
- Members of clinical specialty teams in pediatrics, family medicine, surgery, critical care medicine, nutrition therapy, and other services
- Staff members of private agencies, health departments, and federal agencies
- Food writers, editors, and media consultants
- Product development staff in food companies

FOOD AND RESTAURANT MANAGEMENT

The need for university-prepared professionals in the rapidly expanding field of food and restaurant management continues to increase. As noted earlier, the restaurant and food service industries generate billions of dollars in yearly sales and employ more than 12 million people. More than half of all meals are consumed outside the home, and one out of every four retail outlets serves food or drinks. The number of positions in the food industry is expected to increase by 25 to 30 percent within the next 10 years. Public interest in health and fitness is reflected in the proliferation of recreation facilities, health clubs, spas, and resorts where there is a growing demand for food management professionals.
Wasserman Center for Career Development provides many resources for finding employment. Many of our graduates inform us of job openings, provide career guidance for our students, and participate in the popular Food and Nutrition Career Day that we sponsor every other year.

Student Activities
We encourage our students to join the department’s Food and Nutrition Club, which sponsors events, field trips, and speakers, and to join and participate in local, regional, and national professional organizations such as the American Dietetic Association, the Greater New York Dietetic Association, the Association for the Study of Food and Society, and the James Beard Foundation. Such organizations provide technical information, career guidance, or scholarships for students in our program.

Nutrition and Dietetics Concentration
Preparing You for Dietetic Practice
The nutrition and dietetics concentration meets national needs for professionals with a thorough understanding of human nutritional needs in health and illness and of ways to provide healthful diets through food service systems. In a dynamic and expanding field, nutritionists and dietitians are working in health care, business, government service, and their own private practices. Hospitals, nursing homes, the food industry, restaurants, schools, and community programs urgently need nutritional professionals with up-to-date knowledge and experience.

How the Program Works
Students learn basic, community, clinical, and administrative dietetics, as well as food service management, food science, and nutrition sciences. Courses in nutrition assessment, diet modification, computer applications, and research help students develop analytical and decision-making skills critical to dietetic practice. Practicing dietitians from outstanding medical centers teach our clinical nutrition courses and provide guest lectures on the most interesting and current topics in the field.

Field Experience Opportunities
During your senior year, you do fieldwork in hospital dietetics under the close supervision of registered dietitians, helping patients and clients meet their special

YOUR CAREER OPPORTUNITIES

FOOD AND RESTAURANT MANAGEMENT
(Continued from page 78.)
This area of concentration prepares you for entry-level management positions in restaurants, corporations, and other places where food is produced, prepared, sold, and marketed. Recent graduates now hold the following positions:

• Assistant food and beverage manager
• Assistant restaurant manager
• Executive steward
• Corporate catering executive
• Gourmet retail manager
• Assistant purchasing director
• Regional manager
• Culinary career placement officer

FOOD STUDIES
The food studies concentration prepares graduates to enter food professions where knowledge of food and beverage, the use of food and food ingredients, and the role of food

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nutritional needs. Recent settings for such field experiences have included the NYU Medical Center, the Hospital for Joint Diseases, the Memorial Sloan-Kettering Cancer Center in Manhattan, Rockefeller University Hospital, Long Island College Hospital in Brooklyn, and Saint Barnabas Hospital in the Bronx.

Becoming a Registered Dietitian
Most students in this area of concentration decide to continue their studies to obtain credentials as a registered dietitian (R.D.). This credential qualifies students for higher positions and a greater variety of career choices. The nutrition and dietetics concentration provides the curriculum accredited by the American Dietetic Association (ADA) that you need to become eligible to obtain the R.D. After you graduate, you will also need to complete an accredited internship and pass the R.D. examination. Our department offers two graduate options for a dietetic internship. Both enable you to earn a master's degree, which is held by more than half of this country's dietitians, and both are accredited by the ADA. They are as follows:

(1) NYU Dietetic Internship
You may apply for this internship, which provides clinical dietetics training at one of more than 20 hospitals and health care facilities affiliated with NYU. Upon completion, you are eligible to take the R.D. examination. If you choose to continue graduate studies, you will need only 22 additional credits to complete a Master of Science degree in nutrition and dietetics: clinical nutrition.

(2) Bronx VAMC Dietetic Internship/NYU Master's Program
This highly selective program is offered by the Bronx Veterans Affairs Medical Center in affiliation with the NYU Department of Nutrition, Food Studies, and Public Health. After 16 months of clinical dietetics practice and course work, you earn a Master of Science degree in nutrition and dietetics: clinical nutrition and are eligible to take the R.D. examination.

Food and Restaurant Management Concentration
A Fast-Growing Industry
As Americans eat more and more of their meals outside the home, food and restaurant management has become one of the fastest growing fields in the United States and around the world. As an NYU student,
you have unmatched access to food resources in New York City—internationally known restaurants, catering, and takeout places; food service operations in businesses, industries, hotels, airlines, hospitals, clubs, and spas; and food consulting, public relations, and marketing enterprises.

A Comprehensive Program

Concentration courses in beverage management, food service supervision, accounting and financial management, marketing, and law prepare you for the wide range of opportunities in this field. Our cooperative education program helps you apply management theory to on-the-job experience. You gain skills, income, and academic credits while working in famous restaurants and outstanding business sites.

Recent placements have included the Tribeca Grill, Institute of Culinary Education, Chelsea Market, Restaurant Associates, and many others. Well-known industry professionals help teach our courses and provide career advice and placement opportunities. You study with a diverse student population from across the United States and countries throughout the world and learn from them about international career opportunities.

Food Studies Concentration

A Unique and Innovative Program

This area of concentration focuses on the scholarly study of food, particularly its cultural and social dimensions. To our knowledge, this is the only undergraduate program offering this focus outside of a culinary institution and the only one to build on so strong a foundation in liberal arts and be accredited.

Your Course of Study

Concentration courses cover food issues of contemporary societies, essentials of cuisine, beverage management systems, foods, food science, food in the arts, and communications. Students may choose from a wide variety of theoretical and hands-on elective courses, such as catering, international nutrition, food demonstrations, international foods, and food photography. Courses are taught by outstanding NYU faculty as well as by highly qualified professionals who share their knowledge and experience, provide career advice, and supervise internships. Internships are available in every imaginable aspect of the food fields and are developed through consultation with faculty to meet individual interests and goals.

Study Options

Areas of Concentration:

Students select an area of concentration from the following three choices: (1) nutrition and dietetics, (2) food and restaurant management, and (3) food studies.
Independent Study:
Students can receive credit for independent study in advanced course work, field experience, or special projects that provide further education in specific areas of interest, under the supervision of a faculty adviser.

Minor:
Students in other fields may minor in nutrition and food studies by taking 16 points of core courses in food science, food production and management, food management theory, nutrition, food sanitation, and foodways.

Depending on your area of concentration, nutrition and food studies majors may minor in another area of study, such as communication studies, history, anthropology, or foreign language.

Concentration Courses
NUTRITION AND DIETETICS
Diet Assessment and Planning E33.0060 ............(3)
Computers in Nutrition and Food Service I E33.1017 .................(1)
Computers in Nutrition and Food Service II E33.1018 ............(1)
Nutritional Biochemistry E33.1064 .......................(3)
Nutrition-Focused Human Physiology E33.1068 ..........(3)
Current Research in Nutrition E33.1117 ...........(2)
Food Science and Technology E33.1184 ..........(3)
Clinical Nutrition Assessment and Intervention E33.1185 ..........(3)
Fieldwork E33.1198 ..........(4)
Community Nutrition E33.1209 ..................(3)
Nutrition and the Life Cycle E33.1269 ...........(3)
Educational Psychology E63.1014 ......................(3)

or
Learning V89.0020 ..........(4)

FOOD AND RESTAURANT MANAGEMENT
Food Issues of Contemporary Societies E33.0071 .............(3)
Computers in Nutrition and Food Service I E33.1017 . (1)
Computers in Nutrition and Food Service II E33.1018 (1)

Concentration Courses
Computers in Nutrition and Food Service IV E33.1020 ............... (1)
Beverages E33.1025 ..........(3)
Food Service Supervision and Training E33.1039 ..........(3)
Food Facility Design and Equipment E33.1054 ........(3)
Internship in Food Studies and Food Management E33.1056 ........... (3)
Food Service Accounting E33.1101 ..........(3)
Food Service Marketing E33.1189 ..........(3)

FOOD STUDIES
Food Issues of Contemporary Societies E33.0071 .................(3)
Computers in Nutrition and Food Service I E33.1017 .................(1)
Computers in Nutrition and Food Service II E33.1018 ..........(1)
Beverages E33.1025 ..........(3)
Internship in Food Studies and Food Management E33.1056 ..........(3)
Communications Workshop in Foods and Nutrition E33.1130 .............(2)
Essentials of Cuisine E33.1135 ..........(2-3)
Techniques of Regional Cuisines E33.1183 ..........(1)
Food Science and Technology E33.1184 ..........(3)

Elective Courses, by Advisement
Independent Study E33.1000 ......................(1-6)
Computers in Nutrition and Food Service III E33.1019 .................(1)
Food Laws and Regulations E33.1109 ..........(3)
Food Demonstrations E33.1137 ..........(1-3)
Food Events: Planning and Catering E33.1143 ..........(1-3)
International Foods E33.1183 ..........(1)
International Nutrition E33.1187 ..........(1)
Food Preparation Techniques: Photography E33.1200 ..........(1)
Food in the Arts E33.1204 ..........(2)
Food Photography E33.1271 ..........(1)
Management and Organizational Analysis C50.0001 ..........(4)
Basic Statistics I E16.1085 ..........(3)
Health Assessment E41.0239 ..........(2)
Counseling Interview E63.1012 ..........(3)
E33. •••• and other electives, particularly in the College of Arts and Science, by advisement.
### NUTRITION AND FOOD STUDIES

Depending on the specific area of concentration selected, the 128-point curriculum in nutrition and food studies requires 60 points of liberal arts courses, 18 points of core courses, 25 to 33 points of specialization courses in an area of concentration, and the remaining 17 to 26 points as electives. Core courses taken by all students in the program include food science, food production and management, food management theory, nutrition, food microbiology and sanitation, and food and society. Specialization and elective courses are discussed under each area of concentration.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 32 Points

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#### Sophomore Year 32 Points

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<td>Unrestricted Electives 4</td>
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<td>Restricted Elective 3</td>
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#### Senior Year 32-33 Points

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<td><strong>LIBERAL ARTS</strong></td>
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<td>Liberal Arts Elective 4</td>
<td>Food and Nutrition in a Global Society. E33.1180 ..................4</td>
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<td>Fieldwork. E33.1198 . . . 4</td>
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<td>or</td>
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</tbody>
</table>
Science Education

Pamela Fraser-Abder
Curriculum Coordinator

Helping Others to Explore the Wonders of Science

Every day, science expands its profound role in our lives—for instance, through biotechnology, space exploration, medical research, and ecological discoveries. The goal of the science teacher is to stimulate in students a deep interest in understanding the world, to help them experience the challenge of exploring natural phenomena on this planet and beyond, and to encourage aptitudes that may lead to careers in science, teaching, research, or professional practice. But this goal can only be achieved if the teacher develops the abilities to be a creative, caring, lifelong learner with a strong science and pedagogical background. Our program is designed to help you achieve your goal and provide you with the resources for you to continue to evolve as an educator.

A Program in the National Forefront

Since its inception, the Bachelor of Science Program in Teaching Science, Grades 7-12, in the Department of Teaching and Learning has been a leader in the nationwide movement in teacher education to stimulate the study of science, technology, and society in high schools. Today, we supplement our emphasis on science, technology, and society with a focus on training teachers to adapt curricula to multicultural environments, especially in urban areas, so that all students feel more at home in studying science.

Science, Education, and Liberal Arts

You prepare to teach one of the following: biology, chemistry, earth science, or physics. All science courses are taken in NYU’s College of Arts and Science, along with mathematics, humanities, and social science courses required for the liberal arts core.

In the Steinhardt School of Education, you take courses in methods for teaching science and the development of curricula for junior and senior high school students. You study microcomputer applications to teaching science and instructional techniques for attracting more women and minorities to science. The teaching strategies that you learn are designed to help make your own students feel more comfortable with scientific concepts and practices.

Small Program, Constant Feedback

Our program is small, permitting one-on-one academic and professional counseling from our faculty. We also use peer feedback and evaluation; student teaching is videotaped for critique sessions in which students review and discuss each other’s techniques and lesson plans.

Your Teaching Internship

To ensure continuity between the college classroom and the real teaching world, you complete 100 hours of observation prior to beginning your two semesters of student teaching in an urban public or independent school selected for its diversity of student population. You are supervised by experienced teachers of science and by our own faculty.

Recent placements, for example, have been in the School of the Future and High School for Environmental Science in Manhattan, Manhattan Center for Science and Mathematics, Friends Seminary on Manhattan’s East Side, and Boys and Girls High School in Brooklyn.
Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad at one of NYU’s many study abroad sites in Berlin, Florence, Ghana, London, Madrid, Paris, Prague, or Shanghai. The NYU site in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and firsthand learning.

Senior Honors
Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies, writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, students work independently on their projects under the direction of their own faculty supervisor, with whom they hold regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

Helping You Start Your Career
Through the New York City Alliance for Science—our local network with science teachers—we learn about job openings in the schools. And student teaching placements frequently lead to full-time employment upon graduation.

Prospects for our graduates are excellent as secondary school enrollments rise and public interest in science education increases. To qualify for provisional or initial certification in New York State, you take the New York State Teacher Certification Examinations. These examinations have several parts, which may be taken during your course of study. Please see your adviser for more detailed information.

Our graduates are also successful in applying the knowledge and skills they gain in the program to pursue employment in industry, publishing, and research or at institutions placing special emphasis on making science accessible to the general public—in museums, zoos, and environmental centers, for example.

A sampling of teaching jobs accepted by recent graduates include the following:
• Science teacher at the School of the Future, High School for Environmental Science, and Friends Seminary in Manhattan
• Science artist and illustrator of children’s books
• Research technician at the NYU Medical Center
• Instructors at museums, halls of science, and zoos

Other Programs to See
• Childhood Education and Childhood Special Education
• Early Childhood Education and Early Childhood Special Education
• Mathematics Education
• Nutrition and Dietetics
SCIENCE EDUCATION

The 128- to 131-point curriculum in science education, grades 7-12, offers students a choice of program of study in biology, chemistry, earth science, or physics. These in-depth content core classes, directing the student’s focus of scientific study, are combined with a pedagogical foundation that exposes students to the methods for teaching science and the development of curricula for junior and high school students. The student’s program of study culminates in two semesters of teaching opportunities in a public or independent school setting.

SCIENCE EDUCATION: TEACHING BIOLOGY, GRADES 7-12
SAMPLE CURRICULUM WORKSHEET

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>33 Points</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Writing the Essay. V40.0100</td>
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<td>Foreign Language</td>
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<td></td>
<td>Calculus I. V63.0121</td>
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<td><strong>SPRING SEMESTER</strong></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Inquiries into Teaching and Learning I. E27.0001 4</td>
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<tr>
<td></td>
<td>Foundations of Contemporary Culture: Societies and Social Sciences. V55.06 4</td>
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<td></td>
<td>The Advanced College Essay. V40.0110 4</td>
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<td><strong>LIBERAL ARTS</strong></td>
<td>General Chemistry I. V25.0101 4</td>
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<td>General Chemistry I Lab. V25.0103 2</td>
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<td>Molecular and Cell Biology I. V23.0021 4</td>
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<td><strong>LIBERAL ARTS</strong></td>
<td>Speech Communication. E21.0033 4</td>
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<td>Human Development II: Adolescents. E63.0023 2</td>
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<td>Molecular and Cell Biology II. V23.0022 4</td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>General Physics I. V85.0011 5</td>
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<td>Organic Chemistry I. V25.0243 4</td>
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<td></td>
<td>Organic Chemistry I Lab. V25.0245 2</td>
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<td><strong>TOTAL</strong> 18</td>
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<td><strong>SPRING SEMESTER</strong></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.04 4</td>
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<td>Major Methods I: Teaching of Science in Middle School and High School. E14.1039 3</td>
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<td><strong>MAJOR</strong></td>
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<td><strong>LIBERAL ARTS</strong></td>
<td>Supervised Student Teaching of Science in Middle School. E14.1149 3</td>
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<td>Teaching Science in Middle and High Schools II: Methods and Curriculum. E14.1040 3</td>
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<td>Biology by Advisement. V23.1002 4</td>
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<td><strong>TOTAL</strong> 75</td>
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<td><strong>SPRING SEMESTER</strong></td>
<td><strong>MAJOR</strong></td>
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<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>Using New York City's Nonformal Science Resources to Teach Science. E14.1050 3</td>
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<td>Biology by Advisement. V23.1002 4</td>
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<td><strong>TOTAL</strong> 14</td>
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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
### Freshman Year 33 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Writing the Essay. V40.0100 ........................................... 4
- Calculus I. V63.0121 ...................................................... 4

**MAJOR**
- New Student Seminar. E03.0001 ........................................ 0

Field Observations in Schools and Other Educational Settings. E27.0005 ......................................................... 1
- General Chemistry I. V25.0101 ........................................... 4
- General Chemistry I Lab. V25.0103 .................................... 2

**TOTAL** 15

#### SPRING SEMESTER

**LIBERAL ARTS**
- The Advanced College Essay. V40.0110 .................................. 4

**MAJOR**
- Inquiries into Teaching and Learning I. E27.0001 .................. 4

**TOTAL** 18

### Sophomore Year 36 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Foundations of Contemporary Culture: World Cultures. V55.05** ........................................... 4

**MAJOR**
- Human Development I. E63.0020 ........................................ 4

Organic Chemistry I. V25.0243 ........................................... 4
- Organic Chemistry I Lab. V25.0245 .................................... 2
- Chemistry by Advisement. V25. ................................. 4

**TOTAL** 18

#### SPRING SEMESTER

**LIBERAL ARTS**
- Speech Communication. E21.0033 .................................... 4

**MAJOR**
- Foundations of Contemporary Culture: Conversations of the West. V55.04** ........................................... 4

**TOTAL** 18

### Junior Year 34 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Foreign Language .............................................................. 4

**MAJOR**
- Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999 ........................................... 1

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030 ......................................................... 4
- General Physics I. V85.0011 .............................................. 5
- Physical Chemistry I. V25.0651 .......................................... 4

**TOTAL** 18

#### SPRING SEMESTER

**LIBERAL ARTS**
- Foundations of Contemporary Culture: Societies and Social Sciences. V55.06** ........................................... 4

**MAJOR**
- Methods I: Teaching of Science in Middle School and High School. E14.1039 ........................................... 3

**TOTAL** 18

### Senior Year 27 Points

#### FALL SEMESTER

**MAJOR**
- Inquiries into Teaching and Learning II. E14.1102 ................. 4
- Supervised Student Teaching of Science in Middle School. E14.1149 ........................................... 3

Teaching Science in Middle and High Schools II: Methods and Curriculum. E14.1040 ........................................... 3
- Experimental Methods. V25.0661 .................................... 4

**TOTAL** 14

#### SPRING SEMESTER

**MAJOR**
- Teaching Students with Disabilities in General Education Classrooms. E75.1005 ........................................... 4
- Supervised Student Teaching of Science in High School. E14.1150 ........................................... 3

Using New York City's Nonformal Science Resources to Teach Science. E14.1050 ........................................... 3
- Education as a Social Institution. E20.1015 ......................... 3

**TOTAL** 13

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
# SCIENCE EDUCATION: TEACHING EARTH SCIENCE, GRADES 7-12

## SAMPLE CURRICULUM WORKSHEET

### Freshman Year 37 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Writing the Essay. V40.0100 . . . .4
- Foundations of Contemporary Culture: Conversations of the West. V55.04•• . . . .4

**MAJOR**
- New Student Seminar. E03.0001 . . . .0
- Field Observations in Schools and Other Educational Settings. E27.0005 . . . .1
- Principles of Biology I. V23.0011 . . . .4
- General Chemistry I. V25.0101 . . . .4
- General Chemistry Lab I. V25.0103 . . . .2

**SPRING SEMESTER**

**LIBERAL ARTS**
- The Advanced College Essay. V40.0110 . . . .4

**MAJOR**
- Inquiries into Teaching and Learning I. E27.0001 . . . .4
- Principles of Biology II. V23.0012 . . . .4

### Sophomore Year 32 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Foreign Language . . . . . . . . . . . . . . .4
- Foundations of Contemporary Culture: World Cultures. V55.05•• . . . .4

**MAJOR**
- New Student Seminar. E03.0001 . . . .0
- Field Observations in Schools and Other Educational Settings. E27.0005 . . . .1
- Principles of Biology I. V23.0011 . . . .4
- Evolution of the Earth. V49.0001 . . . .4

**SPRING SEMESTER**

**LIBERAL ARTS**
- Speech Communication. E21.0033 . . . .4

**MAJOR**
- Human Development I: Early Adolescents. E63.0023 . . . .2
- Human Development II: Adolescents. E63.0024 . . . .2
- Living Environment. V49.0008 . . . .4

### Junior Year 31 Points

#### FALL SEMESTER

**LIBERAL ARTS**
- Liberal Arts Elective . . . . . . . . . . . . . .4

**MAJOR**
- Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention: The Social Responsibilities of Teachers. E81.1999 . . . .1
- Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030 . . . .4
- Earth System Science. V49.0010 . . . .4
- Cities and Their Environments. V49.0030 . . . .4

**SPRING SEMESTER**

**MAJOR**
- Methods I: Teaching of Science in Middle School and High School. E14.1039 . . . .3
- Education as a Social Institution. E20.1015 . . . .3
- Whole Earth Science: The Global Environment. V49.0012 . . . .4
- Continental Drift, Seafloor Spreading, and Plate Tectonics. V49.0440 . . . .4

### Senior Year 28 Points

#### FALL SEMESTER

**MAJOR**
- Inquiries into Teaching and Learning II. E27.1002 . . . .4
- Supervised Student Teaching of Science in Middle School. E14.1149 . . . .3
- Teaching Science in Middle and High Schools II: Methods and Curriculum. E14.1040 . . . .3
- Environmental Science: Principles and Practice. V23.0080 . . . .4

**SPRING SEMESTER**

**MAJOR**
- Teaching Students with Disabilities in General Education Classrooms. E75.1005 . . . .4
- Supervised Student Teaching of Science in High School. E14.1150 . . . .3
- Using New York City’s Nonformal Science Resources to Teach Science. E14.1050 . . . .3
- Field Laboratory in Ecology. V23.0016 . . . .4

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Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
## SCIENCE EDUCATION: TEACHING PHYSICS, GRADES 7-12
### SAMPLE CURRICULUM WORKSHEET

### Freshman Year 33 Points

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<th>FALL SEMESTER</th>
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<th>SPRING SEMESTER</th>
<th>MAJOR</th>
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<td><strong>LIBERAL ARTS</strong></td>
<td>Calculus I. V63.0121</td>
<td>Physics II V85.0093</td>
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<tr>
<td>Writing the Essay. V40.0100</td>
<td>New Student Seminar. E03.0001</td>
<td>Physics II Lab. V85.0094</td>
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<tr>
<td>Foundations of Contemporary Culture: Conversations of the West. V55.06**</td>
<td>Field Observations in Schools and Other Educational Settings. E27.0005</td>
<td>The Advanced College Essay. V40.0110</td>
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</tr>
<tr>
<td><strong>MAJOR</strong></td>
<td>Physics I. V85.0091</td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
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<td>Human Development I. E63.0020</td>
<td><strong>TOTAL</strong> 76</td>
<td>Calculus II. V63.0122</td>
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### Sophomore Year 32 Points

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<th>MAJOR</th>
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<td><strong>LIBERAL ARTS</strong></td>
<td>Calculus III. V63.0123</td>
<td>Physics II V85.0093</td>
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<tr>
<td>Foundations of Contemporary Culture: World Cultures. V55.05**</td>
<td>Physics III. V85.0095</td>
<td>Physics II Lab. V85.0094</td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Physics III Lab. V85.0096</td>
<td>(If exempt by exam—substitute will be a liberal arts concentration course.)</td>
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<td>Human Development I. E63.0020</td>
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<td>Foreign Language</td>
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### Junior Year 35 Points

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<tbody>
<tr>
<td><strong>LIBERAL ARTS</strong></td>
<td>The Social Responsibilities of Teachers. E81.1999</td>
<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
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<tr>
<td>Foundations of Contemporary Culture: Societies and Social Sciences. V55.06**</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030</td>
<td>Modern Physics II. V85.0104</td>
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<tr>
<td><strong>MAJOR</strong></td>
<td>Modern Physics I. V85.0103</td>
<td>Electricity and Magnetism II. V85.0132</td>
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<td>Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention:</td>
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<td><strong>TOTAL</strong> 77</td>
<td>Education as a Social Institution. E20.1015</td>
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### Senior Year 29 Points

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<tr>
<td><strong>MAJOR</strong></td>
<td>Teaching Science in Middle and High Schools II: Methods and Curriculum. E14.1040</td>
<td>Using New York City’s Nonformal Science Resources to Teach Science. E14.1050</td>
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<td>Experimental Physics. V85.0112</td>
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<td>Supervised Student Teaching of Science in Middle School. E14.1149</td>
<td>Physics by Advisement. V85.*</td>
<td><strong>TOTAL</strong> 13</td>
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<td><strong>TOTAL</strong> 76</td>
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</tr>
</tbody>
</table>

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
A New Generation of Teachers

Social studies classes should be the locus of middle and high school student learning about American society and the world, past and present. It is in social studies that students are supposed to prepare for their role as citizens by studying history, economics, geography, and government. The opportunities for exciting learning in social studies seem unlimited, since students can grapple with the great issues of our world: war and peace; democracy versus autocracy; poverty; racial, class, and sexual inequality; prejudice; technological change; and corporate economic dominance. Our Program in Teaching Social Studies, Grades 7-12, is dedicated to producing a new generation of middle and high school teachers who are equipped to take students beyond the world of bland textbooks and multiple choice tests, to generate real student interest in history, the social sciences, and the challenges of active citizenship.

Strong Liberal Arts Orientation

To teach social studies effectively, you have to start with a strong mastery of the content areas that students will be exploring with you. Since history is the core discipline in the social studies curriculum of New York and many other states, our program includes extensive historical study, which will introduce you to global and U.S. history and then enable you to develop an area of specialization, such as modern Europe, in which you will complete advanced coursework and a research seminar (in small class settings). To build a cross-disciplinary understanding of society and civilization, you will take a wide range of courses in the humanities, social sciences, foreign language, the natural sciences, and mathematics.

Educational Emphasis

The curriculum’s course work in educational methods and theory builds on this strong foundation in the social sciences and the humanities. As you develop expertise, for example, in American history, your education classes will examine ways that you can use your knowledge to teach this subject effectively to young people. Social studies courses will familiarize you with ways to integrate history, literature, and the arts and will provide instruction in how to involve students in inquiry-based history workshops, which will engage them in analyzing historical controversies and primary sources. You will learn how community studies and local history can involve students in major research projects that relate to their own lives and neighborhoods and will encounter the latest programs to foster citizenship and participatory democracy via service learning. You will be exposed to research on how adolescents and children learn and study the most innovative methods and materials being used in high school and middle school social studies classes. Other education course work will teach you how to deal with student reading and writing problems and ensure that you enter teaching with a strong grasp of the special education and educational policy issues that affect schooling.

The City as a Social Studies Laboratory

New York City is the home of some of the leading innovators in social studies education, and our social studies program involves these pacesetters in its course work. You will learn from them about projects that have succeeded in evoking student interest in politics and community studies, such as the Educational Video Center, which teaches high school students how to
make documentary films about local issues. Our students have also explored ways that new technologies can be used to bring history to life by developing primary source activities for the Franklin and Eleanor Roosevelt Institute’s New Deal Web site and teaching materials for the “Witnessing the Early American Experience” Web site. Our program is a source of innovation on the New York educational scene and has involved our students in designing curricula for our urban school partners—so that, instead of merely completing course assignments, students have an opportunity to help in efforts to reform social studies education in the real world of public school students and teachers.

Nationally Recognized Faculty
Members of our faculty have participated in the key debates on issues such as multiculturalism, national history standards, and service learning that have shaped the fields of social studies over the past decade. Faculty publish regularly in leading social studies journals, including Social Education and the Organization of American History Magazine of History, and have also published influential books on education and community, school reform, and American history. They have spearheaded social studies curriculum reform projects in primary, middle, and secondary schools. Faculty in our program collaborate with colleagues in allied fields, most notably English education, Jewish education, and educational theatre, with whom we have developed courses that integrate the approaches of our respective disciplines. This collaboration helps our student teachers learn to take interdisciplinary approaches to social studies and to truly bring history alive to their own students.

Education in Comparative Perspectives
You are strongly encouraged to spend a semester abroad in one of NYU’s many Study Abroad sites in Berlin, Florence, Ghana, London, Madrid, Paris, Prague, or Shanghai. The NYU site in London offers a special course for teacher education students that takes them to British schools and classrooms for observation and first-hand learning.

Fieldwork and Student Teaching
In your junior year, you will begin your student teaching experience by observing middle and secondary school teachers and their students in their classrooms. Such observations in New York City’s public schools, along with methods courses taught by veteran teachers,
will prepare you for your senior year of student teaching. In the fall semester of your senior year, under the guidance of a cooperating teacher as well as an NYU supervisor and methods teacher, you will assume responsibility for teaching a daily middle school social studies class. This is followed in the spring with a semester of high school student teaching in social studies, which again will involve a collaborative effort among you, your cooperating school teacher, and your NYU faculty mentor.

**Senior Honors**

Qualified seniors who wish to pursue a guided research in an area of educational inquiry may participate in a special yearlong seminar called Honors Research in Teaching and Learning. Working with the faculty instructor, students are guided through the process of selecting a topic of inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies and writing literature reviews, and preparing drafts. The seminar meets regularly during the first semester as students develop their questions and projects. During the second semester, students work independently on their projects under the direction of their own faculty supervisors, with whom they hold regular meetings. Students meet periodically with their seminar classmates to share their research and findings as they refine and complete their final projects.

**Helping You Start Your Career**

Many of our students receive their first job offers from the schools where they do their student teaching internships, and the New York City Department of Education recruits on campus at the end of each semester. There are also many opportunities in New York City to work for non-profit international agencies that employ educators.

**Other Programs to See:**

- Childhood Education and Childhood Special Education
- Early Childhood Education and Early Childhood Special Education
- Foreign Language Education

“Diversity is one of the things that made NYU so attractive to me. My classmates and professors are from all over the country and the world. Being deaf has never been a barrier for me. At NYU I found professors who are understanding and a University that is sensitive to my needs.”

Robert Connor
The 128-point curriculum in social studies education, grades 7-12, includes courses in the liberal arts, the student's major area of study, and the area of pedagogy. The program requires at least 60 points in liberal arts courses and a major area of study that permits students to explore the histories of Asia, Africa, or Latin America. Studies in U.S. history and the Western world, as well as a focus on social sciences and comparative politics, are also part of the curriculum. The pedagogical core provides students with a knowledge base in educational history and sociology. Emphasis is placed on the educational development of the adolescent and the role of the teacher within the school community. The course of study culminates in two semesters of student teaching in public or independent school settings.

### SAMPLE CURRICULUM WORKSHEET

#### Freshman Year 33 Points

**FALL SEMESTER**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: Conversations of the West. V55.04... 4
- Writing the Essay. V40.0100 ... 4
- Fundamentals of Mathematics. E12.0001
  - or
  - Quantitative Reasoning. V55.0101 ... 4
  - Natural Science Course by Advisement ... 4

**MAJOR**

- New Student Seminar. E03.0001 ... 0
- Field Observations in Schools and Other Educational Settings. E27.0005 ... 1

**TOTAL** 17

**SPRING SEMESTER**

**LIBERAL ARTS**

- Foundations of Contemporary Culture: World Cultures. V55.05... 4
- The Advanced College Essay. V40.0110 ... 4

**MAJOR**

- Inquiries into Teaching and Learning I. E27.0001 ... 4
- U.S. History to 1865. V57.0009 ... 4

**TOTAL** 16

#### Sophomore Year 32 Points

**FALL SEMESTER**

**LIBERAL ARTS**

- Natural Science Course by Advisement
  - or
  - Nutrition and Health. E33.0119 ... 4
  - Speech Communication. E21.0033 ... 4
  - (If exempt by examination, substitute will be a liberal arts concentration course.)

**MAJOR**

- Human Development I. E63.0020 ... 4
- History of East Asia Since 1850. V57.0052
  - or
  - History of African Civilization to the 19th Century. V57.0055
  - or
  - History of African Civilization during the 19th and 20th Centuries. V57.0056
  - or
  - History of Latin America. V57.0082 ... 4

**TOTAL** 16

**SPRING SEMESTER**

**LIBERAL ARTS**

- Economic Principles I. V31.0001 ... 4

**MAJOR**

- Human Development II: Early Adolescents. E63.0023 ... 2
- Human Development II: Adolescents. E63.0024 ... 2
- Specialization: Introductory History Course. V57.... ... 4
  - Comparative Politics. V53.0500 ... 4

**TOTAL** 16

Liberal arts requirements, see page 105. Steinhardt School of Education courses, page 115. Faculty, page 184.
Junior Year 30 Points

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>MAJOR</th>
<th>SPRING SEMESTER</th>
</tr>
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<tbody>
<tr>
<td>LIBERAL ARTS</td>
<td></td>
<td>LIBERAL ARTS</td>
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<tr>
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<tr>
<td>Foreign Language I</td>
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<td>Foreign Language II</td>
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<tr>
<td>Education as a Social Institution.</td>
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Senior Year 33 Points

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>MAJOR</td>
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<tr>
<td>Specialization: Seminar History Course. V57.</td>
<td>4</td>
<td>Specialization: Advanced History Course. V57.</td>
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<tr>
<td>Language Acquisition and Literacy Education.</td>
<td>4</td>
<td>Post-1865 U.S. History, Geography, and the Social Studies.</td>
</tr>
<tr>
<td>Supervised Student Teaching of Social Studies in the Secondary School. E23.1046</td>
<td>4</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

Teaching of Social Studies in the Secondary School II. E23.1040
Community Studies: Political, Social, Historical. E23.1925 or Politics Course by Advisement. V53.  
**TOTAL**  18

Teaching Students with Disabilities in General Education Classrooms. E75.1005
Supervised Student Teaching of Social Studies in the Middle School. E23.1045
Teaching Social Studies in the Middle School. E23.1037
**TOTAL**  18

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Treating Communicative Disorders from Infancy Through Adulthood

Speech-language pathology is an exciting, stimulating field dedicated to the identification and remediation of communication impairments from infancy through adulthood; it is a field known for its diversity of career opportunities. Speech-language pathologists can work with a variety of populations, including children who have difficulty learning language or who have communicative disorders associated with autism, cerebral palsy, aphasia, cleft palate, or stuttering. They also work with adults who acquire communicative disorders due to trauma, cancer, degenerative diseases such as Parkinson’s disease, or stroke. Speech-language pathologists are equipped to provide clinical services to individuals who have difficulty with speaking, using language, or swallowing, and they work in such diverse environments as schools, community speech and hearing centers, general hospitals, rehabilitation centers, otolaryngology units, skilled nursing facilities, private practices, and corporate offices.

A Strong Preprofessional Education

Our baccalaureate degree program in speech-language pathology provides you with the fundamentals necessary for graduate study, which is required for state licensure and national certification by the American Speech-Language-Hearing Association. The preprofessional program provides a comprehensive understanding of the practice of speech-language pathology across the life span.

A Solid Foundation in the Liberal Arts

Our program is designed to integrate arts and science course work with the study of normal and disordered human communication processes. Required liberal arts courses in Western and world cultures, mathematics and statistics, science, psychology, writing, foreign language, and cross-cultural communication help you understand your course work in speech pathology within larger social contexts. You may also use elective courses in the liberal arts to pursue a special interest in an area related to your specialization, such as linguistics, foreign language, or psychology, or you may declare a minor in a field of your own choosing, ranging from nutrition to art, music to metropolitan studies.

Your Freshman and Sophomore Years

During your first two years of study, you take a balance of liberal arts courses and core courses in speech-language pathology. You explore the scope of practice of speech-language pathologists and the diversity of children and adults who may require the services of a speech-language pathologist in their lifetime. You also begin to develop basic scientific understanding of normal and disordered communication.

Your Junior and Senior Years

During your junior and senior years, you deepen your understanding of speech pathology through course work in such areas as language development, human learning, audiology, and articulation and language disorders among children, adults, and the elderly. This life-span approach to speech, language, and swallowing disorders allows you to refine your interests and begin to determine the disorder category, workplace setting, client population, or career specialization for which you are best suited.
Combining Theory and Practice
You will also have the opportunity to pair your theoretical knowledge with practical application while observing ongoing therapy in our on-campus, state-of-the-art speech-language pathology and audiology clinic.

Research Opportunities
As you progress through the curriculum, you become a skilled consumer of research and are encouraged to become involved in research projects with department faculty. At the completion of the sophomore or junior year, students with superior academic records can apply to participate in the program’s special honors research program. Selected students participate in an independent study project with a faculty mentor and are invited to attend selected sessions of the department’s research colloquium. Students choose a specific area of research interest and learn to critically evaluate research and identify potential research topics. They will then plan and conduct an independent research project or work with their mentor on an existing project, and write an honors thesis that could be submitted for publication.

Broadening Your Perspective Through International Study
Study abroad options abound for undergraduate students. The Department of Speech-Language Pathology and Audiology conducts a summer abroad program in London specifically for undergraduate students in speech-language pathology. Students may also choose to spend one or two semesters abroad at one of NYU’s academic centers in Berlin, Florence, Ghana, London, Madrid, Paris, Prague, and Shanghai.

Other Programs to See
• Childhood Education/Childhood Special Education
• Communication Studies
• Early Childhood Education/Early Childhood Special Education

YOUR CAREER OPPORTUNITIES

Students who graduate from the program with a bachelor’s degree in speech-language pathology and audiology gain practical experience by observing therapy at a variety of locations and by doing student teaching in public and independent schools. These experiences allow students to develop their clinical skills by exposing them to a variety of communicative disorders and offer students an opportunity to develop insight into communicative disorders and remediation. This insight can help students be successful in graduate school.

SPEECH-LANGUAGE PATHOLOGY
After you complete your bachelor’s and master’s degrees in speech-language pathology and pass the national examination in speech pathology, your career opportunities expand considerably. You can enter a clinical fellowship at any of the following:
• Hospitals
• Community speech and hearing centers
• Early intervention centers
• General and specialized schools
• Rehabilitation facilities
• Skilled nursing facilities
• Facilities for special populations such as those with developmental disabilities or autism
## SPEECH-LANGUAGE PATHOLOGY PROGRAM

The 132-point curriculum in speech-language pathology includes courses that satisfy requirements in the student's major area of study as well as the liberal arts. Students take 62 points in liberal arts courses and 16 points in guided electives. The major area of study provides students with 54 points in specialized courses in speech pathology, such as language development, neurogenic disorders of speech and language, and the anatomy and physiology of the speech and hearing mechanisms. Additional course work in psychology, statistics, and linguistics integrates these related fields into the comprehensive study of speech-language pathology across the life span in preparation for further graduate study.

## SAMPLE CURRICULUM WORKSHEET

**Freshman Year**  
**31 Points**

### FALL SEMESTER

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>New Student Seminar.</td>
<td>Introduction to Psychology. V89.0001</td>
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<tr>
<td>E03.0001</td>
<td>Foundations of Scientific Inquiry:</td>
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<tr>
<td>Introduction to Speech-Language</td>
<td>Quantitative Reasoning. V55.07••</td>
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<tr>
<td>Pathology I. E34.0017</td>
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<td>Total 15</td>
<td>Total 16</td>
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<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>Writing the Essay. V40.0100</td>
<td>Foundations of Contemporary</td>
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<tr>
<td>Human Physiology. V23.0004</td>
<td>Culture: World Cultures. V55.07••</td>
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**Sophomore Year**  
**34 Points**

### FALL SEMESTER

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<tr>
<th>MAJOR</th>
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<tr>
<td>Neuronalatomy and Physiology of Communication. E34.0009</td>
<td>Anatomy and Physiology of Speech and Hearing Mechanism. E34.0008</td>
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<tr>
<td>Liberal Arts Elective</td>
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<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>Foreign Language</td>
<td>Introduction to Articulation</td>
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<tr>
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<td>Disorders. E34.1101</td>
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<tr>
<td>Science and Neurology of Language. E34.1045</td>
<td>Liberal Arts Elective. E34.1210</td>
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<tr>
<td>Survey of Developmental Psychology. E63.1271</td>
<td>Unrestricted Elective. E34.1065</td>
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**Junior Year**  
**34 Points**

### FALL SEMESTER

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<tr>
<td>Language Development in the Preschool Years. E34.1601</td>
<td>Audiology Intervention Strategies with Children. E34.1205</td>
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<tr>
<td>Psychology of Human Learning. E63.1214</td>
<td>Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools. E34.1065</td>
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<tr>
<td>Introduction to Audiology. E34.1230</td>
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<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>Foundations of Contemporary Culture: Societies and Social Sciences. V55.00••</td>
<td></td>
</tr>
<tr>
<td>Physical Science or Natural Science I. V55••</td>
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<td>Total 17</td>
<td>Total 18</td>
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</table>

**Senior Year**  
**33 Points**

### FALL SEMESTER

<table>
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<tr>
<th>MAJOR</th>
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<tbody>
<tr>
<td>Unrestricted Elective</td>
<td>Communication and Aging. E34.1015</td>
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<tr>
<td></td>
<td>Acoustic Phonetics. E34.1402</td>
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<td></td>
<td>Introduction to Language Disorders in Children. E34.1207</td>
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<tr>
<td>Total 17</td>
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<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>Statistical Reasoning for the Behavioral Sciences. V89.0009</td>
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<tr>
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<tr>
<td>Unrestricted Elective</td>
<td>Total 17</td>
</tr>
</tbody>
</table>

Liberal arts requirements, see page 105. • Steinhardt School of Education courses, page 115. • Faculty, page 184.
Minors Available in the Steinhardt School of Education

Academic programs at the Steinhardt School of Education are designed to provide students with a broad understanding of the world at large while preparing them for a specific career. To help students increase their knowledge in a particular field other than their major, gain skills that suit both their needs and aspirations, and explore individual interests, the Steinhardt School of Education offers a series of minors. These include teacher education, studio art, communication studies, educational theatre, music, nutrition, food studies, and American Sign Language (see pages 98-103).

The College of Arts and Science and the Tisch School of the Arts also offer minors for Steinhardt students (see page 104).

### AVAILABLE MINORS

<table>
<thead>
<tr>
<th>Teacher Education Minors</th>
<th>98</th>
</tr>
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<tbody>
<tr>
<td>General Education Teacher Minor</td>
<td>98</td>
</tr>
<tr>
<td>English Education Minor</td>
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</tr>
<tr>
<td>Foreign Language Minor (New)</td>
<td>99</td>
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<tr>
<td>Mathematics Education Minor (New)</td>
<td>99</td>
</tr>
<tr>
<td>Science Education Minor</td>
<td>100</td>
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<tr>
<td>Social Studies Education Minor (New)</td>
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<tr>
<td>Teaching English as a Second Language Minor (New)</td>
<td>100</td>
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<tr>
<td>American Sign Language Minor</td>
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<tr>
<td>Communication Studies Minor</td>
<td>101</td>
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</table>

| Educational Theatre Minor | 101 |
| Music Minor | 101 |
| Nutrition Minor | 102 |
| Food Studies Minor | 102 |
| Speech-Language Pathology and Audiology Minor | 102 |
| Studio Art Minor | 103 |
| College of Arts and Science and Tisch School of the Arts Minors for Steinhardt Students | 104 |

### Teacher Education Minor

The Steinhardt School of Education offers several official minors in education to students in the College of Arts and Science (CAS). The General Education Teacher Minor is designed to give CAS students an opportunity to look at contemporary education issues, to gain classroom experience, and to explore the merits of a career in teaching.

Subject-specific education minors (English, math, etc.) enable students to get a head start toward a graduate degree in a teacher certification program. Students who complete courses in these minors may reduce the number of credits needed to complete an M.A. degree in the related area of study.

The Steinhardt School of Education has a teacher certification adviser who can assist CAS students with any of the minors in education. For more information, please contact Mark Perez, Office for Student Services and Public Affairs, Steinhardt School of Education, New York University, 82 Washington Square East, New York, NY 10003-6680; 212-998-5033.

### GENERAL EDUCATION MINOR

(NOFCERTIFICATION 18-POINT SEQUENCE)

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
<td>4</td>
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<tr>
<td>Human Development I. E63.0020</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Special Education, E75.0083</td>
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</table>

Education as a Social Institution. E20.1015

or

Critical History of Education. E55.1031

Language Acquisition and Literacy Education. E27.1030

Open to College of Arts and Science and Steinhardt students.
English Education Minor

Courses to be taken by undergraduate English majors in CAS (4 courses, 16 points) as a minor in English education.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
</tr>
<tr>
<td></td>
<td>(includes 15 hours' field experience)</td>
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<tr>
<td>4</td>
<td>Inquiries into Teaching and Learning II. E27.0002</td>
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<td>(includes 15 hours' field experience)</td>
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<tr>
<td>4</td>
<td>Integrating Reading and Writing with Adolescents I. E11.1600</td>
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<tr>
<td>4</td>
<td>Integrating History and Literature with Adolescents. E27.1020</td>
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</tbody>
</table>

Total Required Points...........16

For more detailed information on the recommended sequence, please visit www.steinhardt.nyu.edu and select Undergraduate Programs.

Foreign Languages Education Minor

Courses to be taken by undergraduate language majors in CAS (5 courses, 19 points) as a minor in teaching foreign languages (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, Spanish).

Prerequisite: 30 points in the target language.

Required Courses

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<th>Points</th>
<th>Course Description</th>
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<td>(3 courses, 11 points)</td>
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<td>Adolescent Development. E63.1272</td>
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<td>Inquiries into Teaching and Learning II. E27.0002</td>
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<td></td>
<td>Senior Year</td>
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<tr>
<td></td>
<td>(2 courses, 8 points)</td>
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<tr>
<td>4</td>
<td>Second Language Classroom: Elementary and Secondary Schools. E29.2201</td>
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<tr>
<td>4</td>
<td>Teaching Foreign Languages: Theory and Practice. E29.2069</td>
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Electives: Choose One:

- Teaching of Data Collection and Analysis. E12.1042............................3
- Teaching of Algebra and Trigonometry. E12.1045............................3
- Teaching of Geometry. E12.1046............................3
- Teaching of Precalculus Mathematics. E12.1047............................3

Total Required Points...........19

Mathematics Education Minor

Courses to be taken by undergraduate CAS mathematics majors (5 courses, 18 points) in a minor in mathematics education.

Prerequisites: an overall GPA during the first two years of study of at least 2.5 and an overall GPA in mathematics content courses during the first two years of at least 3.0.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Course Description</th>
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<tr>
<td>3</td>
<td>Teaching Secondary Mathematics. E12.1043*</td>
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<td>Inquiries into Teaching and Learning I. E27.0001*</td>
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<td>Inquiries into Teaching and Learning II. E27.0002*</td>
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<tr>
<td>4</td>
<td>Second Language Classroom: Elementary and Secondary Schools. E29.2201*</td>
</tr>
<tr>
<td>4</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context. E27.1030*</td>
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</table>

*Includes 15 hours of fieldwork

Total Required Points...........18

For more detailed information on the recommended sequence, please visit www.steinhardt.nyu.edu and select Undergraduate Programs.
Science Education Minor
Courses to be taken by undergraduate science majors in CAS (5 courses, 18 points) as a minor in science education.
Prerequisite: an overall GPA during the first two years of study of at least 2.5 and an overall GPA in science content courses during the first two years of at least 3.0.

Required Courses

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<tr>
<td>Points</td>
<td>Inquiries into Teaching and Learning II. E27.0002</td>
<td>4 (includes 15 hours' field experience)</td>
</tr>
<tr>
<td>Points</td>
<td>Language Acquisition and Literacy. E27.1030</td>
<td>4 (includes 15 hours' field experience)</td>
</tr>
<tr>
<td>Points</td>
<td>Methods I: Teaching of Science in Middle School and High School. E14.1039</td>
<td>3 (includes 15 hours' field experience)</td>
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<tr>
<td>Points</td>
<td>Using New York City Nonformal Science Resources to Teach Science. E14.1050</td>
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</tr>
</tbody>
</table>

Total Required Points........18

For more detailed information on the recommended sequence, please visit www.steinhardt.nyu.edu and select Undergraduate Programs.

Social Studies Education Minor
Courses to be taken by undergraduate CAS majors (5 courses, 19 points) in a minor in social studies education.
Prerequisites (at least 9 points to be taken as part of the College of Arts and Science degree): Principles of Economics I, V31.0001, or other economics course Comparative Politics, V53.0500, or other politics course Additional course in either economics or politics, V•••••

Required Courses

| Points | Classroom Practicum: Methods in Teaching Social Studies.* E23.1039 | 4 |
| Points | Post-1865 U.S. History, Geography, and the Social Studies.* E23.1073 | 4 |
| Points | Inquiries into Teaching and Learning I.* E27.0001 | 4 |
| Points | Inquiries into Teaching and Learning II.* E27.0002 | 4 |
| Points | Adolescent Development.* E63.1272 | 3 |

Total Required Points........19

For more detailed information on the recommended sequence, please visit www.steinhardt.nyu.edu and select Undergraduate Programs.

Teaching English as a Second Language Education Minor
Courses to be taken by undergraduates in CAS (5 courses, 19 points) as a minor in teaching English as a second language.
Prerequisites: 6 points in each of the following areas: English, math, science, social studies, and foreign languages.

Required Courses

<table>
<thead>
<tr>
<th>Points</th>
<th>Junior Year (3 courses, 11 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Inquiries into Teaching and Learning I. E27.0001</td>
</tr>
<tr>
<td>Points</td>
<td>Inquiries into Teaching and Learning II. E27.0002</td>
</tr>
<tr>
<td>Points</td>
<td>Adolescent Development. E63.1272</td>
</tr>
</tbody>
</table>

Total Required Points........19

For more detailed information on the recommended sequence, please visit www.steinhardt.nyu.edu and select Undergraduate Programs.

American Sign Language Minor
The Department of Applied Psychology offers a course sequence in American Sign Language (ASL): ASL: Level I (introductory, requiring no prior knowledge), ASL: Level II, ASL: Level III, and ASL: Level IV.

ASL can be declared as a minor if the student takes the full four-course sequence. ASL I and II are offered each fall and spring semester. ASL III is offered only in the fall; ASL IV is offered only in the spring.

American Sign Language: Level I. E64.0091 | 4 |
American Sign Language: Level II. E64.0092 | 4 |
American Sign Language: Level III. E64.0093 | 4 |
American Sign Language: Level IV. E64.0094 | 4 |

Total Required Points........16

Please contact Randolph L. Mowry at 212-998-5224 or rm5@nyu.edu for more information.
### Communication Studies Minor

**Required Courses** (8 points)

Select two of the following core courses:

- Introduction to Media Studies. \( E59.0001 \) ..........4
- History of Communication. \( E59.0003 \) ..........4
- Introduction to Human Communication and Culture. \( E59.0005 \) ..........4
- Introduction to Media Criticism. \( E59.0014 \) ..........4

**Elective Courses** (8 points)

Select any two upper-level (1000-level) \( E59.00 \) courses.

**Total Required Points** ....16

For information on the communication studies minor, please contact the Department of Culture and Communication, 212-998-5191.

### Educational Theatre Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Points</th>
<th>Acting: Fundamentals. ( E17.1050 ) ..........3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Introduction to Educational Theatre I or II. ( E17.0050 ) of ( E17.0051 ) ..........3</td>
</tr>
<tr>
<td>Points</td>
<td>Theory of Creative Drama. ( E17.1065 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>Introduction to Theatre for Young Audiences. ( E17.1005 ) ..........2</td>
</tr>
</tbody>
</table>

**Elective Courses** (8 points)

Select two to three elective courses by advisement:

- Stagecraft I or II. \( E17.0009 \) or \( E17.0010 \) ..........3
- Directing. \( E17.1081 \) ..........3
- Masters of Modern Drama. \( E17.1057 \) ..........3
- Styles of Acting and Directing. \( E17.1099 \) ..........3-4
- Beginning Playwriting. \( E17.1105 \) ..........2
- Methods of Conducting Creative Drama. \( E17.1067 \) ..........3

**Total Required Points** .....16-18

**Elective Courses** (4-12 points, including private lessons)

For information on the educational theatre minor, contact Dr. Nan Smithner, Department of Music and Performing Arts Professions, Program in Educational Theatre, 212-998-5250, ns23@nyu.edu.

### Music Minor

**Required Courses** (12 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Music Theory I. ( E85.0035 ) ..........2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>Music Theory II. ( E85.0036 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>Aural Comprehension I. ( E85.0006 ) ..........1</td>
</tr>
<tr>
<td>Points</td>
<td>Aural Comprehension II. ( E85.0007 ) ..........1</td>
</tr>
<tr>
<td>Points</td>
<td>Keyboard Harmony and Improvisation I. ( E85.0072 ) ..........1</td>
</tr>
<tr>
<td>Points</td>
<td>Keyboard Harmony and Improvisation II. ( E85.0073 ) ..........1</td>
</tr>
<tr>
<td>Points</td>
<td>Music History I. ( E85.1067 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>Music History II. ( E85.1068 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>Music History III. ( E85.1077 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>Music History IV. ( E85.1078 ) ..........2</td>
</tr>
</tbody>
</table>

**Elective Courses** (4-12 points)

For information on the music minor, please contact the Department of Music and Performing Arts Professions, Program in Educational Theatre, 212-998-5191.

<table>
<thead>
<tr>
<th>Points</th>
<th>Sight Reading for Vocalists. ( E85.0103 ) ..........2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>The Business Structure of the Music Industry. ( E85.0221.002 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>MIDI Technology. ( E85.1007 ) .........................3</td>
</tr>
<tr>
<td>Points</td>
<td>Audio for Video I. ( E85.1010 ) .........................3</td>
</tr>
<tr>
<td>Points</td>
<td>Recording Technology for Nonmajors. ( E85.1022 ) ..........4</td>
</tr>
<tr>
<td>Points</td>
<td>Electronic Music Synthesis. ( E85.1037 ) ................3</td>
</tr>
<tr>
<td>Points</td>
<td>Jazz Theory and Ear Training. ( E85.1039 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>(prerequisites: ( E85.0035 ), ( 0036 ), ( 0037 ), ( 0038 ))</td>
</tr>
<tr>
<td>Points</td>
<td>Jazz Improvisation. ( E85.1075 ) ..........2</td>
</tr>
<tr>
<td>Points</td>
<td>(prerequisites: ( E85.0035 ), ( 0036 ), ( 0037 ), ( 0038 ))</td>
</tr>
<tr>
<td>Points</td>
<td>Chamber Ensemble. ( E85.1080 ) .........................1</td>
</tr>
<tr>
<td>Points</td>
<td>Choral Arts Society. ( E85.1085 ) .........................1</td>
</tr>
<tr>
<td>Points</td>
<td>Jazz Ensemble. ( E85.1089 ) .........................1</td>
</tr>
<tr>
<td>Points</td>
<td>Reference and Research in Jazz. ( E85.1121 ) ..........3</td>
</tr>
<tr>
<td>Points</td>
<td>Music for Children. ( E85.1201 ) .........................2</td>
</tr>
<tr>
<td>Points</td>
<td>Music Theatre History I. ( E85.1264 ) ..................2</td>
</tr>
<tr>
<td>Points</td>
<td>Music Theatre History II. ( E85.1265 ) ..................2</td>
</tr>
<tr>
<td>Points</td>
<td>Film Music: Historical Aesthetics and Perspectives. ( E85.1500 ) ..........3</td>
</tr>
<tr>
<td>Points</td>
<td>MIDI for Nonmajors. ( E85.1810 ) .........................3</td>
</tr>
</tbody>
</table>
Nutrition Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diet Assessment and Planning. E33.0060</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Foods and Food Science. E33.0085</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition and Health. E33.0119</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition-Focused Physiology. E33.1068</td>
<td>3</td>
</tr>
<tr>
<td>Food Microbiology and Sanitation. Safety Certification. E33.1048</td>
<td>1</td>
</tr>
<tr>
<td>Nutrition and the Life Cycle. E33.1269</td>
<td>3</td>
</tr>
</tbody>
</table>

With adviser’s approval, 3 points may be substituted:

Food Management Theory. E33.0091                                      | 3      |
Computers in Nutrition and Food II. E33.1018                         | 1      |
Computers in Nutrition and Food III. E33.1019                        | 1      |
Nutrition-Focused of Anatomy and Physiology. E33.1068                | 3      |
Food and Society. E33.1051                                          | 2      |
Nutritional Biochemistry. E33.1064                                   | 3      |
Clinical Nutrition Assessment. E33.1185                               | 3      |
Community Nutrition. E33.1187                                        | 3      |

Total Required Points........16

Minimum

Food Studies Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Issues of Contemporary Societies. E33.0071</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Foods and Food Science. E33.0085</td>
<td>3</td>
</tr>
<tr>
<td>Food and Society. E33.1051</td>
<td>2</td>
</tr>
<tr>
<td>Food and Nutrition in a Global Society. E33.1180</td>
<td>4</td>
</tr>
<tr>
<td>Human Society and Culture. V14.0001</td>
<td>4</td>
</tr>
</tbody>
</table>

With adviser’s approval, 3 points may be substituted:

Food Management Theory. E33.0091                                     | 3      |
Computers in Nutrition and Food II. E33.1018                         | 1      |
Computers in Nutrition and Food III. E33.1019                       | 1      |
Beverages. E33.1025                                                  | 3      |
Food Microbiology and Sanitation. Safety Certification. E33.1048     | 1      |
Food Production and Management. E33.1052                             | 3      |
Communications Workshop in Foods and Nutrition. E33.1130             | 2      |
Advanced Foods. E33.1217                                            | 1-3    |

Total Required Points........16

Minimum

Speech-Language Pathology and Audiology Minor

Speech-language pathologists work in such diverse environments as schools, general hospitals, intensive care units, otolaryngology units, early intervention centers, institutes for individuals with developmental disabilities, rehabilitation centers, skilled nursing facilities, private practices, and corporate offices. This minor enables students to complete prerequisite courses that are required for graduate programs in speech pathology.

Required Courses (all 4 of these courses are required):

Introduction to Speech-Language Pathology. E34.0017                  | 3      |
Anatomy and Physiology of the Speech and Hearing Mechanism. E34.0008 | 3      |
Phonetics and Phonemics. E34.0061                                    | 3      |
Language Development in the Preschool Years. E34.1601                | 3      |

Total=12

For more information on the nutrition minor and food studies minor, contact Kristie Lancaster, Department of Nutrition, Food Studies, and Public Health, 212-998-5580.
Elective Courses (choice of adding any 2 of the following disorder courses):

- Introduction to Articulation Disorders. E34.1101 ..........3
- Introduction to Language Disorders. E34.1207 ..........3
- Introduction to Neurogenic Communication Disorders. E34.1012 .................3
- Introduction to Audiology. E34.1230 .........................3
- Neuroanatomy and Physiology of Communication. E34.0009 .................3
- Audiology: Intervention Strategies with Children. E34.1205 .........................3
- Reading and Writing: Children with Speech Disorders. E34.1210 ..........3
- Science and Neurology of Language. E34........3

Total=6

Total Required Points......................18 points

**Studio Art Minor**

The studio art minor requires a minimum of 16 points as noted below. Students must present a portfolio containing five examples of artwork prior to being approved as a studio art minor. This requirement is waived if students receive a grade of B or higher in any of the required courses. (Note: Courses on the .1000 level are open only to juniors and seniors.)

**Required Core Courses:**

- **9-12 points**

  **Drawing/Painting (3 points)**
  - Introduction to Drawing. E90.0320 .........................4
  - Drawing I.* E90.1520 ..........3
  - Projects in Drawing: The Figure.* E90.1620 ..........3
  - Introduction to Painting. E90.0330 .........................3
  - Painting I.* E90.1530 .........................3
  - Projects in Painting.* E90.1638 .........................3

  **Sculpture (3-4 points)**
  - Introduction to Sculpture. E90.0340 .........................4

- **Introduction to Ceramics. E90.0104 .........................4**
- **Sculpture: Materials and Techniques.* E90.1344 .........................3**
- **Projects in Sculpture: Figure. E90.1644 .........................3**
- **Sculpture I.* E90.1540 .........................4**
- **Ceramics I. E90.1640* .........................3**

  **Media (3 points)**
  - **Introduction to Photography I. E90.0360 .........................4**
  - **Introduction to Photography II.* E90.0361 .........................4**
  - **Projects in Photography.* E90.0367 .........................4**
  - **Introduction to Digital Art. E90.0354 .........................4**
  - **Introduction to Video Art. E90.0552 .........................4**
  - **Digital Art I.* E90.1552 .........................3**
  - **Video Art I.* E90.1550 .........................3**

**Electives (select any E90.★★★★ or E90.1★★ studio course within the Department of Art and Art Professions): 4-6 points**

Some recommended electives (in addition to the courses listed above):

- **Introduction to Jewelry. E90.0021 .........................4**
- **Introduction to Printmaking. E90.0370 .........................4**
- **Jewelry I.* E90.1390 .........................3**
- **Silkscreen.* E90.1574 .........................3**
- **Projects in Printmaking.* E90.1670 .........................3**

*Intermediate-level course.
Students should consult the course description section for prerequisites and/or present a portfolio for permission to enter at this level.

For further information, contact Linda Vega, student adviser, at 212-998-5708.
Minors in the College of Arts and Science and the Tisch School of the Arts

Steinhardt students may also choose one of the many minors offered by the College of Arts and Science or the Tisch School of the Arts. For more information about minors offered by other divisions of the University, see the appropriate bulletin or ask your departmental adviser.

Applied Theatre Minor

The minor in applied theatre offers students the opportunity to learn how performance has been and can be a vital adjunct to nontheatrical professions and cultural practices. It reflects the growing recognition that theatrical techniques and practices have wide applications outside the theatre as traditionally conceived, including education, medicine, therapy, political activism, community work, and social services. The minor consists of four 4-point courses, three of which must be chosen from an extensive list of designated Department of Drama, Undergraduate, courses. The list includes Political Theatre, Community-Based Theatre, The Actor-Teacher, Theatre and Therapy, History of Community-Based Performance, Radical Street Performance, and Topics in Performance Studies. The fourth course is chosen by advisement. Please see the Tisch School of the Arts bulletin for specific course listings and descriptions.

For information on the minor in applied theatre, contact the Department of Drama, Undergraduate, 212-998-1850.

Art and Public Policy Minor

The 16-point minor in art and public policy allows students to customize a suite of four courses that deepen their understanding of the worldly dimensions of art. Students may exercise considerable flexibility in crafting a course of study that best reflects their own pursuit of how art links to the world and what social knowledge is embodied in the arts. Please see the Tisch School of the Arts bulletin for specific course listings and course descriptions.

For information on the art and public policy minor, contact the Department of Art and Public Policy, 212-998-1805.

Cinema Studies Minor

A total of 16 points is required for the minor in cinema studies. The first course must be either V55.0750—Expressive Culture: Film or H72.0011—Language of Film. An additional 12 points are taken in the Tisch School of the Arts Department of Cinema Studies (H72). Included in the 12 points must be one course on non-U.S. cinema and one cinema studies Tier II course. Please see the TSOA bulletin for specific course listings and course descriptions.

For information on the cinema studies minor, contact the Department of Cinema Studies, 212-998-1600.

Producing Minor

The minor in producing requires 18 points of credit. The program begins with two required classes, one in history and another in producing essentials common to all disciplines. The subsequent classes help the student to find a direction in which a class progression may be customized to focus on a particular discipline. The program is capped by field experience as an intern or as a leader of a production. An adviser in the Open Arts office will guide and assist each student who registers for the minor.

To apply for a minor in producing, students should fill out the Steinhardt School of Education Declaration of Minor Form. The form must be signed by the student and his or her primary department adviser as well as Annie Stanton, Administrative Director for the Office of Special Programs, located at 721 Broadway, Room 1258. The form should be taken to the Office of Student Affairs and Services, 721 Broadway, Room 801.
The Morse Academic Plan (MAP) is an approach that immerses students in comparative, critical, exploratory, and interdisciplinary studies and seeks to build students’ knowledge base through sequentially designed courses in the liberal arts. Named for Samuel F. B. Morse, an early faculty member of the University who was an artist as well as a scientist and inventor, MAP exposes students to methods of analysis and forms of expression that are the bedrock of intellectual development in the humanities, social sciences, and natural sciences. Each major in the Steinhardt School of Education requires completion of some liberal arts courses through MAP. MAP requirements are tailored to complement course work in the major and vary slightly by fields and programs of study.

MAP has four components: (1) expository writing; (2) foreign language; (3) the humanities/social science sequence called Foundations of Contemporary Culture (FCC); and (4) the mathematics/natural science sequence called Foundations of Scientific Inquiry (FSI).

Although Freshman Honors Seminars, V50.02xx, are not a part of the MAP, qualifying students are strongly urged to register for one of these classes in their first semester. These seminars with distinguished faculty members promise an intellectually stimulating experience right at the start of college.

In designing the MAP, the faculty sought to assure that all students would receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the MAP encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.

### Expository Writing

It would be hard to exaggerate the value of the ability to communicate clearly and effectively in writing. The Expository Writing Program at NYU assumes that writing is not merely a useful skill but also a way of learning and knowing. Its courses focus on the examination of evidence, the development of ideas, and the clear expression of those ideas in a variety of different kinds of essays. During the first semester, students move from exploration to argument as they read and make use of various texts—written, visual, experien-

tial—to create a spectrum of persuasive essays. In the second semester, the examined texts become more complex, the writing tasks more difficult. The semester’s work moves students closer to the academic disciplines in Steinhardt and requires them to grapple with intriguing questions that lead to richer ideas and more interesting forms of expression. The essays students write become more formal and argumentative, but no less compelling.

### Foreign Language

The study of foreign languages is an integral part of a liberal arts education. It nurtures an awareness of the diversity of human culture and serves the practical need for language skills in fields such as government, business, and research. New York University is a particularly exciting setting for language study because of its location in a great cosmopolitan city, its international student body, its many renowned language programs and centers, and its numerous opportunities for study abroad.

In addition to the foreign language courses offered for academic credit, the College of Arts and Science offers opportunities for students of modern languages to prac-
tice their skills in real-world situations outside the classroom. NYU Speaking Freely is a free, noncredit program that allows students to practice their speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. For more information about this popular program, contact the Office of the Associate Dean for Students, Silver Center, Room 909.

Increasingly, college graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about Study Abroad Programs, visit the NYU Study Abroad office, 7 East 12th Street, 6th floor, and consult the Study Abroad section of this bulletin.

Foundations of Contemporary Culture

The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual classes. Overall, the structure of the FCC ensures that every student gains a common core of skills and experiences in the liberal arts.

In addition to the information on the Foundations of Contemporary Culture provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

CONVERSATIONS OF THE WEST

Through exploration of contrasting and complementary works in the humanities from different periods, Conversations of the West provides a historical, literary, and philosophical context for education in the liberal arts. Students may choose from four tracks: Antiquity and the Middle Ages, Antiquity and the Renaissance, Antiquity and the Enlightenment, and Antiquity and the 19th Century. In each case, the classes begin with works from some of the ancient civilizations that have shaped the development of cultures in the West.

Typically, the classes have the following readings in common: the books of Genesis and Exodus from the Hebrew Scriptures, the Gospel According to Luke and Acts of the Apostles from the Christian New Testament, a Platonic dialogue and a Sophoclean or Euripidean tragedy, Vergil’s Aeneid, and Augustine’s Confessions. In the second half of the course, the themes and ideas emerging from these texts are followed as they are maintained, reinterpreted, or disputed by later thinkers.

Conversations of the West is not a survey, but rather an examination of how texts influence subsequent thinking, create traditions, and reflect societal ideals. Conversations of the West thus aims to provide a richer understanding of how cultures are constructed, modified, and represented.

WORLD CULTURES

World Cultures prepares students for life in a globalized world by introducing them to the ways in which humans come to understand themselves as members of societies and by fostering their appreciation of the dynamics of cultural interaction and influence. Individual sections focus on specific social or cultural groups different from the dominant traditions of contemporary Europe and North America. They share a common concern to examine the ways cultures have interacted, for example, through trade, colonization, and immigration; how such groups define themselves against internal and external differences; and how the dominant perspective of Western modernity both makes possible and limits comprehension of the ways in which people outside that position understand, experience, and imagine their lives.

Offerings include emergent traditions, diaspora formations, and societies understood as nationally, geographically, or culturally distinct from the West. Courses focusing on ancient civilizations apart from Greece and Rome are also included.

SCIENCES AND THE SOCIAL SCIENCES

Over the past several centuries, enormous social transformations have taken place around the world. To understand the complexity of these phenomena, new methods have been developed to study societal structures and human behavior. Each of the courses under Societies and the Social Sciences begins from a particular disciplinary approach, social concern, or topic, in order to orient students to the characteristic methods of these social sciences. Students learn how issues are objectified for study, how data are collected and analyzed, and how new understanding is thereby achieved. Whether through an interdisciplinary approach, consideration of their historical development, or reflection on critical and positivistic debates, the courses help students both to appreciate the unique insights afforded by these methods and to recognize the limits of such inquiry. In this way, students move beyond the particular focus of the class to a broader understanding of methods and problems in the social sciences generally.

EXPRESSIVE CULTURE

In Expressive Culture, students explore the complexities of artistic expression by focusing on one of five media: sounds, images, words, performance, or film. Each course introduces requisite historical, formal, and critical vocabularies; exam-
ine fundamental issues associated with interpretation of the arts making use of these media; and investigates the complex relations between artistic expression and other facets of social organization. The courses also make use, whenever possible, of the rich cultural resources of New York City.

**Foundations of Scientific Inquiry**

The Foundations of Scientific Inquiry (FSI) component of the Morse Academic Plan is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through other course work, FSI courses are especially designed to meet the need of nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In addition to the information on the Foundations of Scientific Inquiry provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

**QUANTITATIVE REASONING**

Students in Quantitative Reasoning engage mathematical concepts in a variety of contexts in the natural or social sciences. All courses include a substantial amount of problem solving that requires both conceptual and computational work.

**NATURAL SCIENCE I**

Scientific knowledge has its basis in our natural curiosity about the world around us and our place in it. These courses approach the physical sciences with the intent of asking and trying to answer interesting questions, dealing with topics ranging from the origin of our universe and planet to how human activity affects our environment. Students consider the important roles played by laws of physics and chemistry in biology, earth and environmental sciences, astrophysics, and cosmology and develop an understanding of how the physical sciences inform the natural sciences generally. Mathematics is introduced in each course with frequent applications to the subject matter. Predictions that can be made only with the use of mathematics are clearly delineated, showing the powerful role it plays in our understanding of the universe. Wherever possible the courses relate science to societal problems and develop a historical perspective.

**NATURAL SCIENCE II**

The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.

**Courses**

In addition to the information listed below, detailed descriptions of each year’s course offering may be found on the MAP Web site.

**EXPOSITORY WRITING**

**Writing the Essay**

V40.0100 Required of all CAS, Stern, Steinhardt, and School of Social Work freshmen and transfer students who have not completed an equivalent course at another college. No exemptions. Prerequisite: V40.0100. May not be taken on a pass/fail basis. 4 points.

Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays. Stresses analysis, argument, reflection, revision, and collaborative learning. Tailored for students at Steinhardt and Social Work so that readings and essay writing focus on issues that are pertinent to their disciplines.

**CONVERSATIONS OF THE WEST**

Conversations of the West sections all share a recommended reading list of works from Greek, Roman, and Near Eastern antiquity. Typically, the courses have the following readings in common: the books of Genesis and Exodus from the Hebrew Scriptures, the Gospel According to Luke and Acts of the Apostles from the Christian New Testament, a Platonic dialogue and a Sophoclean or Euripidean tragedy, Vergil's Aeneid, and Augustine's Confessions. Additional
Conversations of the West: Antiquity and the Middle Ages
V55.0401 4 points.
Continues with Dante's *Inferno*, selections from *Paradiso*, and with other readings from the Middle Ages.

Conversations of the West: Antiquity and the Renaissance
V55.0402 4 points.
Continues with Machiavelli's *Prince*, a Shakespearean play or Milton's *Samson Agonistes*, and with other readings from the Renaissance.

Conversations of the West: Antiquity and the Enlightenment
V55.0403 4 points.
Continues with Pascal's *Pensées*, Rousseau's *Confessions*, and with other readings from the Enlightenment.

Conversations of the West: Antiquity and the 19th Century
V55.0404 4 points.
Continues with Marx's *Communist Manifesto*, selections from Darwin, Nietzsche's *Genealogy of Morality*, or Freud's *Civilization and Its Discontents*, and with other readings from the 19th and early 20th centuries.

WORLD CULTURES
World Cultures: The Ancient Near East and Egypt
V55.0501 4 points.
Egypt and Mesopotamia, the two great non-Western civilizations of the ancient Near East, examined through ancient texts illustrating their historical development and culture. These are the civilizations where writing began; each had a significant impact on Israel, Greece, Rome, and, eventually, the West. Egypt and Mesopotamia are compared and contrasted for developments such as urbanism and state formation, imperialism, religion, warfare, family life, trade and economy, kingship, the roles of men and women, literature, cosmology, and art. Students explore literature in the broadest sense, including documents that might otherwise simply be classed as historical.

World Cultures: Islamic Societies
V55.0502 4 points.
Examines the common base and regional variations of Islamic societies. An "Islamic society" is here understood as one that shares, either as operative present or as historical past, that common religious base called Islam. For Muslims, Islam is not simply a set of beliefs or observances but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the pre-modern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

World Cultures: Africa
V55.0505 4 points.
Key concepts related to understanding sub-Saharan African cultures and societies, concentrating in particular on teaching students how to think critically and consult sources sensibly when studying non-Western cultures. Topics include problems in the interpretation of African literature, African history, gender issues, the question of whether African thought and values constitute a unique system of thinking, the impact of the slave trade and colonialism on African societies and culture, and the difficulties of and means for translating and interpreting the system of thought and behavior in an African traditional society into terms meaningful to Westerners. Among the readings are novels, current philosophical theory, and feminist interpretations of black and white accounts of African societies and the place of women in them. Issues are approached with the use of analyses from history, anthropology, sociology, literary theory, and philosophy.

World Cultures: The Chinese and Japanese Traditions
V55.0506 4 points.
Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

World Cultures: Japan—A Cultural History
V55.0507 4 points.
A consideration of the pre-history to Japan's modernist transformation through an analysis of key literary, religious, and artistic texts. Concentrates on the historical experiences that produced elements of a national culture before there was a nation and on the consciousness of being Japanese before there was a "Japan." Examines how key cultural elements were used to make a modern nation-state.

World Cultures: The Caribbean
V55.0509 4 points.
Examines the impact of the Caribbean's long colonial history through race, class, culture, and gender, and attends to the diversity of
people who live on the islands. Known for its beauty, cultural vitality, and mix of peoples, cultures, and languages, the Caribbean is where today’s global economy began, some 500 years ago. Its sugar economy and history of slave labor and colonialism made it the site of massive transplantations of peoples and cultures from Africa for more than four centuries and from Asia since the mid-19th century, as well as a sizable influx of peoples from Europe all along. Readings examine the history of the region’s differing forms of colonialism; the present postcolonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, gender roles and ideologies; and ways in which national, ethnic, and racial identities are expressed today.

World Cultures: Middle Eastern Societies
V55.0511 4 points.
The popular American picture of the Middle East as a place of violence, veiled women, and oil wealth portrays none of the richness or complexity of most people’s lives in the region. How can we make sense of these seemingly unfamiliar societies and think critically about Western images of the unfamiliar? Questions examined in depth include the following: What variety of sources do people in the Middle East draw on to define their sense of who they are—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being transformed? Do people of the Middle East experience their region’s politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

World Cultures: China
V55.0512 4 points.
Fundamental concepts and practices of Chinese society and culture, examined using primary sources in translation whenever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values and issues of Chinese civilization and how these have affected and continue to have an impact on the way people think and live.

World Cultures: Ancient Israel
V55.0514 4 points.
The culture of the ancient Israelite societies of biblical times, covering the period from about 1200 B.C.E. to the conquests of Alexander the Great, in the fourth century B.C.E. Topics include the achievements of these societies in the areas of law and social organization, prophetic movements, Israelite religion, and ancient Hebrew literature. The Hebrew Bible preserves much of the creativity of the ancient Israelites, but archaeological excavations in Israel and neighboring lands, as well as the discovery of ancient writings in Hebrew and related languages, have added greatly to our knowledge of life as it was lived in biblical times. The civilizations of Egypt and Syria-Mesopotamia also shed light on Israelite culture. Of particular interest is the early development of Israelite monotheism, which, in time, emerged as ancient Judaism, the mother religion of Christianity and Islam.

World Cultures: Latin America
V55.0515 4 points.
Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on such themes as indigenous responses to European rule, the formation of “Indian” society, the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin America, focusing on themes such as political culture, competing ideologies of economics and social development, and the construction of collective identities based on region, race, ethnicity, gender, and class. Readings consist mostly of primary sources and allow students to hear diverse voices within Latin American society. Works by European conquerors, Inca and Aztec descendants in the colonial period, and African and creole slaves are studied. Course materials also include novels, short stories, films, photographs, and music.

World Cultures: Islam in Asia
V55.0523 4 points.
Two-thirds of the world’s Muslims today live in Central, South, and Southeast Asia. How did Islamic traditions spread from the Middle East? What has been the nature of the ensuing dialogue between Muslims and adherents of existing traditions (Hinduism, Buddhism, Confucianism, Christianity, shamanism)? Topics include the nature of dialogue and conflict between the adherents of Islam and those of
other religious traditions, the economic and social issues behind conflicts waged in the name of religion, the different and constantly evolving “Islams” that thrive in Asia, and the politics of Islam today, from Afghanistan eastward to the Philippines.

World Cultures: Russia Since 1917
V55.0528  4 points.
Major periods, developments, and interpretative issues in Russian politics, history, and society, from the 1917 revolution to the present. Emphasis is on the Soviet experience, though the czarist past and post-Soviet developments are also considered. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and socio-economic factors.

World Cultures: Contemporary Latino Cultures
V55.0529  4 points.
Examines the growth and development of “Latino” as a distinct category of identity out of the highly diverse populations of Latin American background in the United States, paying particular attention to the social processes shaping its emergence. Provides a detailed examination of the processes of cultural creation behind the rising growth of transnational cultures and identities worldwide, and of the forces that are fueling their development. Begins by exploring the immigration of Latin American peoples to U.S. cities, then turns to three case studies of emerging Latino communities, and ends by examining contemporary issues involving Latinos in urban centers such as New York.

World Cultures: The African Diaspora
V55.0532  4 points.
The dispersal of Africans to various parts of the world and over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and to non-African influences.

Societies and the Social Sciences
Note that the prerequisite for all Societies and the Social Sciences courses is completion of or exemption from V40.0100 or V40.0009.

Art and the City: A Sociological Perspective
E20.1030  4 points.
A broad introduction to the political and spatial dynamics of artistic production in the 20th and 21st centuries. Artists are viewed as makers of culture but also as creators of urban character and geography—essential components in the elaborate divisions of labor that create the global metropolis. Readings and lectures draw from a range of historical periods, geographic locations, and artistic genres.

A History of American Professions
E55.1010  4 points.
The goal of this course is to examine the evolution of American professions with a focus on the persistent impact of cultural issues on practice. We will consider initial professional development and membership, look at how work came to be organized in the fields of education and health care, and examine sound and flawed decisions that reverberate today.

Introduction to Media Studies
E59.0001  4 points.
Introduces students to the study of contemporary forms of mediated communication. The course surveys the main topics in the field and introduces students to a variety of analytical perspectives. Issues include the economics of media production; the impact of media on individual attitudes, values, and behaviors; the role of media professionals; and the impact of new media technologies.

Introduction to Human Communication and Culture
E59.0005  60 hours: 4 points.
This course surveys major research perspectives and theories concerning core areas within the field of culture and human communication. The course introduces and reviews major approaches to the study of human interaction, rhetoric, language, persuasion, and cultural processes across diverse contexts.

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
V55.0600  4 points.
Examines social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary each term and may include, for example, human migration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.
EXPRESSIVE CULTURE

Note that the prerequisite for all Expressive Culture courses is completion of V55.04xx and V55.05xx and completion of or exemption from V40.0100, V40.0006, or V40.0009.

Expressive Culture: Words
V55.0710 4 points.
What is literature or the literary? Is there a literary language that works differently from ordinary language? What is literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these?

Expressive Culture: Images
V55.0720 4 points.
What is the place of art in an image-saturated world? We begin by considering the power and taboo of images and the ways in which individuals and institutions that constitute “the art world” classify some of these images as works of art; turn to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and conclude with a selection of problems raised by art today. Students develop the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

Expressive Culture: Sounds
V55.0730 4 points.
Our lives pulse with patterns of sounds that we call music. We encounter these sounds in our homes, cars, stores, and exercise salons; they accompany us to the grocery store, the dentist’s office, and the movies. Yet we rarely think consciously about what they mean. Through a series of specific case studies, we investigate the function and significance of music and the musician in human life. We raise basic questions about how music has been created, produced, perceived, and evaluated at diverse historical moments, in a variety of geographical locations, and among different cultural groups. Through aural explorations and discussion of how these vivid worlds “sound” in time and space, we assess the value of music in human experience.

Expressive Culture: Performance
V55.0740 4 points.
Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. The broad spectrum of live performance is explored by means of lectures, discussions, and field trips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, students are introduced to “speech acts,” “restored behavior,” “ritual process,” and “play.” Students see a broad variety of performances, such as Native American powwow, Indian Hindu ritual drama, off-Broadway theatre and dance, African American gospel, street performers, and courtroom trials.

Expressive Culture: Film
V55.0750 4 points.
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.

QUANTITATIVE REASONING

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 4 points.
Examines the role of mathematics as the language of science through case studies selected from the natural sciences and economics. Topics include the scale of things in the natural world; the art of making estimates; cross-cultural views of knowledge about the
natural world; growth laws, including the growth of money and the concept of “constant dollars”; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why are things the size they are?; the cosmic distance ladder; the meaning of “infinity.” This calculator-based course is designed to help you use mathematics with some confidence in applications.

Quantitative Reasoning: Mathematical Patterns in Society
V55.0103 4 points.
Examines the role of mathematics in a variety of contexts in the social sciences, but with special emphasis on problems in economics. The course develops tools that span both the natural and the social sciences, including sampling, growth and decay, present value, and probability and statistics. These topics are used as a foundation to explore the application of mathematical approaches to economics, especially the use of game theory and its related techniques.

Quantitative Reasoning: Elementary Statistics
V55.0105 4 points.
The purpose of the course is to understand and use statistical methods. Mathematical theory is minimized. Actual survey and experimental data are analyzed. Computations are done with desk or pocket calculators. Topics: description of data, elementary probability, random sampling, mean, variance, standard deviation, statistical tests, and estimation.

Quantitative Reasoning: Computers, Number Theory, and Cryptography
V55.0106 4 points.
For as long as people have been able to write numbers (i.e., integers) and do arithmetic, they have discovered that numbers have certain interesting properties. To this ancient study, thought of as recreational, a new importance has been recently attached because of the digital world of cyberspace. Today, number theory is commonly used as the foundation of ingenious methods to both create codes and to break them. This course offers a glimpse of the historical foundation of number theory, motivated by its relevance to 21st-century applications.

Quantitative Reasoning: Probability, Statistics, and Decision Making
V55.0107 4 points.
Elementary probability theory from the point of view of games and gambling. Topics include probability, expectation, introduction to game theory, gambler’s ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

Natural Science I
Note that the prerequisite for all Natural Science I courses is completion of or exemption from V55.01XX.

Natural Science I: The Cosmos and the Earth
V55.0202 4 points.
Focuses on the modern scientific findings relating to major questions about the universe and our place in it. What is the origin of the universe? How did the elements form? Where do stars and planets come from? Evidence for the big bang theory of the creation of the universe and the formation of elements during stellar evolution is presented, along with how that evidence is extracted from the analysis of light coming from the stars. The constituents of the universe, from the large-scale realm of the galaxies to exotic objects such as neutron stars and black holes, are discussed. The course then focuses on the earth and other earthlike planets.

Natural Science I: Energy and the Environment
V55.0203 4 points.
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the composition of the atmosphere; the ozone layer and its depletion; global warming and public policy; and acid rain. Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein’s Universe
V55.0204 4 points.
Addresses the science and life of Einstein in the context of 20th-century physics, beginning with 19th-century ideas about light, space, and time in order to understand why Einstein’s work was so innovative. Einstein’s most influential ideas are contained in his theories of special relativity, which reformulated conceptions of space and time, and general relativity, which extended these ideas to gravitation. Both these theories are quantitatively explored, together with wide-ranging applications of these ideas, from the nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.

Natural Science I: Exploration of Light and Color
V55.0205 4 points.
Color science is an interdisciplinary endeavor that incorporates both the physics and perception of light and color. This course is an introduction to color and the related topics of light and optics, including their applications to photography, art, natural phenomena, and technology. Topics include how color is described and measured (colorimetry); how light is produced; how atoms and molecules affect light; how the human retina detects light; and how lenses are used in cameras, telescopes, and microscopes. Our investigation necessarily touches on aspects such
as the anatomy of the eye and aspects of human vision that influence how we see color. Laboratory projects include additive and subtractive color mixing, pinhole photography, cow eye dissection, colorimetric measurements, and color classification schemes.

Natural Science I: From Plato to Pluto—Scientists View the Solar System

V55.0206  Given every year. 4 points.
The first half deals with the basic phenomena of astronomy: the earth and sky, the motions of stars, sun, moon, and planets. It then considers the historical development of astronomy from antiquity to the 17th century. The last quarter is devoted to the space-age exploration of the solar system. Laboratory exercises help familiarize students with basic astronomical concepts.

Natural Science I: The Ultimate Machine

V55.0208  Given every year. 4 points.
Highlights the role of mechanical principles in explaining the function and maintenance of the human body, and the application of biomedical engineering in devising treatments when body parts or functions fail mechanically or biologically. From a structural point of view, the human body develops and maintains itself by the action of mechanical stimuli on complex biological systems. For example, stresses and motions caused by body movements lead to cyclic deformations in the cells within the tissues, producing new tissue and activating reparative processes; and this concept applies to many other systems in the body. Eventually some of the structures break down, a situation for which the field of bioengineering has produced treatments including artificial parts and organs, augments, transplants, grafts, tissue engineered parts, and external functional aids.

Natural Science II

Note that the prerequisite for all Natural Science II courses is completion of or exemption from V55.01XX. Completion of or exemption from V55.02XX is also recommended.

Natural Science II: Human Genetics

V55.0303  4 points.
We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insights into the role of heredity. The course begins with an overview of the principles of inheritance, where simple Mendelian genetics is contrasted with the interactions of genes and environment that influence complex physical or behavioral traits. Descending to the molecular level, we investigate how genetic information is encoded in DNA and examines the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. The course concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

Natural Science II: Human Origins

V55.0305  4 points.
The study of “human origins” is an interdisciplinary endeavor that involves a synthesis of research from a number of different areas of science. The aim of this course is to introduce students to the various approaches and methods used by scientists to investigate the origins and evolutionary history of our own species. Topics include reconstructing evolutionary relationships using molecular and morphological data; the mitochondrial Eve hypothesis; ancient DNA; human variation and natural selection; the use of stable isotopes to reconstruct dietary behavior in prehistoric humans; solving a 2,000-year-old murder mystery; the importance of studies of chimpanzees for understanding human behavior; and the four-million-year-old fossil evidence for human evolution.

Natural Science II: Brain and Behavior

V55.0306  4 points.
This lecture-laboratory course explores the relationship of the brain to behavior. It begins with the basic elements that make up the nervous system, and how electrical and chemical signals in the brain work to affect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain’s plasticity. Other key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.

Natural Science II: The Molecules of Life

V55.0310  4 points.
Our lives are increasingly influenced by the availability...
ty of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. This course examines the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. The course begins with the principles of chemical binding, molecular structure, and acid-base properties that govern the structure and function of biomolecules. It then applies these principles to study the varieties of protein architecture and how enzymes facilitate biochemical reactions. It concludes with an overview of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches in diagnosing disease and designing drug treatments.

**Natural Science II: Lessons from the Biosphere**

V55.0311  4 points.

Provides a foundation of knowledge about how Earth's biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. The course has four main sections: (1) Evolution of Life: How did life come to be what it is today? (2) Life's Diversity: What is life like today on the global scale? (3) Cycles of Matter: How do life and the nonliving environment interact? (4) The Human Guild: How are humans changing the biosphere, and how might we consider our future within the biosphere? The course includes laboratory experiments and an exploration at the American Museum of Natural History.

**Food and Nutrition in a Global Society**

E33.1180  4 points.

Prerequisite: senior status.

The course, which fulfills the Integrated Liberal Arts requirement, unites the liberal arts experience with a specialization in food and nutrition. It contains three areas of focus: food and nutrition history; ethical issues in food and nutrition; and emerging technologies as they relate to food and nutrition. Restricted to undergraduates with senior status.

**Integrated Liberal Arts: Communication**

E59.1200  4 points.

Open only to seniors in the Department of Culture and Communication. All others by permission of instructor.

A culminating course integrating models of interpretation derived from the liberal arts with the analytical tools developed in communication studies. The course reflects current research interests within the department and encourages students to explore emerging issues in the field of communication studies, including media and globalization, professional ethics, and the interaction between audiences and texts.

**The Performing Arts in Western Civilization**

E85.1505  4 points.

Seminal events and personalities in Western civilization are explored chronologically through the use of films, readings, listening assignments, and lectures. In addition to the historical emphasis, a secondary stress is placed on the role of the performer (instrumentalist, singer, conductor, actor, and dancer) in arts in Western society.

**Art, Culture, and Society**

E90.1995  4 points.

The visual arts are explored in the full context of the socioeconomic, political, and ethical forces that have shaped them with particular attention to recurring patterns and themes. Questions of context, accessibility, and the role of the creative artist in social change are explored. The course includes field trips and guest lectures to supplement the instructors’ lectures and class discussion.
The following pages contain descriptions of the courses offered at the Steinhardt School of Education. Courses are listed in numerical order, assigned the letter E as a prefix, and a number.

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NOTES TO COURSES
*Registration closed to special students.
†See Supervised Student Teaching, pages 181-82. Students must also register with the Student Teaching Office the term before assigned student teaching begins.
‡Pass/fail basis.
E10: INTERDEPARTMENTAL RESEARCH STUDIES

Introductory Statistics for the Health Professions
E10.1005 45 hours: 3 points. Fall, spring.
May not be taken concurrently with E10.1085,1086. Credit is not granted for E10.1005 for students who have taken E10.1085.
This course is intended for consumers of statistics in the biological and medical fields. It concentrates on the interpretation and comprehension of graphical and statistical techniques that are important components of science literature. Presentation of statistical material is linked to its application as reported in the medical literature. Although some mathematics is presented, it is not expected that the student will memorize formulas. Mathematical ability at the level of high school algebra is assumed.

Basic Statistics I
E10.1085 45 hours: 3 points. Fall, spring.
May not be taken concurrently with E10.1086 or E10.1005. Credit is not granted to students who have received credit for E10.1005.
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, and simple regression. The second semester builds on the foundation of the first and covers particular methods of statistical inference that rely on the normal, t, F, and chi-square distributions to test hypotheses about means, variances, correlations, and proportions.

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

E11: ENGLISH EDUCATION

Literature as Exploration
E11.0071 60 hours: 4 points. Fall.
Designed to develop an understanding of the literary experience as an encounter between reader and text and of interpretative problems related to each of the major literary genres.

The Reading of Poetry
E11.0193 60 hours: 4 points. Spring.
An introductory course in the reading of poetry, designed to help students improve their abilities to understand, analyze, enjoy, and exercise critical judgment.

Independent Study
E11.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 170-71.

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

Literature Seminar for English Education
E11.1030 60 hours: 4 points. Spring.
Explores how varying and competing definitions of literature and the process of reading literature influence the “canon” and how literature might be taught and experienced in secondary classrooms.

Advanced Composition
E11.1185 45 hours: 3 points. Spring.
An advanced course in expository writing for all students, especially those concerned with writing in school settings. Hours are arranged for individual counseling.

Writing in the Social Sciences
E11.1191 30 hours: 2 points. Fall, spring.
Focuses on the principles and practices of successful writing in the social sciences by reading appropriate genres of social science writing (quantitative, qualitative, and literature review); using them as models to understand the stylistic and rhetorical demands of such writing; and practicing writing social science texts in preparation for the senior thesis with an emphasis on writing a literature review. Requirement for Program in Applied Psychology.

Teaching English in a Multidialectal Society
E11.1589 60 hours: 4 points. Spring.
Examines the variety of speech communities and linguistic codes within contemporary American society and their relationship to language use and learning in schools. Black and Hispanic English vernaculars receive special emphasis. Group projects focus on actual investigations in the area of sociolinguistics and language teaching/learning.

Integrating Reading and Writing with Adolescents I
E11.1600 60 hours: 4 points. Fall.
Explores the major reasons people read, ways to engage adolescents in meaningful reading, ways to understand and enhance readers’ meaning-making processes and experiences, and ways to assess adolescents’ reading development over time.

Integrating Reading and Writing with Adolescents II
E11.1601 60 hours: 4 points. Spring.
Explores the major reasons people write, ways to engage adolescents in...
meaningful writing, ways to understand and enhance writers’ meaning-making processes and experiences, and ways to assess adolescents’ writing development over time.

**Student Teaching the English Language Arts in the Middle School**

**E11.1602** 240 hours: 8 points. Fall.
**Prerequisite:** E11.1600 or equivalent.

Involves hypothesizing appropriate learning goals for middle school students, negotiating and enacting appropriate learning experiences, and assessing pupil learning. This critical analysis of the student teacher’s teaching of one English class during the semester is designed to promote his or her development as a reflective practitioner.

**Student Teaching the English Language Arts in the High School**

**E11.1603** 240 hours: 8 points. Fall.
**Prerequisite:** E11.1600 or equivalent.

Involves hypothesizing appropriate learning goals for high school students, negotiating and enacting appropriate learning experiences, and assessing pupil learning. This critical analysis of the student teacher’s teaching of one English class during the semester is designed to promote his or her development as a reflective practitioner.

**E12: MATHEMATICS EDUCATION**

**Independent Study**

**E12.1000** 45 hours per point: 1-6 points. Fall, spring, summer; hours to be announced.
For description, see pages 170-71.

**Teaching Elementary School Mathematics I**

**E12.1023** 15 hours per point: 1-2 points. Fall.
A methods course introducing how to teach mathematics at the elementary level. Use of a variety of manipulatives and the development of concepts and skills.

**Teaching Elementary School Mathematics II**

**E12.1024** 15 hours per point: 1-2 points. Spring.
A methods course focusing on how to teach mathematics at the elementary school level. Use of a variety of manipulatives and the development of concepts and skills.

**Mathematical Concepts in Integrated Early Childhood/ Special Education Curriculum I**

**E12.1032** 45 hours: 2 points. Spring.
**Prerequisite:** E25.1357.
How mathematics is learned through the social experiences of young children. Analysis of activities in early childhood settings that help children develop insight into mathematics both as a study in itself and as a tool for applied use. Focuses on the mathematical concepts that infuse young children’s experiences, the use of mathematical tools in young children’s learning, methods for adapting math curriculum for learners with diverse abilities, and the relationship of mathematical learning to all areas of curriculum.

**Mathematical Concepts in Integrated Early Childhood/ Special Education Curriculum II**

**E12.1033** 30 hours: 2 points. Fall.
**Prerequisite:** E12.1032; corequisite: E75.1509.
How mathematics is learned through the spatial/temporal worlds of young children. Analysis of activities in early childhood settings that help children develop emerging, unprejudiced mathematical awareness. Focuses on the mathematical environment that respects all learners as a means to build upon children’s existing mathematical perceptions and expand and further those understandings.

**The Teaching of “Parts,” Grades 7-12**

**E12.1041** 45 hours: 3 points. Alternate fall semesters.
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 concepts in grades 7 through 12.

**Teaching of Data Collection and Analysis, Grades 7-12**

**E12.1042** 45 hours: 3 points. Semester to be announced.
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 concepts in grades 7 through 12.

**Teaching Secondary School Mathematics**

**E12.1043** 45 hours: 3 points. Fall, summer.
Developing the skills of classroom planning, management, and implementation for effective instructional practices in grades 7 through 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 of Algebra and Trigonometry, Grades 7-12**

**E12.1045** 45 hours: 3 points. Semester to be announced.
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 concepts in grades 7 through 12.

**Teaching of Geometry, Grades 7-12**

E12.1046 45 hours: 3 points. Semester to be announced.

Provides a link between teachers’ mathematical knowledge and understanding of the major skills and concepts of geometry to the effective and appropriate teaching of these concepts in grades 7 through 12.

**Supervised Student Teaching of Mathematics in the Secondary School**

E12.1076† A minimum of 20 school days (100 hours): 6 points. Fall, spring.

This is 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 lessons 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**

E12.1078 A minimum of 20 school days (100 hours): 8 points. Fall, spring.

A continuation of E12.1077, taking place in a school with those grades not included in E12.1077 and including the same responsibilities, once again under the daily supervision and mentoring of a full-time, experienced cooperating teacher. Requires a minimum of 20 days in the school.

**Mathematical Modeling**

E12.2103 30 hours: 3 points. Fall.

Classroom discussion focuses on what mathematical models are, how and why they are developed, and how to use them to make the mathematics being taught more interesting and more applicable to the real world. Models are developed for a variety of levels and subject areas.

**E14: SCIENCE EDUCATION**

**Principles of Biology**

E14.0025 90 hours: 4 points. Fall.

The cell and living chemistry are studied to understand problems of our daily life. Pollution and diseases affecting the processes of both external and internal respiration are presented. Facets of ecology, photosynthesis, nitrogen cycle, and the food chain are studied in relation to individual and world nutrition. Modern genetics and recombinant DNA are discussed as are the male and female reproductive systems. The laboratory investigations enhance the concepts studied in the lecture.

**General Biology I**

E14.0026 90 hours (with laboratory): 4 points. Fall.

Begins with basic chemistry and continues with the cell, photosynthesis, respiration, and genetics. Evolution of plants, animals, and humans are discussed as well as ecology and the earth’s ecosystems.

**General Biology II**

E14.0027 90 hours (with laboratory): 4 points. Spring.

The second-semester course reviews cellular respiration and the use of energy and continues with a study of plant groupings and their functions. The course concludes with a study of the human body, its systems, and their functions.

**Independent Study**

E14.1000† 45 hours per point: 1-6 points.

Fall, spring, summer; hours to be arranged. For description, see pages 170-71.

**The Teaching of Science in the Elementary School I and II**

E14.1001,1002† 30 hours: 2 points each. Fall, spring.

Primarily for ELED and PRE students.
Purposes, selection, organization, and guidance of science experiences suitable for children.

**Elements of Human Anatomy and Physiology**

E14.1035 75 hours: 3 points. Fall, spring.

Prerequisite (strongly recommended): college biology.

This course presents a balanced study of the cell, tissues, and the 11 body systems. The laboratory experience follows the lecture syllabus and reinforces it by studies of human models and physiological experiments.

**Methods I: The Teaching of Science in Middle School and High School**

E14.1039 45 hours: 3 points. Fall.

Prerequisites or corequisites: human development and a major in science, or its equivalent, or by permission of instructor.

This field-based course takes place in New York City public schools. Throughout the semester, an overview of the tools and skills needed by science teachers is provided to organize the learning activi-
ties of the students. Students work in collaborative groups on authentic pedagogical problems and activities that enable them to acquire science teaching skills related to the following areas (among others): gender and science; inequality and science; learning theories; safety; planning and curriculum development; classroom management; integration of science with other disciplines; reading and science; traditional and alternative assessment; and multicultural science teaching.

**Supervised Student Teaching of Science in High School**

E14.1046  A minimum of 20 school days (100 hours): 4 points.

**Using New York’s Nonformal Science Resources to Teach Science**

*(available to seniors only)*

E14.1050  45 hours: 3 points.

Designed to strengthen teacher perceptions of the nonformal sites, instructional offerings, and compatibility with the formal school curriculum. Classes meet at the 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; Intrepid Sea-Air-Space Museum; and Liberty Science Center.

**Supervised Student Teaching of Science in Middle School**

E14.1149*†  A minimum of 20 school days (100 hours): 3 points. Fall, spring; hours to be arranged.

**Human Anatomy and Physiology I**

E14.1170  90 hours: 4 points. Spring.
Prerequisite: E14.0025 or equivalent laboratory course in biology. Chemistry recommended.
The cellular tissues are studied. The anatomy and physiological processes of the integumentary, skeletal, joints, muscular, and nervous systems are presented in detail. The laboratory follows the lecture plan and stresses living anatomy and physiological investigations to reinforce the lecture materials.

**Human Anatomy and Physiology II**

E14.1171  90 hours: 4 points. Fall.
Prerequisite: E14.1170.
This semester course stresses the special senses and the endocrine, circulatory, digestive, respiratory, and urogenital systems. The laboratory follows and enhances the lecture material.

**E17: EDUCATIONAL THEATRE**

**Stagecraft I and II**

E17.0009,0010  60 hours: 2-4 points each term. Fall, spring.
Credit is not granted to students who have received credit for E17.1009.
Comprehensive, practical course in the various technical aspects of theatrical production. Fall term explores the planning, construction, and painting of scenery and the architecture of the stage. Spring term deals with stage electrics, lighting, crafts, sound technology, and special effects. Three additional hours of practical laboratory a week.

**Introduction to Educational Theatre I**

E17.0050  45 hours: 3 points. Fall.
An examination of the major periods of theatre history from the ancient Greeks to the 19th century in the United States. A study of the dramatic structures that relate these periods to the discipline of educational theatre. Different perspectives to give a comprehensive view of the role of theatre as a foundation to educational theatre. Students develop a knowledge and understanding of strategies employed in educational theatre and an appreciation of the aesthetics of theatre and drama. Language acquisition and literacy development through listening, speaking, reading, and writing skills.

**Independent Study**

E17.1000  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 170-71.

**Design for the Stage**

E17.1017  15-45 hours: 1-3 points. Fall.
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.
Dramatic Activities in the Elementary Classroom
E17.1029  30 hours: 2 points. Fall.
Laboratory experience recommended: 15 hours.
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.

Acting: Fundamentals
E17.1050  30-45 hours: 2-3 points. Fall, spring.
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 Stanislavsky/Uta Hagen-based approach, students participate in a guided study of self-observation and apply discoveries to scene work.

Acting: Scene Study
E17.1051  30-45 hours: 2-3 points. Fall, spring.
Students continue the exploration that began 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 mining the relationships that drive the play.

Methods of Conducting Creative Dramatics
E17.1067  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.

Dramatic Activities in the Secondary Classroom
E17.1068  30 hours: 2 points. Spring.
Laboratory experience required: 15 hours.
Theories and practices of educational drama and theatre as applied to the secondary classroom in such areas as learning processes, motivation, communication, and classroom management. Attention given to the relationship of drama and theatre to speaking, thinking, writing, reading, history, and other curricular subjects. An examination of improvisational techniques as well as play production. Students use drama and theatre to address the human developmental processes that impact on the grades 7-12 students’ readiness to learn, such as culture, nutrition, personal safety, and community.

Masters of Modern Drama
E17.1057,1058  45 hours: 3 points each term. Fall, spring.
Students read major plays representing innovative forms in modern theatre. Movements from Ibsen, Chekhov, and Strindberg to dramatists of today are related to styles of theatrical presentation.

Theory of Creative Drama
E17.1065  30 hours: 2 points. Fall.
The philosophy underlying informal dramatics and materials for conducting improvised dramatic activities in elementary and secondary education and with adults. Laboratory experience recommended.

Styles of Acting and Directing
E17.1099,1100  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.

Music Theatre: Background and Analysis
E17.1101,1102  30 hours and hours arranged: 3 points each term. Fall, spring.
An analysis of the various forms of music 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.
**Beginning Playwriting**
E17.1105  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 considered for program production.

**Physical Theatre Improvisation**
E17.1113  45 hours: 3 points. Fall, spring.
A study of the art of vocal and physical improvisation using movement and text. 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.

**Student Teaching: Theatre in the Elementary Classroom**
E17.1134  A minimum of 20 school days (100 hours): 4 points.
Supervised student teaching in elementary classroom settings, grades 1-6, followed by scheduled conferences with field supervisor. Seminar involves developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning in drama and theatre activities. The critical analysis of student teaching in the secondary classroom is designed to promote the student’s development as a reflective practitioner. Based on the completion of 45 hours per point.

**Stage Lighting**
E17.1143  45-60 hours: 3-4 points. Fall.
Theories of light and lighting. The practice of lighting the stage. Experiments with light as a design element. Laboratory experience required.

**Student Teaching: Theatre in the Secondary Classroom**
E17.1174  A minimum of 20 school days (100 hours): 4 points.
Supervised student teaching in secondary classroom settings, grades 7-12, followed by scheduled conferences with field supervisor. Seminar involves developing appropriate goals, negotiating and enacting appropriate learning experiences, and assessing student learning in drama and theatre activities. The critical analysis of student teaching in the secondary classroom is designed to promote the student’s development as a reflective practitioner. Based on the completion of 45 hours per point.

**Costume Design**
E17.1175  45-60 hours: 3-4 points. Spring.
Costume design for the modern stage and the history of fashion. Three hours of practical laboratory a week.

**Theatre-in-Education Practices**
E17.2090  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 survey the history of TIE programs, as well as research, devise, and present their own original productions.

**Drama in Education I, II**
E17.2193,2194  30 hours: 3 points each term. Fall, spring.
Relationships of theories of dramatic art to general educational principles; present practices and potential of educational drama at all levels of instruction. Uses of theatre and drama in education from the Greeks to the present day. The history and philosophy of drama in education as they relate to a variety of classroom strategies, including the use of new technologies. The impact of human developmental processes, such as culture, personal safety, and nutrition on learning through theatre and drama. Individualizing instruction to prepare students with special needs for their highest levels of achievement.

**E20: SOCIOLOGY OF EDUCATION**

**Independent Study**
E20.1000  45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 170-71.

**An Introduction to the Sociology of Education**
E20.1002  30 hours: 2 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. This course satisfies the state certification requirement in lieu of E20.0002.

**Education as a Social Institution**
E20.1015  30 hours plus 15 hours arranged in field participation experiences: 3 points. Fall, spring, summer.
Part of the common pedagogical core, this course provides an introduction to the social foundations of education. The structure of education in terms of the rights and responsibilities of teachers, administrators, community members, and policymakers in relation to the rest of the society is explored from both legal and sociological points of view. Comparisons to education and schooling in other countries are made. The study of particular school and professional issues includes diversity, student variability, bilingualism, and special education in terms of their effects on policy, practice, and student and teacher rights.

**The Sociology of Urban Life and Education**
E20.1025  45 hours: 3 points. Spring.
Processes of urban growth and change; economic,
political, social, and psychological consequences of urban growth and change processes, especially as regards education.

**The Sociology of Work and Occupations**
E20.1026 45 hours: 3 points. Fall.
Sociological approaches to work and occupations in modern society. Theories of the nature of society (modern, industrial, postindustrial) are considered and relation of theories to class system, family, and education is considered along with work settings.

**Art and the City: A Sociological Perspective**
E20.1030 60 hours: 4 points. Fall, spring.
A broad introduction to the political and spatial dynamics of artistic production in the 20th and 21st centuries. Artists are viewed as makers of culture but also creators of urban character and geography—essential components in the elaborate divisions of labor that create the global metropolis. Readings and lectures draw from a range of historical periods, geographic locations, and art genres.

**E23: INTERNATIONAL AND SOCIAL STUDIES EDUCATION**

**Contemporary Problems: Educational Reform and Social Education**
E23.0062 60 hours: 4 points. Fall.
This course examines various educational reform efforts as they relate to social education. Focusing on urban schooling, the course analyzes issues such as segregation in schools, tracking, school choice, educational equity, the debate over core and multicultural curricula, and the alternate school movement. A comparison of American schooling in the context of global education is examined. Required course for social studies undergraduates.

**Teaching Social Studies in the Middle School**
E23.1037 30 hours: 2 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1045.
A practical examination of specific teaching problems and practices as they relate to middle school social studies education. Class sessions are based on student teaching experiences.

**Classroom Practicum: Teaching Social Studies**
E23.1039* 30 hours: 3 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1046.
Critical analysis to teaching models through observation and practice. Students learn to organize a course, conceptualize a unit, prepare lessons plans, devise and evaluate assessments, and effectively use technology in the classroom.

**Teaching of Social Studies in the Secondary School II**
E23.1040 30 hours: 2 points.
A practical examination of specific teaching problems and practices as they relate to actual classroom teaching. Class sessions are based on student teaching experiences.

**Supervised Student Teaching of Social Studies in the Middle School**
E23.1045 A minimum of 20 school days (100 hours): 4 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1037.
A minimum of 20 days (100 hours) of supervised student teaching of social studies in a middle school.

**Supervised Student Teaching of Social Studies in the Secondary School**
E23.1046 A minimum of 20 school days (100 hours): 4 points.
Prerequisites: E27.1050 and E23.1135. Must be taken with E23.1039.
A minimum of 20 days (100 hours) of supervised student teaching of social studies in a secondary school.

**Post-1865 U.S. History, Geography, and the Social Studies**
E23.1073 60 hours: 4 points.
Surveys key developments in American civilization since the Civil War. Explores the rise of the United States to world power; the impact of industrialization, mass immigration, and urbanization on American society; the evolution of the political system; reform and radical dissent; and the role that race, class, and gender played in post-1865 U.S. history. Combines historical and geographical analysis of the United States, introducing cultural and physical geography as tools for studying and teaching the American past.

**Participatory Democracy, Service Learning, and the Social Studies**
E23.1090 60 hours: 4 points.
Explores the problems and possibilities for democracy in teaching and research in the social studies. Examines theories of participatory democracy and their implications for education. Emphasis on curriculum and program organization aimed at models of citizenship and democratic participation such as service learning and the effects on curriculum, organization, and leadership. What should the purposes of social studies and interdisciplinary education be in a democracy? What conceptions of the “good citizen” are embedded in different visions of social studies teaching? What knowledge, skills, and perspectives are important in service learning curriculum? How can we research and assess these goals?

**Current Trends and Problems in Social Studies**
E23.1135 60 hours: 4 points. Fall, spring.
Social studies as a field is reviewed historically and its theoretical base is analyzed. Examines the nature of socialization inherent in dif-
ferent concepts of knowledge and introduces the problems of selecting, organizing, and teaching various approaches to history and the social sciences.

**Global History, Geography, and the Social Studies**
**E23.1800 60 hours: 4 points.**
Surveys central themes, institutions, and events in world history. Emphasis is on cross-cultural syncretism, economic interaction, the growth of universal religions, and geographical perspectives on key historical issues. Regionalism is explored and the impact of modern economic developments, technology, and worldwide ideologies examined. Combines historical and geographical analysis, introducing cultural and physical geography as tools for studying and teaching world history.

**New York Politics and Community Studies in the Social Studies**
**E23.1925 60 hours: 4 points.**
Every semester the course focuses on a different community in New York City (e.g., the Lower East Side, East Harlem, or Williamsburg) and examines the political forces, social conditions, and historical circumstances that make it what it is today. NYU students conduct field research in collaboration with middle or high school students who live in the neighborhood, and they write neighborhood-focused social studies curricula for the use of neighborhood schools. In the process, they study methods of research, curriculum issues, and conceptions of the role of “social study” in the middle school and high school curriculum.

**E25: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**Orientation to Early Childhood and Elementary Education School Visitations**
**E25.0087 45 hours: 3 points. Fall.**
Provides opportunities to become familiar with organized patterns of instruction in this area through visiting schools and other agencies for children and through analyses of programs and practices together with their rationales.

**Independent Study**
**E25.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.**
For description, see pages 170-71.

**Principles and Practices of Montessori Education I**
**E25.1002 60 hours: 4 points. Fall.**
Registration by permission of instructor.
Focuses on the educational theory and key elements of the Montessori approach to early childhood education. Emphasis is on comparison of the Montessori approach to other belief systems and development of competencies in designing practical life classroom activities.

**Principles and Practices of Montessori Education II**
**E25.1003 60 hours: 4 points. Spring.**
For description, see E25.1002.

**Integrating Seminar in Childhood and Special Education I: Contexts and Learning Environments of Diverse Learners**
**E25.1005 30 hours: 1 point.**
A seminar course designed to encourage the integration of theory and practice, taken concurrently with first semester of field placement.

**Integrating Seminar in Childhood and Special Education II: Assessment to Guide Instruction**
**E25.1006 30 hours: 1 point.**
A seminar course designed to encourage the integration of theory and practice, taken concurrently with first semester of student teaching.

**Integrating Seminar in Childhood and Special Education III: Curricular Design and Instruction for Diverse Learners**
**E25.1007 30 hours: 1 point.**
A seminar course designed to encourage the integration of theory and practice, taken concurrently with second semester of student teaching.

**Integrating Seminar in Childhood and Special Education IV: Professional Development and Collaboration with Parents and Other Professionals**
**E25.1008 30 hours: 1 point.**
A seminar course designed to encourage the integration of theory and practice, taken concurrently with last semester of student teaching.

**Learning and Experience in Family, School, and Community I**
**E25.1019 30 hours: 2 points.**
Introduction to the development of curriculum for young learners in diverse settings. Topics include early childhood environments; linguistic and cultural diversity; early language and learning in family, school, and community settings; and working collaboratively with families to create learning environments responsive to the needs of all children.

**Learning and Experience in Family, School, and Community II**
**E25.1020 30 hours: 2 points. Spring.**
For description, see E25.1019.

**Integrated Curricula in Early Childhood/Special Education I: Science, Social Studies, Drama, and Art**
**E25.1024 30 hours: 1 point.**
The interconnections between the subject areas of early childhood learning
through the planning and implementation of integrated science, health, social studies, dramatic, and artistic learning experiences. The integration of literacy and mathematical learning into these curricula and the critical role of the physical environment in supporting integrated curriculum.

Integrated Curricula in Early Childhood/Special Education II: Science, Social Studies, Movement, and Music
E25.1026 30 hours: 1 point.
Continues the development of integrated curricula by exploring the relationships between science, health, social studies, movement, and music. Again, literacy and mathematical learning and the role of the environment are included in the integrative planning.

Curriculum in Social Studies in Childhood Education I, II
E25.1031,1032 30 hours: 2 points each term. Fall.
Prerequisite: a course in child development or the equivalent.
Social studies for cognitive and social development in nursery, kindergarten, and elementary school children. Emphasis placed on content, strategies, and materials for developing concepts and skills. Includes assessing learning, individualizing instruction, finding and using resources, and integrating other curriculum areas.

Language Arts in Childhood Education
E25.1060 45 hours: 3 points. Fall, spring.
Prerequisite: one term in child development or equivalent. (Course required of students who seek American Montessori Society certification. Please consult with program director before enrolling.)
Children's oral and written language, handwriting, spelling, reading, and literature related to the elementary curriculum.

Writing for Children
E25.1075 45 hours: 3 points. Fall.
Teaching of writing for children as an art form to include analysis of outstanding examples of children's books, familiarity with the major divisions in which children's books are published, preparation and submission of manuscripts for children's book production. Consultations with children's book editors, authors, and other representatives of book publication.

Integrated Arts in Childhood Education
E25.1080 30 hours: 2 points.
Methods of integrating music, art, dance, and drama into an integrated childhood education curriculum.

Introduction to Early Childhood and Special Education
E25.1103 30 hours: 2 points.
Introduction to the fields of early childhood education and early childhood special education. Topics include historical, political, and economic contexts of early childhood and early childhood special education; philosophies and models of early childhood and early childhood special education; the role of the child in society; and the locations of institutions of early childhood learning.

Microcomputer Applications in Early Childhood and Elementary Education I
E25.1132 45 hours: 3 points. Fall.
Choosing and using software appropriate to the special needs of early childhood and elementary education settings; practical problems in using a microcomputer; theoretical considerations in developing interactive support materials for instructional programs; planning for the integration of the microcomputer into the ongoing curriculum.

Microcomputer Applications in Early Childhood and Elementary Education II
E25.1133 45 hours: 3 points. Spring.
Choosing and using software appropriate to early childhood and elementary settings: handling practical problems in using a microcomputer; developing interactive support materials for instructional software; integrating microcomputers into the ongoing curriculum. Emphasis on database development and management; developing problem-solving and thinking skills; making maps, charts, and graphs; and processing ideas with a computer. Special attention given to social studies and environmental education applications.

Integrated Curricula in Science, Health, and Social Studies in Childhood Education
E25.1141 45 hours: 2 points.
Thematic teaching across the curriculum modeled in integrated curricula. Teaching methodologies specific to individual content areas of science, health, and social studies are taught in modules and simultaneously integrated through class activities and field-based projects.

Integrated Curricula in Mathematics, Science, and Social Studies in Childhood Education I, II
E25.1142,1143 45 hours: 3 points each semester.
Thematic teaching across the curriculum modeled in integrated curricula. Teaching methodologies specific to individual content areas of math, science, and social studies are taught in modules and simultaneously integrated through class activities and field-based projects.

Integrated Curricula in Children's Literature, the Arts, and Technology in Childhood Education
E25.1144 45 hours: 3 points.
Integrates children's literature, the arts, and technology. Thematic teaching
methods specific to these individual content areas to develop prospective teachers’ ability to use poetry, prose, storytelling, visual arts, dance, music, drama, computers, the Internet, and digital media with students grades one through six. These subject areas are taught in modules and simultaneously integrated through class activities and field-based projects.

Language and Literacy for Young Children
E25.1175 30-45 hours: 2-3 points.
Considers the relationships between young children’s language development and the acquisition of literacy. Explores the nature of language, language development, language diversity, early reading and writing development, and the deep connection of language and literacy to all areas of learning.

Language and Reading Instruction in Early Childhood
E25.1176 45 hours: 2-3 points.
Teaching the language-related processes with special focus on developmental listening, speaking, reading, and writing for native English language speakers and students who are English language learners. Varied approaches to teaching reading in early childhood programs are presented and tied to other curriculum areas. Students apply concepts by working with children to develop reading skills at developmentally appropriate levels.

Language and Reading Instruction for Childhood I
E25.1177 45 hours: 2 points.
Continuation of Language and Reading Instruction for Childhood I.

Language and Reading Instruction for Childhood II
E25.1178 20 hours: 1 point.
Continuation of Language and Reading Instruction for Childhood II.

Study of Teaching
E25.1351 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.

Supervised Student Teaching in Childhood Education, Grades 1-6
E25.1354 A minimum of 20 school days (100 hours): 2 points.
Supervised student teaching in classroom settings.

Supervised Student Teaching in Childhood Education, Grades 1-6
E25.1355 A minimum of 20 school days (100 hours): 3 points.
Supervised student teaching in classroom settings.

Inquiries into Teaching and Learning I
E27.0001 60 hours plus 15 hours of classroom observation/participation: 4 points. Fall.
Explores two themes: learners and learning and teachers and teaching. Students are introduced to teaching and learning by reconstructing, critiquing, and sharing their own educational histories and by reading and responding to the autobiographies and memoirs of learners and teachers of diverse backgrounds, needs, and experiences. Focuses on ways to promote and assess learning, support learners’ interests, foster effective communication, honor diversity, create democratic learning environments, and enable teachers to fulfill their responsibility to self, school, community, and others. By applying relevant professional literature to their microteaching and their observations in school settings, students examine how the classroom context shapes the acquisition of knowledge, attitudes, and skills.

Inquiries into Teaching and Learning II
E27.0002 60 hours: 4 points.
Focuses on the themes knowledge and knowing and schools and schooling. The course builds on students’ extensive and continuing field experiences as the basis for a critical examination of how the academic disciplines, the school organizations, and the curriculum contribute to teaching and learning. Through individual and interdisciplinary group projects, students explore how knowledge is constructed, how literacy skills are developed and contribute to what pupils come to know, and how the individuals within a school interact and affect the school’s mission.
Field Observations in Schools and Other Educational Settings

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

A field experience course taken in conjunction with E03.0001—New Student Seminar. Designed to introduce prospective teachers to the broad and diverse array of institutions that educate children and youth. Working in pairs or small groups, students visit and observe in two or three sites such as museums, settlement houses, schools, child care centers, and volunteer social service programs.

Integrating English and History with Adolescents

E27.1020  60 hours: 4 points.

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.

Language Acquisition and Literacy Education in a Multilingual and Multicultural Context

E27.1030  60 hours: 4 points.

Children acquire language through the transactions between their brains and the human worlds around them. This course helps students explore the first and second language acquisition processes and their implications for the acquisition and development of literacy skills, with a particular focus on both remedial and developmental processes for acquiring advanced reading and writing skills in middle childhood and adolescence. Emphasis is also placed on the varieties of language acquisition processes, including normal and delayed acquisition, growing up bilingual and/or bidialectal, and the effects of preschool exposure to literacy.

Senior Honors in Teaching and Learning

E27.1090  30 hours: 2 points each semester.

A seminar for students pursuing Honors Research in Teaching and Learning. Guides students through the processes of selecting an area of educational inquiry, developing research questions, choosing and implementing appropriate methodologies, building outlines, developing bibliographies, writing literature reviews, and preparing drafts. During the first semester, this seminar meets regularly, as students develop their projects. During the spring semester, students work independently on their projects under the direction of individual faculty supervisors, with whom they hold regular meetings.

E29: FOREIGN LANGUAGE EDUCATION

Teaching a Foreign Language to Elementary School Children

E29.1018  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. This experience includes 15 hours of field observation.

Supervised Student Teaching in Foreign Language Education: Middle School

E29.1065  A minimum of 20 school days: 4 points.

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.

Japanese for Business Professionals

E29.1120  30 hours and hours arranged: 3 points. Fall.

Introduction to the Japanese language, with a business focus, for professionals whose employment requires daily contact with Japanese-speaking people. This course is also good for teachers who get a chance to learn methodologies of working with beginning and intermediate learners of Japanese. One hour of practice is arranged each week in addition to regular class meetings.

Foreign Languages in Professional Settings: Spanish for Health Care Professionals

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

A practical course that includes the special vocabu-
lary and idiomatic structures needed by nutritionists, nurses, and other health care professionals who communicate with Spanish-speaking clients in their daily work.

Field Experience and Seminar in Foreign Language Teaching
E29.1915 30 hours plus 30 hours of field experiences: 4 points. Fall, spring.
Visits to foreign/second language classes, K-12, and to community resources useful in foreign/second language teaching (30 hours). 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.

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

Note: Students matriculated in the College of Arts and Science must complete appropriate language requirements before applying for student teaching. Other advanced courses in the target languages are offered for juniors and seniors on advisement.

E33: NUTRITION AND FOOD STUDIES
Diet Assessment and Planning
E33.0060 45 hours: 3 points. Fall, spring, summer. Prerequisite: E33.0119.
Assessment of the food intake and needs of individuals of diverse ages and backgrounds. Taking into consideration the genetic, cultural, social, and economic factors that affect dietary choices, students develop dietary plans that meet current recommendations for a variety of health conditions using exchange systems, food composition data, menus, recipes, and product labels. (Note: knowledge and application of nutrition-related pathophysiology is covered in E33.1185, Clinical Nutrition Assessment and Intervention.)

Food Issues of Contemporary Societies
E33.0071 45 hours: 3 points. Fall, spring, summer. Issues related to methods of food production, distribution, marketing, trade, and politics and the impact of these methods on food intake and the environment in contemporary societies.

Introduction to Foods and Food Science I
E33.0085 60 hours: 3 points. Fall, spring, summer. Fundamental foods course: scientific bases of food use. Professional methods and skills in food preparation. Lecture and laboratory.

Food Management Theory
E33.0091 45 hours: 3 points. Fall, spring, summer. Organization and management of commercial and institutional food service facilities in hotel, restaurant, educational, and community program sites.

Nutrition and Health
E33.0119 45 hours: 3 points. Fall, spring, summer. Introduction to nutrition science and its role in health and society; nutrient characteristics, requirements, and food sources; energy balance and weight control; dietary guides and food planning; and social and economic factors that affect food production and consumption.

Independent Study
E33.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged. For description, see pages 170-71.

Computers in Nutrition and Food Service I: Introduction
E33.1017 15 hours: 1 point. Fall, spring. Application and evaluation of basic computer tools and techniques for nutritional analysis and food service management. This course is offered on a pass/fail basis.

Computers in Nutrition and Food Service II: Software Applications
E33.1018 15 hours: 1 point. Fall, spring. Prerequisite: E33.1017 or equivalent. Application and evaluation of computer software tools for nutritional analysis and food service management. This course is offered on a pass/fail basis.

Computers in Nutrition and Food Service III: Advanced Nutrition Applications
E33.1019 15 hours: 1 point. Fall, spring. Prerequisites: E33.1017, E33.1018, or equivalents. Application and evaluation of computer software tools for nutritional analysis and food service management.
Food Microbiology and Sanitation
E33.1023 45 hours: 3 points. Spring.
Food safety, processing, and regulatory issues related to the role of microorganisms in food processing and preservation. The use of Hazard Analysis Critical Control Points (HACCP) to prevent contamination of food, equipment, and personnel.

Beverages
E33.1025 45 hours: 3 points. Fall.
Introduction to basic principles and practical experience in development of beverage systems and menus. Considers pricing, equipment, legal, merchandising, and personnel policies.

Food Service Supervision and Training
E33.1039 45 hours: 3 points. Spring.
Prerequisites: any management course, junior status.
Principles of training and supervision in food service management through lectures, demonstrations, and case studies.

Food Microbiology and Sanitation: Safety Certification
E33.1048 15 hours: 1 point. Fall, spring.
This course covers food service sanitation procedures: facilities, food handling, codes, and management responsibilities. It prepares students to take the National Restaurant Association’s examination for food safety certification (ServSafe).

Food and Society
E33.1051 30 hours: 2 points. Spring.
The ways in which culture, social customs, and economic forces have interacted and currently interact to influence the food intake, health, and nutritional status of selected world populations.

Food Production and Management
E33.1052 75 hours: 25 hours lecture, 50 hours laboratory: 3 points. Fall, spring.
Institutional and commercial food preparation and service: menu planning and pricing and recipe standardization integrated with techniques, methods, principles, and standards of food purchasing, receiving, storage, and preparation; food procurement and merchandising; and staff supervision. Lecture and laboratory.

Food Facility Design and Equipment
E33.1054 45 hours: 3 points. Fall.
Prerequisites: E33.1052, E33.0091.
Food facility design and layout and equipment selection, specification, and organization.

Internship in Food Studies and Food Management
E33.1056 45 hours per point plus hours arranged: 1-6 points. Fall, spring.
Prerequisite: junior status.
Practical work experience in food studies and food management supported by classroom, discussion, and projects. The objectives of the course are to apply classroom content to work experience; identify career options through professional seminars, work experience, and class discussions; develop professional skills through personal observations, work experience, and class assignments; and identify resources and professional networks that support employment opportunities in the field of interest.

Nutritional Biochemistry
E33.1064 45 hours: 3 points. Fall, spring.
Prerequisites: E33.0119, E14.1035, V25.0240, V25.0868 (undergraduates only); E33.1269 (may be taken concurrently).
Study of the role of nutrients in the human body at the cellular level and in metabolism.

Nutrition-Focused Human Physiology
E33.1068 45 hours: 3 points. Fall.
Prerequisite: E33.0119.
This course is concerned with the basic concepts of structural and functional organization of the human body, the terminology involved in the areas of physiology and anatomy, and the understanding of the different anatomical and physiological systems that are more closely associated with the nutritional sciences.

Food Service Accounting Management
E33.1101 45 hours: 3 points. Spring.
Prerequisite: C10.0001 or equivalent.
Basic accounting procedures for the food service industry for control of revenues, expenses, assets, and liabilities, along with techniques for costing, budgeting, and pricing, with emphasis on their use in situation analysis and decision making.

Food Laws and Regulations
E33.1109 45 hours: 3 points. Spring.
Prerequisites: E33.0085, E33.0091.
Overview of legal issues affecting food service management: laws, contracts, taxes, and relations with administrative and regulatory agencies, both domestic and international.

Current Research in Nutrition
E33.1117 30 hours: 2 points. Spring.
Prerequisite: senior status.
Critical evaluation of recent research through seminars and class discussions. For advanced undergraduates.
Communications Workshop in Foods and Nutrition
E33.1130 30 hours: 2 points. Summer. Prerequisite: E33.0119.
Techniques for communicating information about foods and nutrition to professionals, the public, the media, and food and beverage marketers.

Essentials of Cuisine: International
E33.1135 15 hours per point: 1-3 points. Fall. Prerequisite: E33.0085.
Introduction to the art and science of cuisine characteristics of selected world cultures through lectures, demonstrations, hands-on preparation, and field trips.

Food Demonstrations
E33.1137 15 hours per point: 1-3 points. Summer. Prerequisite: E33.0085.
Principles and methods for planning, organizing, and demonstrating preparation of selected foods, meals, and cuisines—especially those modified for nutritional or other purposes—to small and large groups. May be repeated for up to 3 points.

Food Events: Planning and Catering
E33.1143 15 hours per point: 1-3 points. Fall, spring.
Organization of marketing, planning, pricing, purchasing, preparation, delivery, and service of foods and meals for specific purposes and occasions, at both on-premise and off-site locations.

Food and Nutrition in a Global Society
E33.1180 60 hours: 4 points. Spring. Prerequisite: senior status.
This course, which fulfills the Integrated Liberal Arts requirement, unites the liberal arts experience with a specialization in food and nutrition. It contains three areas of focus: food and nutrition history; ethical issues in food and nutrition; and emerging technologies as they relate to food and nutrition. Restricted to undergraduates with senior status.

International Foods
E33.1183 15 hours per point: 1-2 points. Spring.
Introduction to foods from various nationality groups through lectures, demonstrations, and field trips.

Food Science and Technology
E33.1184 45 hours: 3 points. Fall, spring, summer. Prerequisites: E33.0085, V25.0002.
Scientific and sensory principles of food evaluation: professional methods, quality assurance, and objective experiments in advanced food preparation. Lecture and laboratory.

Clinical Nutrition Assessment and Intervention
E33.1185 45 hours: 3 points. Prerequisites: E33.0060; E14.1035, V25.0240.
Advanced study of the effects of disease on nutrient and energy requirements and metabolism, assessment and treatment of disease-induced malnutrition, and nutritional support methods applied to case management. Emphasizes assessment of anthropometric and biochemical indicators, clinical symptoms, and development of individual nutritional care plans. For advanced undergraduates and graduate students requiring preparation for clinical courses.

International Nutrition
E33.1187 15 hours per point: 1-3 points. Summer.
Introduction to world food problems and their nutritional, economic, and social effects.

Food Finance
E33.1188 45 hours: 3 points. Fall. Prerequisite: a basic accounting course.
Introduction to financial planning and control, fundraising, and investment in food and food service industries.

Food Marketing
E33.1189 45 hours: 3 points. Spring.
Principles, functions, and tools of marketing and sales used by distributors, commercial and noncommercial operators, and vendors; investigation of current marketing issues.

Fieldwork
E33.1198 120 hours: 4 points. Fall, spring. Prerequisites: E33.0060, E33.1185, E33.1269, and senior status. Application must be filed during the previous term.
Participation and experience in the professional field of major interest. For advanced undergraduates.

Food Preparation Techniques: Photography
E33.1200 45 hours: 3 points. Spring. Prerequisite: E33.0085 or equivalent.
Introduction to methods involved in preparing food to be photographed for use in print and other media formats.

Food in the Arts
E33.1204 30 hours: 2 points. Fall, spring.
The ways in which writers, artists, musicians, and filmmakers have used food as a theme or symbol for reasons of aesthetic, social, cultural, or political commentary. May be repeated for up to 6 points.

Community Nutrition
E33.1209 45 hours: 3 points. Fall, spring, summer. Prerequisite: E33.0060 (may be taken concurrently).
Rationale for development of community nutrition programs and their design, implementation, and evaluation. Lectures and individual and group projects.
Advanced Foods  
E33.1217  15 hours per point: 1-3 points.  
Prerequisite: E33.0085.  
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 on modifications to meet specific nutritional or other requirements. May be repeated for up to 3 points.

Nutrition and the Life Cycle  
E33.1269  45 hours:  
3 points. Fall, spring.  
Prerequisites: E33.0119, E14.1035; E33.0060 (may be taken concurrently).  
Analysis and application of the physiological, biochemical, and biochemical basis for differences in nutritional requirements throughout the principal stages of the life cycle—pregnancy, infancy, childhood, adolescence, adulthood, older adulthood—and the ways in which social and environmental factors influence nutritional status at each stage.

Food Photography  
E33.1271  15 hours:  
1 point. Summer.  
Demonstration of techniques for photographing foods for use in print and other media formats.

E34: SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY  
Anatomy and Physiology of Speech and Hearing Mechanism  
E34.0008  45 hours:  
3 points. Spring.  
A comprehensive study of the anatomical and physiological bases of speech, production and perception. The structures and mechanics of respiration, phonation, resonance, articulation, and speech perception 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 and perception and swallowing.

Introduction to Speech-Language Pathology  
E34.0017  45 hours:  
3 points. Fall.  
A presentation of clinically normal voice, speech, and language processes provides a foundation for the overview of major categories of communication disorders. Includes etiologies and typical symptomatology of major communication disorders.

Voice and Diction  
E34.0032  30 hours:  
2 points. Fall, spring.  
Analysis of student’s voice and diction; elements of the speaking voice; study of English sounds, stress, and intonation; application of principles. Foreign students who are not fluent in English should register for E34.1005. Hours are arranged for student evaluation and practice.

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.

Speech for International Students and Nonnative Speakers of English  
E34.1005  30 hours:  
2 points. Fall, spring.  
For undergraduate students. A speech improvement course especially designed for international students who wish a phonetic analysis of their language usage and practice in modifying their accents. Hours are arranged for student evaluation and practice.

Introduction to Neurogenic Communication Disorders  
E34.1012  45 hours:  
3 points. Fall.  
Study of the nature, course, and severity of the most commonly occurring communication disorders resulting from neurological injury or disease. Analysis of the neurological basis of aphasia, dementia, traumatic brain injury, and motor speech impairments on communication skills. Investigation into current evaluation strategies and treatment programs employed by speech-language pathologists for these and related disorders.

Communication Disorders and Aging  
E34.1015  45 hours:  
3 points. Spring.  
Study of the communication disorders and disabilities experienced by elders and the role of the speech-language pathologist within the field of gerontology. Analysis of communication disability within the larger context of the aging process. Investigation of aspects of normal and pathological aging contrasted with the stereotypes of aging, and verbal communication and swallowing disabilities such as effects of aging on the voice, the hearing mechanism, and cognition. Explores functional treatment approaches geared to the specific communication needs of elders.

Speech Pathology: An Introduction to Methods and Materials for Diagnosis and Therapy in the Schools  
E34.1065  60 hours plus 30 hours field observation:  
4 points. Spring.  
Prerequisites: E34.0017, E34.0018, and E34.0061 or permission of instructor.  
Description and diagnosis of speech and language disorders of functional and organic origins that adversely affect a student’s academic performance are addressed. Methods and materials for authentic assessment that differentiate among language disorders, language delay, and

language differences are presented. Therapy using a variety of integrated service delivery models, including collaborative, consultative, traditional, direct, and indirect models of intervention is studied, as are strategies and services that enable full student participation in the traditional classroom via use of both low- and high-technology augmentative communication systems. Materials and strategies that address the needs of bilingual students and culturally diverse student populations acknowledging various learning styles are also studied. Each student observes three to four hours weekly of speech, language, or swallowing assessment and therapy under the supervision of an individual holding New York State licensure and the ASHA Certificate of Clinical Competence.

Introduction to Articulation Disorders
E34.1101 45 hours: 3 points. Spring.
Prerequisites: E34.0017 and E21.1061 or permission of instructor.

Audiology: Intervention Strategies with Children
E34.1205 45 hours: 3 points. Spring.
Prerequisite: E34.1230 or equivalent, or permission of instructor.
Principles and techniques of audiologic evaluation and management of hearing-impaired infants and children. Both personal and assistive amplification listening systems are covered. Speech reading and auditory training techniques. Educational and communicative options for children of different ages with different types and degrees of hearing loss. The cochlear implant: implications for rehabilitation and education of profoundly hearing-impaired children are included.

Introduction to Language Disorders in Children
E34.1207 45 hours: 3 points. Spring.
Prerequisites: E34.1601 and E75.0081.
An introduction to language disorders associated with various categories of disability. Basic assessment and remediation approaches are addressed.

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-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.

Acoustic Phonetics
E34.1402 45 hours: 3 points. Spring.
Prerequisites: E34.1008 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.

Language Development in the Preschool Years
E34.1601 45 hours: 3 points. Fall.
Focuses on research on normal language acquisition and development with reference to three oral language components: form, content, and use. Implications for the facilitation of language in children with delayed language development are discussed.

E50: PHILOSOPHY OF EDUCATION

Introduction to Philosophy of Education
E50.1003 30 hours: 2 points. Fall.
Assumptions and implications of educational theory and practice; teaching and learning, the structure of knowledge, and impact of the behavioral sciences; 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 idea. Ethical issues inherent to the idea of being a professional; examples drawn from education, nursing, health, art, and business.

Introduction to Environmental Ethics
E50.1500 45 hours: 2 points. Fall.
A consideration of the leading philosophical ideas involved in the many ways that people are looking at environmental issues. Attention focuses on the variety of interpretations given to humanity’s relationship to the earth and on questions of knowing and learning, moral conduct, the rights of nonhuman life, and the nature of economic activity these interpretations provide.
E53: INTERNATIONAL EDUCATION

Approaches to Study Abroad
E53.1009 19 hours: 1 point.
An examination of study abroad programs in colleges and universities, including the history and current state of exchange programs in higher education. Focuses 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.

E55: HISTORY OF EDUCATION

A History of the Professions in the United States
E55.1010 60 hours: 4 points. Fall.
The goal of this course is to examine the evolution of American professions with a focus on the persistent impact of cultural issues on practice. We consider initial professional development and membership, look at how work became organized in the fields of education and health care, and examine sound and flawed decisions that reverberate today.

Critical Study of Education
E55.1031 30 hours plus 15 hours arranged in field participation experiences: 3 points.
Part of the common pedagogical core, this course helps teachers acquire the critical skills of reflective practitioners. Through critical analysis of the educational ideas of Plato, Rousseau, and Dewey, students learn how to identify assumptions, analyze arguments, and assess evidence. Includes critical discussions of the role of the teacher and what’s worth knowing and how teachers’ understandings of the complex communities in which they teach can be used to promote student learning.

E59: COMMUNICATION STUDIES

Introduction to Media Studies
E59.0001 60 hours: 4 points.
Introduces students to the study of contemporary forms of mediated communication. Surveys the main topics in the field and introduces students to a variety of analytical perspectives. Issues include the economics of media production; the impact of media on individual attitudes, values, and behaviors; the role of media professionals; and the impact of new media technologies.

History of Communication
E59.0003 60 hours: 4 points.
A survey of the four great revolutions in human communication: orality (speech), literacy (writing and reading), typographic (print and mass literacy), and the electronic media (telegraph, telephone, photography, film, radio, television, computers, and communication satellites). Examines how the semiotic codes, physical structures, and time-space biases of the media wrought by these revolutions have affected such basic human communication forms as memory, myth and ritual, narration and reenactment, and visual imagery.

Introduction to Human Communication and Culture
E59.0005 60 hours: 4 points.
Surveys major research perspectives and theories concerning core areas within the field of culture and human communication. Introduces and reviews major approaches to the study of human interaction, rhetoric, language, persuasion, and cultural processes across diverse contexts.

Language, Thought, and Culture
E59.0010 60 hours: 4 points.
An introduction to the role played by language in human society and culture. Examines how language structures our ways of perceiving, knowing, thinking, communicating, and behaving.

Introduction to Media Criticism
E59.0014 60 hours: 4 points.
An introduction to approaches and practices used to criticize the content, structure, and context (including effects) of significant media in our society. Background readings, examination of current criticism, and beginning practice in media criticism are employed.

Independent Study
E59.1000 45 hours per point: 1-6 points. Fall, spring, summer; hours to be arranged.
For description, see pages 170-71.
Space and Place in Human Communication  
E59.1002  60 hours: 4 points: Spring.  
This course builds on a core concept of Lewis Mumford, who understood media ecology as a component of spatial and urban ecology. Emphasis is placed on how space socially organizes human meaning and on the “inscription of space.” How do people, through their practices and their being in the world, form relationships with the locales they occupy (both the natural world and the built environment)? How do they attach meaning to spaces to create places? And how do the experiences of inhabiting, viewing, and hearing those places shape their meanings, communicative practices, cultural performances, memories, and habits? Course themes include mapping and the imagination; vision and space; soundscape; architecture and landscape; new media and space/time compression; space and identity; spatial violence; spatialization of memory.

Introduction to Digital Media  
E59.1003  60 hours: 4 points: Spring.  
This course is an introduction to digital media, focusing on networks, computers, the Web, and video games. Theoretical topics include the formal qualities of new media, their political dimensions, and questions of genre, narrative, and history.

The Culture Industries  
E59.1005  60 hours: 4 points.  
A survey of contemporary media, the arts, and journalism, with particular attention to the impact of corporate concentration on the working atmosphere and final product in a wide variety of cases. Periodic guests from the industry discuss current examples.

Television: History and Form  
E59.1006  60 hours: 4 points: Fall, spring.  
Analysis of television as a medium of information, a conveyor and creator of mass culture, and a form of aesthetic expression. The course examines the historical development of television as both a cultural product and an industry.

Film: History and Form  
E59.1007  60 hours: 4 points: Fall, spring.  
Analysis of film as a medium of information, a conveyor and creator of mass culture, and a form of aesthetic expression. The course examines the historical development of film as both a cultural product and an industry.

Crime, Violence, and Media  
E59.1012  60 hours: 4 points: Fall.  
This course considers the culture of crime in relation to conventions of news and entertainment in the mass media. Topics include competing theories of criminogenic behavior, news conventions and crime reporting, the aesthetics and representation of crime in the media, the role of place in crime stories, moral panics and fears, crime and consumer culture, and the social construction of different kinds of crimes and criminals.

Introduction to Mass Persuasion and Propaganda  
E59.1014  60 hours: 4 points.  
Analysis of the development, principles, techniques, and results of mass persuasion from its beginnings in ancient civilizations to its evolution into propaganda in the modern technological society. Mass persuasion in war, politics, and advertising is examined.

Advertising and Society  
E59.1015  60 hours: 4 points.  
Study of modern advertising as both an industry and symbolic system. The course combines rigorous textual and critical analysis of advertising (to include print, broadcasting, outdoor, and online advertising) with an understanding of campaign strategies. The course also analyzes the relationship between advertising and consumerism.

Media Audiences  
E59.1016  60 hours: 4 points.  
An examination of the great debate concerning the effects of mass media and mass communication on our society. Analysis and application of major perspectives and approaches used in formulating modern theories of mass communication.

Kids in Media Culture  
E59.1018  60 hours: 4 points. Fall, spring.  
An examination of debates about children, adolescents, and media is grounded in research about how kids actually use and value different media and find meaning in different socio-cultural contexts. Discussions explore the social, cultural, and political implications of these situations and generate suggestions for action.

Media and Identity  
E59.1019  60 hours: 4 points.  
Study and exploration of the relationship between the media and the construction of both individual and social identities. Examines the ways in which human identity is increasingly influenced by media representations and the social and personal consequences of this trend.

The Impact of Technology  
E59.1034  60 hours: 4 points.  
An inquiry into the interplay of technology and contemporary society. Examines the ways in which technologies—mechanical, electronic, analog, and digital—have shaped and complicated our culture and society.
Internship: Communication Studies
E59.1100  45 hours per point: 1 to 4 points.
This internship promotes the integration of academic theory with practical experience. Internships expand student understandings of the dynamic and ever-changing field of communications.

Integrating Liberal Arts: Communication
E59.1200  60 hours: 4 points. Open only to seniors in the Department of Culture and Communication or by permission of instructor.
A culminating course integrating models of interpretation derived from the liberal arts with the analytical tools developed in communication studies. Reflects current research interests within the department and encourages students to explore emerging issues in the field of communication studies, including media and globalization, professional ethics, and the interaction between audiences and texts.

Senior Honors in Communication Studies
E59.1210  30 hours: 2 points. Open only to communication studies majors with senior standing. Departmental approval required to pursue honors in the major.
Extended primary research in communication studies, focusing on the development and sharing of individual research projects. Students enroll concurrently in 2 points of Independent Study under the direction of a faculty honors sponsor, as outlined in department guidelines.

Mass Media, Global Communication, and the Future
E59.1300  60 hours: 4 points.
Examines the broad range of activities associated with the globalization of media production, distribution, and reception. Issues include the relationship between local and national identities and the emergence of a “global culture” and the impact of technological innovations on the media themselves and their use and reception in a variety of settings.

Communication and International Development
E59.1305  60 hours: 4 points.
Introduces students to theoretical foundations in historical and contemporary issues in communication, media, information, and international development. Topics include state building, modernization, dependency, and globalization. Each week is dedicated to a particular country/region and media development program whereby students analyze a specific case study.

Understanding Propaganda: Media, Politics, and the Modern World
E59.1350  60 hours: 4 points.
Introduces students to the history and practice of propaganda in the modern world, with a particular emphasis on the tactical and strategic uses of media as an instrument for the dissemination of propaganda.

Global Cultures and Identities
E59.1401  60 hours: 4 points. Fall
This course examines globalization as it is inscribed in everyday practices through the transnational traffic of persons, cultural artifacts, and ideas. The course focuses on issues of transnational mobility, modernity, and the local/global divide and pays specific attention to how categories of race, gender, and ethnicity intersect with transnational change.

Copyright, Commerce, and Culture
E59.1405  60 hours: 4 points.
Explores the basic tenets and operative principles of the global copyright system. Considers the ways in which media industries, artists, and consumers interact with the copyright system and judges how well it serves its stated purpose: to encourage art and creativity. Examines various social, cultural, legal, and political issues that have arisen in recent years as a result of new communicative technologies. The two main technological changes to be addressed are the digitization of information and culture and the rise of networks within society and politics.

Print and Human Experience
E59.1515  60 hours: 4 points.
An overview of print as a function of communication and its impact on society. Examines theories of graphic communication and the persuasive power of print. Topics include hieroglyphics; typographic communication; graphic design for visual communication; the print revolution in modern Europe; the role of print communication for persuasion; electronic publishing; and electronic threats to print.

Marking Time: From Writing to Print to Visual Bookmaking
E59.1520  60 hours: 4 points.
Evolutionary stages of diverse writing and bookmaking practices. From the first record-keeping necessities through biblical texts and medieval book practices, to mechanical reproductions and the transformation from print to the computer age. Cultural and social impact of these traditions is examined.

Gender and Communication
E59.1700  60 hours: 4 points.
Does gender influence the ability to communicate? According to recent studies, gender plays a powerful role in how we are perceived by others and often influences the way we communicate with others. This course enables students to understand how to deal with sex roles and
sex role development as they affect the ability to communicate in everyday life.

Listening
E59.1715 30 hours: 2 points.
Students evaluate their own listening skills and discuss the various factors that affect listening ability and how crucial effective listening is to professional and personal success. Through case study and practical application, students learn how to strengthen their own listening ability.

New Dimensions in Communication: The Communication Consultant in Corporate America
E59.1720 30 hours: 2 points.
Identifies strategies for the communication consultant in corporate America. Survey of the kinds of consulting that occur and professional opportunities available. Strategies are provided for making the transition from academic to corporate arenas.

New Dimensions in Communication: Communication for Professionals
E59.1725 30 hours: 2 points.
Effective communication within organizations requires an understanding of the various communication dimensions that exist within professional frameworks. The course endeavors to give students this understanding through the discussion and practical experiences in technology and communication, teleconferencing, the interview, group and individual presentations in a television studio setting, and defining the professional environment.

Nonverbal Communication
E59.1730 60 hours: 4 points.
It is estimated that what we say without words comprises up to 65 percent of what we mean. In this course, students learn how to identify and interpret gestures and facial expressions and to understand the implications of the power that underlies all nonverbal communication. Topics for discussion include the meaning of body language, the uses of space, touching behavior, eye contact, and paralanguage. Through such understanding, students gain greater awareness of and insight into their own behavior and into the behavior of others.

Cross-Cultural Communication
E59.1735 60 hours: 4 points.
Consideration is given to verbal and nonverbal communication processes in U.S. culture as compared and contrasted with other interacting cultures; stereotypes resulting from differences in communication; and intervention strategies designed to strengthen effective intercultural communication.

Interviewing Strategies
E59.1740 30 hours: 2 points.
Focuses on the principles and practices of successful interviewing techniques. Students are provided with background on the structure of an interview and learn how to analyze success and/or potential problems. Review of case studies and practice in holding interviews enable students to gain experience and to improve their own abilities.

Communication in Organizational Settings
E59.1745 60 hours: 4 points.
This course is designed especially for students entering business, health care, and educational settings who are assuming or aspiring to positions of leadership. Through case studies and class discussion, course work focuses on strengthening communication competency in presentation skills, persuasive ability (e.g., marketing and sales), leadership in meetings, and problem-solving skills.

Communication and Public Relations
E59.1750 60 hours: 4 points.
Public relations means different things to different people, but it has one undeniable element: communication. This course is concerned with arranging, handling, and evaluating public relations programs. Students work with actual case histories and deal with contemporary topics such as the use of the computer in public relations.

Public Relations Techniques
E59.1755 60 hours: 4 points.
Focuses on techniques of communication in public relations including creation of press releases, press packets and kits, and developing public relations campaigns.

Advertising Techniques
E59.1775 60 hours: 4 points.
Understanding the communication strategies and fundamentals of effective advertising and the use of advertising communication tools. The emphasis is on techniques, preparation of materials, and the ability to assess the effectiveness of these strategies.

Advanced Advertising Strategies
E59.1780 60 hours: 4 points.
Prerequisite: E59.1775 or equivalent.
Teaches students who have taken a basic advertising course how to develop a complete advertising campaign for a product, service, or nonprofit organization.

Marketing for Mass Media
E59.1785 60 hours: 4 points.
Introduces the media studies student to the theory, principles, and practice of marketing management and integrated marketing communications. Analyzes the method, policies, and institutions involved in the
flow of goods and services from the producer to the consumer. Particular emphasis is placed on critically examining the role of advertising techniques, sales promotion, and public relations.

**Introduction to Rhetoric**
E59.1790  60 hours: 4 points.
A historic view of rhetorical theory from the ancients (Plato, Aristotle, Quintilian) to the modern (Burke, Weaver, Toulmin). The primary applications of the theory are to contemporary speakers and the nature of American political rhetoric. Questions addressed range from “What is rhetoric?” to “What made the Declaration of Independence persuasive?” to “Why (and how) does the government lie to us?”

**Introduction to Rhetorical Criticism**
E59.1795  60 hours: 4 points.
An introduction to the art of evaluating speeches. Application of the rhetorical theories—from Aristotle to postmodernism—to famous 20th-century speeches (Kennedy’s “Inaugural,” Reagan’s “Star Wars,” etc.).

**Political Rhetoric**
E59.1800  30 hours: 2 points.
Looking at the rhetoric of public relations, the class examines the principles and assumptions in analyzing the process of political campaigns. Focus is on an analysis of what is reported to the mass media and not the “gatekeepers”—reporters, editors, and producers of news who filter the messages. Also, a discussion on how public relations helps create the viewpoints that eventually become well established and widely held.

**Public Speaking**
E59.1805  60 hours: 4 points.
Analysis of the problems of speaking to groups and practice in preparing and presenting speeches for various purposes and occasions. Hours are arranged for student evaluation and practice.

**Persuasion**
E59.1808  60 hours: 4 points.
Analysis of factors inherent in the persuasive process; examination and application of these factors in presentations.

**Conflict Management Communication**
E59.1815  60 hours: 4 points.
Effective communication plays a critical role in addressing, defusing, and managing conflict in professional and personal settings. Through case studies, students learn how factors such as ethnicity, oral and nonverbal communication, gender, culture, and writing contribute to conflict and how to assess, manage, and defuse conflicts productively.

**Communication Competencies in the Mediation Process**
E59.1820  60 hours: 4 points.
Mediation is an alternative to violence, self-help, and litigation. It is a process in which parties with a dispute settle it with the mediator. Students acquire the communication competencies and an understanding of the process that enables the parties to live peacefully in the future. Students also develop mediation objectives and strategies and execute a mediation session.

**The Art of Narration**
E59.1825  45 hours: 3 points.
Practice in storytelling techniques and extensive study of materials. Hours are arranged for student evaluation and practice.

**Interpersonal Communication**
E59.1830  60 hours: 4 points.
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.

**Argumentation and Debate**
E59.1835  60 hours: 4 points.
Analysis of the problems inherent in arguing and debating; the development of analytical tools for argument; practice in the application and preparation of analysis through debating. Hours are arranged for student evaluation and practice.

**Team Building**
E59.1840  60 hours: 4 points.
Examines the principles and techniques involved in group problem-solving and decision-making tasks. Class projects are used to practice the application of the fundamentals and implementation of specific strategies. Hours are arranged for student projects and practice.

**E63: Applied Psychology**

**Introduction to Psychology and Its Applications**
E63.0015  60 hours: 4 points. Fall, spring.
Introduction to the fundamental principles of psychology, emphasizing both the unity and the diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, learning, development, motivation, and social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class experiments, and a required field experience. Links between research and its applications are a recurrent theme.
Human Development I
E63.0020  60 hours plus 15 hours of field experience: 4 points. Fall. Introduction to research and theory of human development across the life span. Seminal theories and basic research of individual growth and development are analyzed and critiqued. Emphasis is on the range in human development with discussion of normative and nonnormative development. Emphasis is also placed on the importance of understanding the influence of normative and nonnormative contexts of development, including the impact of culture, heritage, socioeconomic level, personal health, and safety. Relations between home, school, and community and their impact on development are also explored via readings, lectures, discussions, and weekly observations in the field. Interrogation of implicit folk theories as a foundation for exploration of formal knowledge of human development.

Human Development II: Application for Early Childhood Educators
E63.0021  30 hours plus 15 hours of field experience: 2 points. Course meets first half of spring semester. Prerequisite: E63.0020. Further analysis of research findings and theories of human development focusing on early childhood and applied across various institutional contexts. Important issues include language development, assessment of readiness to learn, separation from the family, peer relationships, aesthetic experiences. Developmentally appropriate consideration of abusive and dangerous environments and of alcohol, tobacco, and drug use is also included. Direct application of theory and research is made through field-based inquiry and issue-based investigation.

Human Development II: Application for Childhood Educators
E63.0022  30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: E63.0020. Further analysis of research findings and theories of human development focusing on childhood and applied across various institutional contexts. Important issues include numeric competence, assessment of reading problems, gender differences in learning styles. Developmentally appropriate consideration of abusive and dangerous environments and of alcohol, tobacco, and drug use is also included. Direct application of theory and research is made through field-based inquiry and issue-based investigation.

Human Development II: Adolescents
E63.0024  30 hours plus 15 hours of field experience: 2 points. Course meets second half of spring semester. Prerequisite: E63.0020. Further analysis of research findings and theories of human development focusing on adolescence and applied across various institutional contexts. Important issues include understanding and mastering test-based graduation requirements, transition to work/college, identity development, depression, and aggression. Developmentally appropriate consideration of abusive and dangerous environments and of alcohol, tobacco, and drug use are also included. Direct application of theory and research is made through field-based inquiry and issue-based investigation.

Social Psychology
E63.1003  45 hours: 3 points. Spring. Beginning fall 2007: E63.0013  60 hours: 4 points. Spring. Prerequisite: a course in general psychology. Social psychology 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.

The Counseling Interview
E63.1012  45 hours: 3 points. Fall, spring. Beginning fall 2007: E63.1012  60 hours: 4 points, Fall, spring. Program/departmental majors only. The interview is studied as an interactional process in which the interviewer is a helper to the interviewee in various settings. Intended for nonspecialists in counseling and guidance. Hours arranged for laboratory work.

Educational Psychology
E63.1014  45 hours: 3 points. Fall, spring. Beginning fall 2007: E63.1014  60 hours: 4 points. Fall, spring. Prerequisite: a course in general psychology. Overview of major areas in psychology such as developmental, learning, social, personality, and measurement; the concepts and principles fundamental to the educational process and their application to teaching.
### Mental Health: Historical, Social, and Political Perspectives

_E63.1031_ 60 hours: 4 points. Spring.
Prerequisite: a course in general psychology. Not open to freshmen or sophomores.

A historical analysis of mental health viewed within a changing social and political context. Special attention given to the changing notions of mental health. Applications to different populations and symptoms and, as a corollary, changing notions of intervention.

### Abnormal Psychology

_E63.1038_ 45 hours: 3 points. Spring.
Beginning fall 2007:
_E63.1038_ 60 hours: 4 points. Spring.
Prerequisite: a course in general psychology.

Theories, conceptions, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The interrelationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

### Theories of Personality

_E63.1039_ 45 hours: 3 points. Fall.
Beginning fall 2007:
_E63.0019_ 60 hours: 4 points. Fall.
Prerequisite: a course in general psychology.

Consideration of the major theories of personality. The work of various theorists is discussed as it relates to personality development through the life span.

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

_E63.1041_ 45 hours: 3 points. Fall.
Beginning fall 2007:
_E63.1041_ 60 hours: 4 points. Fall.
Prerequisite: a course in general psychology.

Focuses on the psychology of women and their mental health throughout the life cycle. Topics include socialization and gender, feminist theory, and therapy as well as high prevalence disorders of girls and women (anxiety and phobias, eating disorders, dealing with violence and abuse, coping with stress, etc.).

### The Cultures of Psychology

_E63.1050_ 45 hours: 3 points. Spring.
Beginning fall 2007:
_E63.1050_ 60 hours: 4 points. Spring.
Prerequisite: a course in general psychology.

How culture has shaped the development of major theoretical perspectives in psychology. Alternative psychological perspectives are addressed with regard to race/ethnicity, gender, and class. Specific topics of interest include biological determinism and the medical model, psychosocial theory, and other prominent psychological constructs such as intelligence and pathology.

### Research Methods in Applied Psychology I

_E63.1073_ 45 hours: 3 points. Spring.
Beginning fall 2007:
_E63.0025_ 60 hours: 4 points. Spring.
Program/departmental majors only.

Research and evaluation in applied psychology studies are considered from both theoretical and methodological perspectives. Students participate in the formulation of research problems and in data collection and analysis under the direction of faculty and advanced graduate students.

### Psychosocial Aspects of Sexual Behavior

_E63.1081_ 45 hours: 3 points. Fall, spring.
Beginning fall 2007:
_E63.1081_ 60 hours: 4 points. Fall, spring.
Prerequisite: a course in general psychology.

Focuses on sexual behavior throughout the life span. The relationship between sexual physiology, attitudes, knowledge, and behavior is examined. Students critically evaluate current social sexual issues using research in psychosexuality, health, culture, and history. The relationship between personal sexual beliefs and professional development is investigated.

### Sexual Identities Across the Life Span

_E63.1110_ 45 hours: 3 points. Spring.
Beginning fall 2007:
_E63.1110_ 60 hours: 4 points. Spring.
Prerequisite: a course in general psychology.

Explores lesbian, gay, bisexual, and transgender identity development as well as stigma management, coming out, multiple oppressions, and community support to combat isolation and minority stress among adolescents, adults, and older adults.

### Fieldwork in Applied Psychology I

_E63.1123_ 90 hours: 3 points. Fall.
Beginning fall 2007:
_E63.1123_ 120 hours: 4 points. Fall.
Program/departmental majors only.

Focus is on the assessment of abilities, interests, values, and personality characteristics of each student and observing professionals in representative human service agencies. Students spend a minimum of six hours each week for 15 weeks visiting various human service agencies, observing activities, and conducting informational interviews.

### Fieldwork in Applied Psychology II

_E63.1194_ 120 hours: 4 points. Spring.
Program/departmental majors only.

During this semester, students apply their self-knowledge and agency preferences to selection of
at least two sites for guided observations and in-depth exposure to the work of the agencies. Six hours of fieldwork per week plus seminar participation are required. Career alternatives are explored as part of the decision-making process. Report-writing skills and professional ethics are among the seminar topics. Observational skills are refined continuously.

Fieldwork in Applied Psychology III

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

Students select one field site to test a career alternative of their choice. Continuous self-evaluation vis-à-vis field experience and seminar discussions enables students to narrow choices and generalize to other life decisions. Six hours per week at the field site and seminar participation are required for the seminar.

Fieldwork in Applied Psychology IV

E63.1126  120 hours:  4 points. Spring.  Program/departmental majors only.

During this last undergraduate semester, an extensive senior thesis enables students to relate theory and practice in order to implement life-planning decisions. The nature of each student's thesis takes into account individual interests, skills, and career choices. Presentations in the seminar enable students to develop critical analysis and supervisory skills.

Research Methods in Applied Psychology II

E63.1137  45 hours:  3 points. Fall.  Beginning fall 2007:  E63.1137  60 hours:  4 points. Fall.  Prerequisite: E63.1073 or E63.0025. Program/departmental majors only.

Introduction to decision theory applied to problems in psychology, sociology, human relations, and selected aspects of economics, political science, and the human services professions. Role of evidence in decisions and rules for collection of relevant evidence. Rationales for quantification of evidence.

Psychology of Human Learning

E63.1214  45 hours:  3 points. Fall.  Beginning fall 2007:  E63.1214  60 hours:  4 points. Fall.  Prerequisite: a course in general psychology.

Consideration of major learning theories and related research. Learning is viewed in relation to social, cognitive, and personality development. Implications for the implied behavioral sciences are discussed.

Survey of Developmental Psychology: Introduction

E63.1271  45 hours:  3 points. Fall, spring, summer.  Beginning fall 2007:  E63.0010  60 hours:  4 points. Fall, spring, summer.  Prerequisite: a course in general psychology.

Consideration of the nature of psychological development from conception throughout the life span. Theories of development are related to research findings, and implications are drawn for application to practical issues.

Adolescent Development

E63.1272  45 hours:  3 points. Spring.  Beginning Fall 2007:  E63.1272  60 hours:  4 points. Spring.  Prerequisite: a course in general psychology.

Adolescence as a life stage. Physical, intellectual, social, and psychosexual development. Attention to youth from diverse racial/ethnic and sociocultural backgrounds. Applications and implications for schooling and for prevention and intervention programs directed at psychosocial problems in adolescence are discussed. Particular emphasis is placed on neighborhoods, schools, and families as contexts of, and important influences on, development.

Introduction to Group Dynamics

E63.1620  45 hours:  3 points. Fall.  Beginning fall 2007:  E63.1620  60 hours:  4 points. Fall.  Prerequisite: a course in general psychology.

Students gain understanding of group dynamics through reading, lecture, discussion, and participation in small experiential groups. This course is designed to increase students' understanding of the processes that occur in the development of groups and to enhance their awareness of their interactions with others in groups. The experiential groups are unstructured based on a combination of established models of group dynamics such as T-group and Tavistock.

E64: AMERICAN SIGN LANGUAGE

American Sign Language: Level I

E64.0091 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 fingerspelling 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.

E66: COMMISSION ON GENDER, RACE, AND SOCIAL JUSTICE

Diversity and Professional Life
E66.1011  60 hours: 4 points. Spring.
An interdisciplinary approach to gender issues in education, psychology, health, and arts professions. Impact of gender on professional values, wage structures, and work-family conflicts. Cultural and other differences among professionals and clients.

E75: SPECIAL EDUCATION

Foundations of Special Education
E75.0083  45 hours plus 10 hours of fieldwork: 3 points.
History, philosophy, and role of education as the foundation of education for all students. Legislation and litigation affecting the provision of services and life opportunities for individuals with diverse characteristics and needs. Characteristics of individuals with disabilities and the effect of those disabilities on learning and behavior. Includes study of education and special education service delivery systems, employment, and community-based resources and supports.

Independent Study
E75.1000  45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
For description, see pages 170-71.

Teaching Students with Disabilities in General Education Classrooms
E75.1005  60 hours: 4 points. Spring.
Open to nonmajors.
Increasingly, students with a variety of disabilities are remaining in the general education classroom. This course is designed for non–special education majors and those from related service areas who recognize the need to understand the issues and possibilities for working successfully with these students. Sample topics include current legislation, availability of resources and related services, parenting issues, and instructional strategies.

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities I
E75.1007  30 hours: 2 points.
Strategies for adapting curriculum and teaching methodologies for students with disabilities, including assistive and instructive technology and collaborating with teachers, other professionals, paraprofessionals, and parents in creating individualized educational programs.

Principles and Strategies for Teaching Students with Mild to Moderate Disabilities II
E75.1008  60 hours: 3 points.
Continued study of strategies for adapting curriculum and teaching methodologies, including a particular focus on assessment and adaptation of literacy instruction for students experiencing significant difficulty in the acquisition of listening, speaking, reading, and writing skills. Strategies for strengthening family partnerships and for team collaboration are also emphasized.

Supervised Student Teaching in Special Education, 1-6
E75.1009  A minimum of 20 school days (100 hours): 3 points.
Supervised student teaching in classroom settings serving students with disabilities.

Principles and Practices for Teaching Students with Severe and Multiple Disabilities
E75.1010  45 hours: 3 points.
Techniques and strategies for curriculum selection, modifications, adaptation, and implementation, including assistive and augmentative technology, in home, school, work, and community settings.

Integration Seminar in Early Childhood and Special Education
E75.1012  15 hours: 1 point.
Taken concurrently with the final semester of student teaching, this course focuses on the development, planning, and implementation of curriculum for diverse learners in early childhood and early childhood special education settings. Emphasizes curriculum integration, the role of the environment in supporting curriculum, methods of observation and assessment, and pedagogical practices. Encourages informed experimentation with various pedagogical and methodical practices in order to develop in students the capacity to create curriculum responsive to the diverse learning needs and experiences of young children and their families.

Classroom Assessment
E75.1035  15 hours per point: 2-3 points.
Formal and informal methods of assessing student learning, including major standardized tests, criterion referenced instruments, curriculum-based assess-
ments, various observation techniques, and portfolio assessments. Students learn to use information gathered through assessment to plan or modify instruction.

**Instructional Strategies for Supporting Diverse Learners in Early Childhood Settings I, II**

- **E75.1047, 1048** 30 hours: 2 points each semester.

  Strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum, and instructional methodologies to support the highest levels of achievement and development for young children with diverse needs. Topics also include strategies for promoting positive classroom behavior and social interaction skills, facilitation of language development across all cognitive and social domains, the use of assistive and instructional technology, and strategies for using assessment and observational data to plan or modify instruction.

**Strategies for Teaching Children with Challenging Behavior**

- **E75.1161** 30 hours: 3 points.

  Strategies for creating classroom environments and behavior support plans to promote development of positive classroom behaviors and positive social interaction skills.

**Observation and Participation in Early Childhood Special Education**

- **E75.1503** 30 hours plus 40 hours of fieldwork: 2 points.

  A period of observation of children in nursery schools, child care centers, Head Start and Early Head Start, hospitals, recreation programs, and public and private schools serving children with disabilities, birth through second grade, followed by participation in instruction.

**Observation and Participation in Special Education**

- **E75.1504** 120 hours: 2 points.

  A period of observation of children in classrooms serving children with disabilities, followed by participation in classroom instruction.

**Supervised Student Teaching in Early Childhood Special Education, Birth Through Grade 2**

- **E75.1509** A minimum of 20 school days (100 hours): 3-7 points. Number of points set by program requirements.

  Supervised student teaching with children birth through second grade in nursery schools, child care centers, Head Start and Early Head Start, and public and private schools serving children with disabilities.

**The Role of the Professional in Early Childhood/Special Education**

- **E75.1510** 30 hours: 2 points.

  Designed to facilitate the student's move into the professional realm of the field of early childhood and special education. Topics include working collaboratively with families, paraprofessionals, and other professionals; advocacy for and with children and families, multicultural curriculum, and social justice issues; and the role of observation and research in the classroom.

**Integrating the Arts into Early Childhood Curriculum I**

- **E78.1053** 15 hours: 1 point.

  Exploration of dramatic play in the integrated early childhood classroom.

**Integrating the Arts into Early Childhood Curriculum II**

- **E78.1054** 15 hours: 1 point.

  Materials and strategies for creating an integrated early childhood curriculum with a focus on infusing the curriculum with music and movement activities.

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

- **E81.1999** 15 hours: 1 point.

  Teaches prospective teachers to understand and carry out their responsibilities for the physical and mental health and safety of the children in their care. In particular, the course focuses on means of identifying and reporting suspected child abuse; the prevention of child abduction; preventing alcohol, tobacco, and other drug abuse; safety and health education; and fire prevention. Each segment of the course meets the requirements set by the relevant education law including the regulations, classroom management and intervention techniques, the study of warning signs, and effective referral processes.

**E85: MUSIC AND PERFORMING ARTS PROFESSIONS**

**Aural Comprehension in Music I**

- **E85.0006** 45 hours: 1 point. Fall.

  Corequisite: E85.0035.

  Training in elementary musicianship skills emphasizing sight-singing and dictation. Course activities are correlated with the materials of harmony and counterpoint for the diatonic repertory.
Woodwind/Brass Practicum for Composers
E85.0017  30 hours: 2 points. Spring.
There is a fee for renting instruments.
A review of traditional and experimental fingerings and effects on wind instruments. Examination and performance of scores written for winds. Composition projects for winds.

Music Theory I
E85.0035  45 hours: 2 points. Fall.
Corequisite: E85.0006.
An introduction to melody, harmony, and counterpoint in the music of diatonic tonality through projects in directed composition and analysis.

Music Theory II
E85.0036  45 hours: 2 points. Fall.
Prerequisite: E85.0035; corequisite: E85.0007.
Further projects in diatonic tonality and an introduction to simple forms.

Music Theory III
E85.0037  45 hours: 2 points. Fall.
Prerequisite: E85.0036; corequisite: E85.0008.
Hands-on work with the materials of chromatic tonality and an introduction to complex forms.

Music Theory IV
E85.0038  45 hours: 2 points. Spring.
Prerequisite: E85.0037; corequisite: E85.0009.
Introduction to the materials and organizing principles of 20th-century music including extended chromaticism, modes, atonality, and jazz.

Keyboard Harmony and Improvisation I, II
E85.0072,0073*  15 hours: 1 point each term. Fall, spring.
For department majors only. Section determined by examination.
Development of keyboard skills through improvisation and approaches to accompanying movement, singing, and instrumental playing. Techniques of sight-reading, transposition, and score reading are emphasized.

Keyboard Harmony and Improvisation III, IV
E85.0074,0075*  15 hours: 1 point each term. Fall, spring.
For department majors only. Section determined by examination.
For description, see E85.0072,0073.

Seminar
E85.0161  30 hours: 1 point each term. Fall, spring.
Vocal music sight-reading training beginning with the study of intervals and rhythms, which are then applied to popular and jazz songs. Solo- and part-singing activities.

Italian Diction
E85.0162  30 hours: 1 point. Fall.
Study of the International Phonetic Alphabet and lyric diction rules for singing in Italian and English.

English Diction
E85.0163  30 hours: 1 point. Spring.
Study of lyric diction rules for singing in English; continued study of the International Phonetic Alphabet as it applies to this language.
German Diction
E85.0163  30 hours: 1 point. Fall.
Study of lyric diction rules for singing in German; continued study of the International Phonetic Alphabet as it applies to this language.

French Diction
E85.0164  30 hours: 1 point. Spring.
Study of lyric diction rules for singing in French; continued study of the International Phonetic Alphabet as it applies to this language.

The Business Structure of the Music Industry
E85.0221  30 hours: 2 points. Spring.
Required of all students in the Music Business Program. Open to nonmajors.
A background study of all related areas of the multi-billion-dollar music industry, including record company operations, music publishing, artist management, promotion, copyright, and corporate structure.

Independent Study
E85.1000  45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
For description, see pages 170-71.

Recording Technology I
E85.1001  60 hours: 4 points. Fall, summer.
Prerequisites: E85.1817, E85.1818.
Introduction to the physical aspects of sound, sound level measurement, microphone techniques, psychoacoustics, basic electricity, principles and practice of magnetic recording, and an overview of the recording studio.

Recording Technology I Laboratory
E85.1002  30 hours: 2 points. Fall, summer.
Corequisite: E85.1001.
Practical application of the knowledge acquired in E85.1001, including an introduction to multitrack recording techniques and ear training for engineering. In addition to lectures given during lab time, students form lab groups and are assigned studio time each week in which to perform assignments.

Recording Technology II
E85.1003  60 hours: 4 points. Spring, summer.
Prerequisites: E85.1001, E85.1002.
Digital recording technology is discussed. Topics include recording console theory and operation, microphone design and techniques, signal processing and digital effects equipment, hard-disc recording and reproduction.

Recording Technology II Laboratory
E85.1004  30 hours: 2 points. Spring, summer.
Corequisite: E85.1003.
A practicum in the recording studio that coincides with the lecture schedule and demonstrates all the topics outlined in E85.1003. This course also provides ear training for engineering. In addition to lectures given during lab time, students form lab groups and are assigned studio time each week in which to perform assignments. A final multitrack project is required.

Recording Practicum III
E85.1005  60 hours: 4 points. Fall, summer.
Prerequisites: E85.1003, E85.1004.
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 IV
E85.1006  60 hours: 4 points. Spring, summer.
Prerequisites: E85.1003, E85.1004, and E85.1005.
A continuation of E85.1005.

MIDI Technology I
E85.1007  45 hours: 3 points. Fall, spring, summer.
An introduction to MIDI (musical instrument digital interface) with an emphasis on current applications. MIDI sequencing, recording, production, and arranging techniques are also incorporated into the course.

Fundamentals of Audio Technology I: Studio Maintenance
E85.1008  45 hours: 3 points. Fall, summer.
An introduction to the concepts of live concert recording. Microphone selection, characteristics, and placement as well as acoustic problems encountered in concert halls are discussed. Students have the opportunity to apply the lecture material by recording undergraduate rehearsals and recitals.

Fundamentals of Audio Technology II: Studio Maintenance
E85.1009  45 hours: 3 points. Spring, summer.
Advanced work in studio repair and maintenance focusing on digital equipment. Students develop practical skills tracing schematics, using test equipment, and replacing components as required daily in the studio environment.

Audio for Video I
E85.1010  45 hours: 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 post-production industry are explored, with special emphasis on synchronization and the interfacing of SMPTE time code, and on multitrack audio-sweetening techniques, including music editing, sound effects design, foley, and dialog replacement.

Concert Recording I
E85.1011  15 hours per point: 2 points in fall, 3 points in summer.
Introduction to the concepts of live concert recording. Microphone selection, characteristics, and placement as well as 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  
E85.1012  15 hours per point: 2 points in spring, 3 points in 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 and faculty concerts.

Vocal Production for Singers  
E85.1013  30 hours: 2 points. Fall.
Juniors, seniors, and graduate students.
Study of vocal physiology and the basic principles and techniques of vocal production and pedagogy. Students learn practical application of vocal principles by giving private vocal instruction to nonvoice majors.

MIDI Technology II  
E85.1014  45 hours: 3 points. Fall, spring, summer.
Prerequisite: E85.1007.
Programming for MIDI devices using MAX, C, and other appropriate techniques. Design and implementation of software sequencers, interface drivers, and hardware applications are the focus.

Form and Analysis  
E85.1015  30 hours: 2 points. Fall.
Techniques and concepts applied to music literature since 1700. Synthesis through analysis, performance, and composition involving contrapuntal and harmonic textures.

Electronic Music Performance  
E85.1019  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.

Composition (Private Lessons)  
E85.1021*  7.5-15 hours: 2-4 points. May be repeated until a total of 12-14 points has been earned. Fall, spring.
Open to students in theory and composition. Composition in all forms and styles including electronic. Electronic laboratory by assignment.

Recording Technology for Nonmajors  
E85.1022  60 hours: 4 points. Fall, spring.
Open to students without previous experience in recording technology. Introduction to the physical aspects of sound, psychoacoustics, basic electricity, principles and practice of magnetic recording, and an overview of the recording studio, including an introduction to multitrack recording techniques. Students perform various duties just as they would in a professional recording session with live musicians.

Wind or Percussion Instruments (Private Lessons)  
E85.1034*  7.5-15 hours: 2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.
Private or group lessons (by examination) in wind or percussion instruments, supplemented by extra assignments, outside practice, and observation. Required attendance at recitals.

Musical Acoustics  
E85.1035  30 hours: 3 points. Fall, spring, summer.
An introduction to the field of acoustics emphasizing sound production by musical instruments, propagation of sound from source to listener (including electronic reproduction), and psychoacoustics perception of sound.

Electronic Music Synthesis: Fundamental Techniques  
E85.1037  45 hours: 3 points. Fall, spring, summer.
An introductory course in electronic music synthesizer techniques. Basic concepts in the synthesis of music including generation of sound, voltage control, and treatment of sound are covered. Students complete laboratory tasks on analog synthesizer modules and create a project that demonstrates the application of basic concepts.
Clinical Improvisation in Music Therapy

E85.1038  30 hours:
2 points. Fall.
Restricted to music therapy students.
Focuses on the improvisational use of the piano and its application to various clinical populations.

Jazz Theory and Ear Training

E85.1039  30 hours:
2 points. Fall.
Prerequisites: E85.0009, E85.0036, and E85.0038.
Examination of the melodic, harmonic, and notational resources used in jazz composition, jazz arranging, and jazz performance. Sight-singing and ear-training activity is correlated with theoretical study.

Stringed Instruments (Group)

E85.1041  15 hours:
2 points. Fall, spring; hours to be arranged.
Section determined by adviser in music department.
Group lessons in guitar for nonmusic majors and those not performing in University groups (six in a group, one hour per week).

Internship in Music Business

E85.1042*  50 hours per point: 1-6 points. Fall, spring, summer.
Junior or senior standing only.
Assignment to record companies, music venues, management agencies, or other music industry-related firms for on-the-job training.
Written report, workshop, and orientation required.

Stringed Instruments (Private Lessons)

E85.1045*  7.5-15 hours:
2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.
Private or group lessons (by examination) in stringed instruments, supplemented by extra assignments, outside practice, and observation. Required attendance at recitals.

Introduction to Music Theory

E85.1046  45 hours:
3 points. Fall.
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, and special education. Of special interest to educators, performers, and arts professionals.

Computer Music Synthesis: Fundamental Techniques

E85.1047  60 hours:
3 points. Fall, spring, summer.
An exploration of the potentials of computer music synthesis. Concepts of music synthesis are presented through the use of a computer, keyboard, and appropriate software, including an introduction to digital audio. Students create weekly assignments that demonstrate the application of basic concepts.

Teaching of Music in the Elementary Grades

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

Studio Composition Projects

E85.1053  30-60 hours:
2-4 points. Fall, spring.
Departmental approval required.
Assigned composition projects in designated analog and digital synthesis studios.

Materials and Technology in Music and Music Education

E85.1054  30 hours:
2 points. Spring.
Study and performance of new published and unpublished materials suited to all levels of music instruction. Particular emphasis on computer-assisted technology, assessment, practices, and group methods.

Integrated Arts in Childhood Education

E85.1055  30 hours:
2 points.
Methods for integrating music, art, dance, and drama into an integrated childhood education curriculum.

Piano or Organ (Private Lessons)

E85.1056*  7.5-15 hours:
2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.
Private or group lessons (by examination) in piano or organ, supplemented by extra assignments, outside practice, and observation. Required attendance at recitals.

Electronic Piano (Group)

E85.1059  15 hours:
2 points. Fall, spring; hours to be arranged.
Section determined by adviser in music department.
Group lessons in piano for nonmusic majors and those not performing in University groups (six to eight in a group, one hour per week). Traditional and jazz sections.

Opera Workshop

E85.1060  A minimum of 15-45 hours:
2 points. Fall, spring.
Enrollment by permission of instructor.
Study of fundamental techniques for performance in opera. Performance of selected arias, scenes, and one-act operas.

Voice Improvisation for Music Therapists

E85.1062  30 hours:
2 points. Spring.
The use of the voice and imagination in exploring a wide range of vocal expression through improvisation.
Voice (Private Lessons)
E85.1063* 7.5-15 hours: 2-4 points (3 points for students in music performing curricula). May be repeated. Fall, spring.
Private lessons in voice, supplemented by extra assignments, outside practice, and observation.

Music Theatre Workshop Techniques and Materials
E85.1065 15 hours per point and hours arranged: 2 points. May be repeated for a total of 14 points. Fall, spring.
Registration by permission of department. Students are encouraged to bring materials that may be used for audition as well as special material that they may wish to try out in the music revue.
Development of performance and production skills in all aspects of music theatre. Improvisational activities lead to adaptation and/or creation of music theatre materials. Study culminates in performance.

Music History I: Medieval and Renaissance
E85.1067 30 hours: 2 points. Fall.
A survey of music history and musical style from antiquity through the Renaissance.

Music History II: Baroque and Classical
E85.1068 30 hours: 2 points. Spring.
The history of musical styles in the baroque and classical periods.

Electronic and Computer Music Literature
E85.1070 45 hours: 3 points. Spring.
Analytical and theoretical concepts required grasping the aesthetic development of electronic and computer music compositions. The course emphasizes analysis and historical understanding of techniques of production and compositional ideas.

Jazz Improvisation Techniques I
E85.1075 30 hours: 2 points. Fall.
Prerequisite: E85.0039
An introduction to the techniques used in jazz instrumental and vocal improvisation. Examination of transcribed jazz solos and performance.

Jazz Improvisation Techniques II
E85.1076 30 hours: 2 points. Spring.
An extension of E85.1075 with emphasis on style characteristics of selected jazz artists and analysis of advanced improvisation techniques.

Music History III: 19th Century
E85.1077 30 hours: 2 points. Fall.
The history of musical styles in the 19th century.

Music History IV: 20th Century
E85.1078 30 hours: 2 points. Spring.
Evolution of contemporary compositional techniques traced from impressionism to the latest avant-garde experiments.

New York University Chamber Ensembles
E85.1080 60 hours: 1 point. Fall, spring.
Open to the University community by audition. Required each term of junior and senior instrumental students. Performance of orchestral literature/vocal works in concert with the New York University Choral Arts Society. Open to University community by audition.

Introduction to Piano Literature and Repertoire
E85.1081 15 hours: 3 points. Fall.
A survey and performance course on the keyboard music of the prebaroque period. Focuses on the music of Bach, Handel, Scarlatti, Blow, Bull, and others. Significant treatises, such as the Fitzwilliam Virginal Book, are explored as well as baroque microtunings and their relationship to Bach’s Well-Tempered Clavier.

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

Percussion Ensemble
E85.1090 60 hours: 1 point. Fall, spring.
Open to the University community. Registration by audition only.
Performance of standard, contemporary, and ethnic literature for percussion instruments.

Recital
E85.1092 30-60 hours: 1 point. Fall, spring.
Registration by permission of department. For major recitals and accompanists, by advisement.

Intermediate Conducting
E85.1093 30 hours: 2 points. Spring.
Advanced technical problems common to all phases of choral and instrumental conducting.
Piano Literature and Repertoire I
E85.1096 15 hours: 3 points. Fall.
A survey and performance course on the piano music of the romantic era, emphasizing the music of Chopin, Schumann, Liszt, and Brahms. In addition, late romantic composers such as Rachmaninoff and Scriabin are studied. The development of such romantic forms and character pieces as the nocturne, capriccio, and scherzo receives special attention, as well as their varied and distinctive harmonic vocabulary.

Piano Literature and Repertoire II
E85.1097 15 hours: 3 points. Fall.
A survey and performance course on the piano repertoire of the 20th century. The eclectic quality of our present century is represented by a vast range of composers and styles. Ravel and Debussy, Schoenberg, Bartók, Stravinsky, Prokofiev, Ives, Crumb, Sessions, Riley, and Harbison. The impact of the inclusion of such devices as synthesizers and recording technologies is assessed.

Live Sound Reinforcement
E85.1112 45 hours: 3 points. Fall, spring.
A focus on basic knowledge of live sound reinforcement; applicable to interested students in music, theatre, or the performing arts. Course topics introduce mixing consoles, room EQ, speakers, amplification systems, monitoring systems, and electrical requirements, as appropriate to the field.

Jazz Arranging Techniques I, II
E85.1119,1120 30 hours and 15 hours arranged: 3 points each term. Fall, spring.
Prerequisites: E85.0036 and E85.0039 or by permission of instructor. E85.1119 is prerequisite to E85.1120.
E85.1119: 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.
E85.1120: An extension of E85.1119 with special emphasis on arrangements for large jazz ensembles.

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

Techniques of Contemporary Music
E85.1122 30 hours: 2 points. Spring.
Contemporary harmonic techniques; extension of the chromatic system; six-tone and 12-tone scales. Modern use of the modes and other experimental techniques; application through original work.

Supervised Student Teaching of Music in the Elementary School
E85.1141†† A minimum of 20 school days (100 hours): 3-4 points. Fall, spring.
Restricted to music majors.

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

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

Music for Children
Music and movement experiences for the classroom (K-6); cognitive bases for aesthetic sensitivity and expression.

Music for Exceptional Children
E85.1204 30 hours: 2 points. Fall.
Prerequisites: course work or experience in working with exceptional children and permission of instructor.
Music-movement experience for individuals with mild to moderate impairment/dysfunction. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic factors in the individual education program.
Music Practicum: Handicapped Children
E85.1205 30 hours: 1 point. Spring.  
Prerequisite: E85.1204.  
Music-movement experiences for individuals with moderate to severe and profound impairment. Aesthetic factors in the individualized education program.

Music in the Media Business
E85.1214 45 hours: 3 points. Fall.  
Prerequisites: E85.0221, E85.1222, E85.1700.  
Introduction to the effective utilization of advertising in the music industry. Radio promotion, publicity campaigns, and media relations are examined.

Entrepreneurship for the Music Industry
E85.1216 45 hours: 3 points. Fall.  
Prerequisites: E85.0221, C10.0001 (financial accounting), junior standing.  
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.

The Economic and Legal Setting of the Music Industry
E85.1222 30 hours: 2 points. Spring.  
Prerequisite: E85.0221.  
Introduction to the legal environment as it pertains to profit-making music and to ethical considerations as well as social and political influences. Emphasis on copyright law and contract law as they affect the economics of the music industry.

Production and Artists and Repertoire in the Music Industry
E85.1223 30 hours: 2-3 points. Spring.  
Required of all students in the Music Business Program.  
Prerequisites: E85.1214, E85.1222, E85.1224, E85.1700.  
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 artist.

Marketing and Merchandising in the Music Industry
E85.1224 45 hours: 3 points. Spring.  
Required of all students in the Music Business Program.  
Prerequisites: E85.0221, E85.1222, E85.1700.  
Planning and sales in the commercial music market. The translation of creative work into a product. The specific marketing processes involved in the development, distribution, and merchandising of prerecorded product.

Audio for Video II
E85.1225 45 hours: 3 points. Spring, summer.  
A continuation of E85.1010. This is an advanced and 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.

The Live Music Industry: Principles and Practice
E85.1226 30 hours: 2 points. Spring.  
Prerequisites: E85.0221, E85.1222, E85.1700.  
Required of all students in the Music Business Program.  
Introduction to the concert business: contracts; the relationship between promoters, managers, and agents; marketing and ticket sales; and how the concert business relates to other segments of the music industry.

Aesthetics of Recording
E85.1227 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. Open to all music students.

Village Records: Practicum in the Recorded Music Industry
E85.1233 30 hours: 2 points. Fall, spring.  
Prerequisites: E85.0221, E85.1222, E85.1224, E85.1700.  
A team-structure course in which students operate an independent record company. Decision making on the operational and artistic levels leads to strategy and formulation. Implementation of strategy and record label management concepts and techniques are central to this course. Specifically, students administer all aspects of a record label including, but not limited to, artist selection, creative design, manufacturing, marketing, promotion, publicity, and sales.

Village Records: Leadership Practicum in the Recorded Music Industry
E85.1234 15 hours: 1 point. Fall, spring.  
Taken with E85.1233. This course provides additional leadership and operational responsibilities. Enrollment is by special permission only.

Music Theatre History I
E85.1264 30 hours: 2 points. Fall, spring.  
Analysis of issues in music theatre; studies of specific composers/librettists and performance of specific works.
Woodwind/Brass Practicum for Music Education  
E85.1425  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.

Percussion Practicum  
E85.1427  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.

Vocal/Choral Conducting Practicum for Music Education  
E85.1428  15 hours:  
1 point. Fall.  
Introduction to vocal/choral materials, with emphasis on the developing voice and rehearsal and performance techniques.

Vocal and Choral Conducting Practicum  
E85.1433  15 hours:  
1 point. Fall.  
Introduction to vocal/choral materials with emphasis on the developing voice and rehearsal and performance techniques.

Fundamentals of Conducting  
E85.1465  15 hours:  
1 point. Fall.  
Training in conducting basic time signatures through assignments and class activities. Examination of instrumental and vocal ensemble concepts and techniques for the elementary and secondary levels.

Film Music: Historical Aesthetics and Perspectives  
E85.1500  45 hours: 3-4 points. Fall, spring.  
From live musicians accompanying silent films in the movie palaces of the silent era, to the technologically advanced modern scores in Dolby Surround Sound, this course traces a century of music, composers, culture, and moving images. Through Max Steiner, the Disney-animated narrative, to the modern eclectic approaches of Thomas Newman, film music is explored.

Performing Arts in Western Civilization  
E85.1505  60 hours:  
4 points.  
Study of the interactive nature of the performing arts (music, dance, drama) with key philosophical, scientific, religious, and social systems in Western civilization through readings, recordings, and film.

Music Publishing  
E85.1700  30 hours:  
2 points. Fall.  
Prerequisites: E85.0221, E85.1222.  
Required of all students in the Music Business Program. Overview of the music publishing industry: administration, acquisitions, promotion, distribution, music printing, revenue generation, and new avenues for exploitation.

MIDI for Nonmajors  
E85.1810  45 hours:  
3 points. Fall, spring.  
An introduction to MIDI (musical instrument digital interface), with an emphasis on sequencing, production, and arranging techniques. Open to students without previous experience in music technology.

Electronic Technology I  
E85.1818  45 hours:  
3 points. Spring, summer.  
Continuation of study begun in Electronic Technology I, including an introduction to digital circuitry, simple computer programming techniques, digital processing applied to music with specific relevance to computer music synthesis and MIDI.

Internship in Music Education  
E85.1820  50-300 hours: 0-6 points. 50 hours per point. 150 hours minimum. Fall, spring, summer.  
Assignment to studios and/or corporations for on-the-job training. Junior or senior standing only.

Electronic Technology II  
E85.0014*  45-60 hours:  
1 point. Fall, spring.  
Principally for nondance majors. Introduction to modern dance, including analysis of movement in dance technique and improvisation.

Beginning Ballet  
E85.0012  60 hours:  
2 points. May be repeated for a total of 6 points. Fall, spring.  
For music theatre, voice, and nondance majors. Fundamentals of ballet technique including special emphasis on placement and utilizing individual anatomical structures most efficiently.
Jazz Dance Technique
E89.1029 30 hours:
2 points. May be repeated for a total of 4 points. Fall, spring.
For music theatre, voice, and nondance majors.
Fundamentals of technique—introductory level. Includes composition.

Advanced Dance Practicum
E89.1076 45 hours per point: 1-6 points. Fall, spring.
Registration of nondance majors by permission of program director only.
Individualized projects in dance, research, production, choreography, or related arts for advanced students in the arts.

Art and Contemporary Culture I
E90.0037 45 hours:
3 points. Fall. Required for art majors.
Combines a survey of artworks from antiquity through the Enlightenment with a critical exploration of the relationship of visual expression to the changing social contexts of the periods. Discussions include the role of art within both non-Western and European cultures, as well as the influence of past cultures on contemporary issues.

Introduction to Drawing
E90.0021 60 hours:
3 points. Fall, spring.
Nonart majors.
Beginning and traditional techniques for drawing, sculpture, and ceramics. Through demonstrations and practice, students create individual projects in a variety of materials. Discussions and assignments consider preconceived notions about drawing as well as structural design problems.

Fundamentals of Ceramics
E90.0304 60 hours:
4 points. Spring.
Open only to art majors or by permission of undergraduates.
The technical aspects of making, decorating, glazing, and firing ceramic forms offer opportunities for understanding and developing sensitivities to clay as an art form. Students explore spatial issues and problem solving by learning how form, context, history, drawing, sculpture, and process play a role in defining individual work. Includes demonstrations, slide lectures, class critiques, and museum and gallery assignments to generate and nurture personal expression.

Introduction to Drawing
E90.0320 60 hours:
4 points. Fall, spring.
Studio course designed for nonart majors.
Assignments/critiques/demonstrations related to the basic elements of drawing.
Fundamentals of Drawing I-II
E90.0322-0323 60 hours: 3 points each term. Fall: E90.0322; spring: E90.0323
Open only to art majors. Yearlong course required for all studio art majors.
An exploration in the studio of a variety of contemporary processes, techniques, and experiences in drawing with a variety of marking implements. Assigned independent work, term project, and field trips to galleries and museums.

Introduction to Painting
E90.0330 60 hours: 4 points. Fall, spring.
Studio course designed for nonart majors.
Hands-on introduction to the translation of the visual experience into painting. The interpretative, formal, expressive, and technical aspects of painting are explored through a series of studio situations. Discussions, slide lectures, and museum and gallery visits highlight individual work.

Fundamentals of Painting
E90.0332 60 hours: 4 points. Fall, spring
Open only to art majors.
Aimed at each student’s personal development, offering maximum freedom within a course structure designed to present a vast number of formal and expressive ideas, concepts, and procedures in the context of the studio. Fundamental techniques in oil painting are introduced; individual and class critiques, discussions, assignments to visit museums and galleries; readings and extensive out-of-class assignments.

Introduction to Sculpture
E90.0340 60 hours: 4 points. Fall, spring.
Studio course designed for nonart majors.
Assignments/critiques/demonstrations related to the basic elements of sculpture.

Fundamentals of Sculpture I-II
E90.0342-0343 60 hours: 4 points. Fall: E90.0342; spring: E90.0343.
Open only to art majors. Yearlong course required for all studio majors.
Explores the medium of sculpture through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include welding, mold making, sewing, and the use of woodworking tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, and found objects to expand their understanding of form and space.

Introduction to Video Art
E90.0352 60 hours: 4 points. Fall, spring.
Studio course designed for nonart majors.
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
E90.0354 60 hours: 4 points. Fall, spring.
Studio course designed for nonart majors.
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. 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.

Fundamentals of Video Art
E90.0358 60 hours: 4 points. Fall, spring.
Open only to art majors.
Intensive exploration of video as an artistic medium. Students are introduced to aesthetic, conceptual, and historical aspects of video, while developing an individual vision within their own projects. Technical instruction includes the creative use of video cameras and the basics of digital video editing. Assigned readings, video screenings, field trips, and group critiques are regular elements of the course.

Fundamentals of Digital Art
E90.0359 60 hours: 4 points. Fall, spring.
Open only to art majors.
An introduction to the computer as a tool for visual artists, this class examines both studio art and mass media in terms of their potential for creative expression. Attention is paid to individual interests and experience as students explore a wide variety of forms and applications in relation to their projects. The class is held in a multimedia lab, and students work intensively with Macintosh programs such as Photoshop, Quark, Director, PageMill, and Illustrator.

Introduction to Photography
E90.0360 60 hours: 4 points. Fall, spring.
Studio course designed for nonart majors.
A hands-on introduction to the use of photography as a medium of documentation and expression. Assignments and critiques enhance the development of independent individual work while developing photographic skills and techniques. Students provide their own cameras. Enlargers and photographic chemicals are provided in class. Lab fee.
Fundamentals of Photography
E90.0362 60 hours: 4 points. Fall, spring.
Open only to art majors.
Introductory course in the use of a 35 mm camera with black-and-white and color images. Contact printing, enlarging, and developing of film are taught. Readings in the history and theories of photography are assigned. Photography as an art form of aesthetic choices is emphasized. Students provide their own cameras with manual light meter exposure controls and are asked to buy film and paper. Enlargers and photographic chemicals are provided in class.

Fundamentals of Printmaking
E90.0372 60 hours: 4 points. Fall.
Open only to art majors or by permission of undergraduate adviser.
The expression of lines and linear structures both in representational and abstract modes are explored through printmaking with black-and-white and color prints employing such techniques as etching, engraving, drypoint, and woodcut.

Independent Study
E90.1000 45 hours per point: 1-6 points. Fall, spring; hours to be arranged.
Open only to art majors.
Under the direction of a full-time faculty member, students may undertake individualized research projects to develop their own style or body of work. Students must have the approval of their adviser and the art department chairperson to register for independent study. For further description, see pages 170-71.

Undergraduate Projects
E90.1022 20-60 hours: 1-4 points. Fall, spring.
Required for art majors.
Open only to art majors or by permission of undergraduate adviser.
Prerequisite: junior standing or above.
Integrates the theory and practice of contemporary art, combining studio projects with reading assignments that address the larger philosophical and cultural implications of artistic activity. These praxis courses allow students to work in an interdisciplinary manner, using media of their own choosing to explore and respond to the issues raised by assigned readings and class discussions. Course topics vary from semester to semester.

Modern Art and Contemporary Culture
E90.1050 30 hours: 3 points.
Open to all students.
Examines the impact of modernism in both its historic and contemporary relationships to culture and society, through the study of painting, sculpture, architecture, and the media arts from the early 1900s through 1945. Art history with a theoretical and aesthetic emphasis. Relates the art of the period to political, social, and philosophi-cal issues and to current debates. Works of art are considered from slides, films, reproductions, and museum and gallery visits.

History of Art Since 1945
E90.1051 45 hours: 3 points. Fall.
Required for art majors.
Open only to art majors.
Prerequisite: one course in art history.
Study of painting, sculpture, and media arts 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.

Introduction to Galleries and Museums of New York
E90.1082 45 hours: 3 points. Fall, spring. Open to all students.
Surveys a broad spectrum of visual art resources through guided lecture-tour visits to current exhibitions at leading museums, galleries, and alternative art spaces located throughout New York City. On-site meetings with art administrators affiliated with various organizations introduce a wide range of career and management issues pertaining to the field and add to an understanding of the development and continued growth of New York’s exciting art world.

Contemporary Art
E90.1113 45 hours: 3 points. Spring.
Required for art majors.
Open only to art 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.

Introduction to Glass and Gallatin School of Education
E90.1113 45 hours: 3 points. Spring.
Open only to all Steinhardt School of Education and Gallatin School of Individualized Study upper-level students.
Intensive studio experiences designed to introduce the beginning student to the major areas of glass fabrication: neon, casting, blow- ing, and cold working. Students are expected to complete a series of projects utilizing techniques from each of the areas taught within this broad survey.

Undergraduate Internship
E90.1302 45 hours per point: 1-6 points. Fall, spring.
Open only to art majors by faculty approval.
Prerequisite: junior standing or above, by advisement.
Students are assisted in finding individualized placements with recognized artists, museums, galleries, and nonprofit or commercial businesses within the visual arts. Interns work
closely with NYU faculty to assess their progress and define learning goals.

Sculpture: Materials and Techniques
E90.1344 60 hours: 3 points. Spring. Open to all students. Prerequisites: two semesters of sculpture.
An examination of the materials, tools, and techniques available to the three-dimensional artist. The various potentials of traditional as well as new materials are explored. Topics, such as mold making and soft sculpture, vary from semester to semester.

Introduction to Lithography
E90.1374 60 hours: 4 points. Fall, spring. Studio course designed for nonart majors.

Jewelry I
E90.1390 60 hours: 3 points. Fall, spring.
Explores the aesthetic concepts and techniques of contemporary jewelry construction, employing a variety of materials. Aspects of jewelry as a craft are considered.

Drawing I
E90.1520 60 hours: 3 points. Fall, spring. Prerequisites: E90.0322, 0323.
Representational drawing course involving freehand rendering and perspective. Includes life, nature, and still life objects. Studio work, out-of-class assignments, lectures, and demonstrations.

Painting I
E90.1530 60 hours: 3 points. Fall, spring. Prerequisite: E90.0332.
Course progresses from monochrome toward a full color spectrum, developing skills of paint handling, color mixing, composition, and interpretation. Discussion, slide lectures, and museum and gallery visits support studio activities.

Sculpture I
E90.1540 60 hours: 4 points. Fall, spring. Prerequisite: one course in sculpture.
Developing an understanding of the nature of sculpture and the critical dialogue that surrounds it. Students have regular access to the sculpture shop, where available equipment includes wood and metal tools, as well as plaster and mold-making facilities. Projects explore the conceptual and formal properties of sculpture, and an individual approach is encouraged. Evaluation of current gallery exhibitions and assigned readings are important supplements to studio assignments.

Video Art I
E90.1550 60 hours: 3 points. Spring. Prerequisite: E90.0358 or permission of instructor.
Assignments/critiques/demonstrations related to the specific level in which the course is being taken. Use of the video camera as an art medium. Stresses technical skills and explores experimental possibilities of the medium. Students are required to produce a one-minute video art production.

Digital Art I
E90.1552 60 hours: 3 points. Fall, spring. Prerequisite: E90.0359 or permission of instructor.
The aesthetic and personal potential of the computer for the artist is defined. Students work on individual computer projects from the planning stages through actual programming.

Color Photography I
E90.1562 60 hours: 3 points. Fall, spring. Prerequisite: one course in photography.
The use of color photography as a means of interpretation and creative expression. The course covers hands-on "C" printing from color negatives, as well as issues in contemporary photography. Assignments and critiques encourage the development of individual work.

Silkscreen I
E90.1574 60 hours: 3 points. Fall, spring. Prerequisite: E90.0372.
Exploration of varied screen-printing techniques and their characteristics: paper, blockout, resist, and cut film stencils; construction and selection of materials 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 Drawing
E90.1624 60 hours: 3 points. Fall, spring. Prerequisites: two semesters of drawing.
Focuses on particular subjects or techniques to allow students to broaden their skills and expression. Past topics have included the figure and large-format drawing. Projects are chosen as a result of both faculty and student interest.

Projects in Painting
E90.1636 60 hours: 3 points. Fall, spring. Prerequisites: two semesters of painting.
Consideration of particular techniques allows students to broaden the range of their skills and expression. Past topics have included figure painting and collage. Projects are chosen as a result of both faculty and student interest.

Ceramics I
E90.1640 60 hours: 3 points. Fall, spring.
Fundamentals of ceramic sculpture. Study and studio work in construction methods, modeling techniques, decoration, and firing methods. Illustrated lectures and discussions.
Projects in Sculpture: Glass
E90.1642 60 hours: 3 points. Fall, spring.
Held at UrbanGlass. Open only to all Steinhardt Student of Education and Gallatin School of Individualized Study students.

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 and to enable the student to choose a technique for further study. No previous glass experience is necessary.

Projects in Sculpture
E90.1645,1646 60 hours: 3 points. Fall, spring.
Prerequisites: two semesters of sculpture.
Emphasis on specialized materials or techniques allows students to broaden the range of their skills and expression. Past topics have included clay, fiber, wood, cold glass, hot glass, low bas-relief, high relief, and jewelry. Projects are chosen as a result of both faculty and student interest.

Projects in Video Art I
E90.1650 60 hours: 3 points. Fall, spring.
Prerequisites: E90.1550,1551 or equivalent experience.
Focuses on particular techniques to allow students to broaden the range of their skills and expression. Past topics include digital sound for video and digital editing.

Projects in Digital Art I
E90.1652 60 hours: 3 points. Fall, spring.
Prerequisites: E90.1552,1553 or equivalent experience.
Focuses on particular techniques to allow students to broaden the range of their skills and expression. Past topics include art on the Web and advanced techniques in digital art.

Projects in Photography
E90.1664 60 hours: 3 points. Fall.
Prerequisites: two semesters of photography.
Students work directly with internationally recognized figures in photography. Topics for workshops range from the techniques of established photographers to discussions of issues in photographic theory, history, and criticism.
Projects in Printmaking
E90.1670  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of printmaking.
Emphasis on specialized materials and techniques for the printmaker allows students to broaden the range of their skills and expression. Past topics have included art of the letter form, book arts, xerography, papermaking. Projects are chosen as a result of both faculty and student interest.

Advanced Projects in Drawing
E90.1920  60 hours:
3 points. Fall spring,
Prerequisites: two semesters of drawing.
Topics selected by both faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in drawing.

Advanced Projects in Painting
E90.1930  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of painting.
Topics selected by both faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in painting.

Advanced Projects in Sculpture
E90.1941  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of sculpture.
Topics selected by both faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in sculpture.

Advanced Projects in Video Art
E90.1950  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of art in media.
Students create independent video art. Video art standards are analyzed and evaluated. Field trips required.

Advanced Projects in Digital Art I
E90.1952  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of digital art.
Students develop major computer 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.

Advanced Projects in Photography
E90.1960  60 hours:
3 points. Fall, spring.
Prerequisites: two semesters of photography.
Topics selected by both faculty and students to reflect their artistic preoccupations or to provide research in particular skills, subjects, or trends in photography.

Art, Culture, and Society
E90.1995  60 hours:
4 points. Fall, spring.
Required for art majors.
Open only to art majors.
The visual arts are explored in the full context of the socioeconomic, political,
The Office of the Associate Dean for Student Services and Public Affairs is responsible for the administration of various student development and administrative services, which includes Advisement and Registration Services, Counseling and Student Services, International Student Services, Special Student Advisement, Teacher Certification, and the Office of Graduate Studies.

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

The Office of the Associate Dean for Student Services and Public Affairs maintains close liaison with the various student services administered by the University, including the health center, financial aid, career services, undergraduate admissions, housing, and student life.

For further information, contact Student Services, Joseph and Violet Pless Hall, 2nd Floor; steinhardt.student.matters@nyu.edu; www.steinhardt.nyu.edu/student_services; 212-998-5065.

**Counseling and Student Services**

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

Advisement and counseling, as well as the Early Intervention Program—which assists students in monitoring academic success—are components of the staff’s role in fulfilling basic, yet essential, support.
New Student Orientation Programs, the New Student Seminars, student receptions, awards ceremonies, and graduation celebrations are carefully planned to ensure the quality of campus life. The Senior Legacy Project is an initiative that connects graduating seniors with their roles as active alumni.

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

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

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

USG Office, Joseph and Violet Pless Hall; 212-998-5350, usg.education@nyu.edu.

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

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

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

Bookstores
Main Bookstore
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
University Counseling Service
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

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.nyu.edu/csd

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

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

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

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 Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Office of Public Safety, 212-998-2222.
For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Office of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Student Activities/University Services
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 (OASIS)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.oasis.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
Web site: www.nyu.edu/clubs/hsc

The Islamic Center
Web site: www.icnyu.org

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

For a complete list of student religious and spiritual clubs and organizations at NYU, visit http://clubs.nyu.edu/listclubsbycategories.cfm.

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

Campus Safety Report
In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report is available from 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 www.nyu.edu/public.safety/policies.

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

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 704
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: osa.fsl@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
566 La Guardia Place (side entrance)
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral
Community Service

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

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

Other tutoring work with secondary school students, supported by private grants, is also available, and volunteer tutoring can always be arranged for students who do not qualify for work-study.

NYU students are involved in many other ad hoc activities on and off campus. They collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in school dropout prevention programs. They clean up parks and renovate houses. Whether their involvement is with younger students, the sick, the elderly, or those who simply need a helping hand, NYU students give of themselves generously to the community. And they all agree that they get back much more than they give.
General Standards
Web: admissions.nyu.edu

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

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

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

Applicants for admission who are uncertain which specific school or college of the University offers the program they desire may obtain information and guidance through the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191; Web: admissions.nyu.edu; telephone 212-998-4500.

Applicants who are neither U.S. citizens nor permanent residents of the U.S. should see pages 163-64.

Recommended High School Preparation

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

Although the foregoing pattern is preferred for admission of entering freshmen, an applicant may be considered in exceptional cases on the basis of the General Educational Development (GED) test. A high school transcript may also be required.

The Admissions Process

All candidates for undergraduate admission to the University should send the following to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191: a. Undergraduate Application for Admission (for an online application for admission, visit the NYU Web site at admissions.nyu.edu). b. Undergraduate Statistical Form. (Paper version of the NYU Application only. A supplement is required for applicants using the Common Application.) c. Nonreturnable $65.00 application fee (nonreturnable $75.00 application fee for international applicants and U.S. citizens living abroad). d. Official high school and/or college records for which academic credit has been earned (and Equivalency Diploma test scores if applicable). e. All required testing should be completed and official results forwarded.

f. Recommendations. g. Personal statement/essay.

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

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

Freshman applicants for fall admission are notified beginning April 1.

Early Decision candidates are notified beginning in mid-December.

Transfer candidates for the spring term are notified on a rolling basis, usually within a month after their applications are received, but not before November 15 of the preceding year. Transfer candidates for fall admission are notified beginning in early May. Applicants for summer admission will be notified beginning in late April.

Required Testing

Freshman applicants must take the Scholastic Assessment Test (SAT) Reasoning Test or the American College Test (ACT) (with Writing Test) and have official scores sent directly.
from the testing service to the University. Freshman applicants must also submit scores from two SAT Subject Tests, except for applicants to the art and music programs. The test booklets will provide a space in which applicants who want their scores sent to New York University may enter the appropriate code number. For the SAT, the University’s code number is 2562. For the ACT, the code number is 2838.

Arrangements to take these examinations should be made during senior year in high school and one month prior to the examination date. It is recommended that applicants seeking September admission should take the SAT Reasoning Test or ACT (with Writing Test) examinations during the preceding October, November, or December. Early decision applicants are encouraged to complete all testing by the October test date, although November scores usually arrive in time to be considered.

If you are applying as a transfer student and you took either one of these tests while in high school, you should not retake the tests now; simply submit the results of your high school SAT I or ACT examinations. If you did not take the SAT, the SAT I, or ACT examinations in high school and have been in college less than one year, you must take one of these tests and submit the results as part of your application. We also encourage all transfer applicants to submit the results of two SAT I subject tests if previously taken while in high school. International students who are in an area where the ACT Writing Test is not offered must take the SAT.

If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. (Please see the “Applicants with International Credentials” on page 163 for additional information.)

Detailed information on the SATs may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; telephone: 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from the American College Test, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

Admission Application Filing Deadlines

For entrance in September, applications for admission, including all required supporting credentials, should be received by January 15 for freshman candidates, by April 1 for transfer candidates, and by November 1 for early decision applicants.

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

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

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

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

Financial Aid Application

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

All students applying for any federal financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for all federal financial aid including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Subsidized Stafford Student Loans, the Federal Unsubsidized Stafford Student Loan, Federal Perkins Loans, Federal Work-Study, and other federal financial aid programs. We recommend that students apply electronically via the NYU Web site at www.nyu.edu/financialaid. Students will not be charged a fee when filing this form.

By listing NYU as a recipient of the information, students can also use the FAFSA to apply for financial aid at NYU. The University’s code number is 002785. New York State residents will also be required to complete a separate application for the Tuition Assistance Program (TAP) (mailed to the student automatically), and students from other states may have to complete separate applications for their state programs if their state grants can be used at New York University.

Early Decision Plan for High School Seniors

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

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

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

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

Transfer Applicants
Students are generally admitted in September, January, or May. (See The Admissions Process, page 160.) Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT I or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must take one of these tests and submit their results to NYU. Transfer students who have been in college more than one year do not need to submit standardized test scores. All transfer applicants are encouraged to submit scores from two SAT Subject Tests if previously taken while in high school. An audition, interview, or creative portfolio is required for certain majors.

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

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

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

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

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

Community College Transfer Opportunity Program
The Community College Transfer Opportunity Program works exclusively with students who are transferring to the Steinhardt School of Education from any of the following community colleges: Bergen Community College, Bronx Community College, Borough of Manhattan Community College, Hostos Community College, Housatonic Community College, Kingsborough Community College, LaGuardia Community College, Middlesex County Community College, Nassau Community College, Queensborough Community College, Rockland Community College, Suffolk County Community College, and Westchester Community College.

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

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

Transfer Applicants Within the University
Students who wish to transfer from one school to another within the University must file an Internal Transfer Application available online.
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(admissions.nyu.edu) or from the Office of Undergraduate Admissions, 22 Washington Square North, prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall terms.

Special Students (Visiting)

All special students must meet the academic standards of the school. Undergraduate students who wish to enroll in graduate courses are restricted as follows:

1000-level courses are open to juniors and seniors; 2000-level courses are open to seniors only with special permission. Special students are not eligible for financial aid or University housing.

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for the courses taken at the University. Special students may be permitted to take a maximum of 32 credits in the Steinhardt School of Education. The Special Student Application form for undergraduate students may be obtained online (admissions.nyu.edu) from the Office of Undergraduate Admissions, 22 Washington Square North, New York, NY 10011-9191. A $55 application fee is required. Deadlines for applications are August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term.

Applicants with International Credentials

Applicants to New York University who are neither United States citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online at admissions.nyu.edu or from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191, U.S.A. Please indicate on the application for admission your country of citizenship and, if currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who previously completed secondary school only) seeking to begin studies in the fall (September) semester must submit applications and all required credentials on or before January 15. Transfer applicants (those currently or previously attending a university or tertiary school) must submit applications and all required credentials on or before April 1. Transfer candidates seeking admission for the spring (January) semester must submit their applications and credentials on or before November 1. Applications will not be processed until all supporting credentials are received by the Office of Undergraduate Admissions.

All freshman applicants are required to submit official results of either the SAT Reasoning Test or the ACT (with Writing Test). In addition, we require that freshman applicants also submit scores from two of the SAT Subject Tests.

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

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

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

Financial documentation is not required when filing an application. If the applicant is accepted, the appropriate form will be included with the offer of admission, and instructions for obtaining a student visa will be provided at that time.

Instructions for Obtaining a Visa

Upon acceptance, non-U.S. citizens and non-U.S. permanent residents must submit appropriate evidence of financial ability. The issuance of certificates for student visas (form I-20) will be delayed until such evidence is received. If the applicant's studies are being financed by means of his or her own savings, parental support, outside private sources, or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with an Application for a Certificate of Eligibility (AFCOE) form, to the Office for International Students and Scholars (see page 164). This form is included in the acceptance packet for international students. This certificate (I-20) will only be issued after the appropriate deposits and documents are submitted.
**Student Visas and Orientation**

Matters pertaining to student visas and orientation are administered by the Office for International Students and Scholars, 561 La Guardia Place, 1st Floor; telephone 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and New York City.

A coordinator in the Steinhardt School of Education is available for assistance in areas of special concern to international students. Students who have been admitted are expected to make an appointment to see the coordinator. The office is located in Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor; telephone 212-998-5234.

**The American Language Institute**

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

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

**Readmission of Former Students**

An undergraduate student who has not completed at least one 3-point course each year under the auspices of the Steinhardt School of Education or, in lieu of such completion, has not paid a maintenance of matriculation fee of $300, plus registration and services fee, must, if he or she wishes to return to the school, contact the Office of the Associate Dean for Student Services and Public Affairs, Steinhardt School of Education, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.

The readmission procedures for former students who are in good academic standing are as follows:

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

2. If students have not attended another college or university and have been out of school for a consecutive two-year period, they must file the special readmission application online (admissions.nyu.edu) or from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

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

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

**Credit by Examination**

The Advanced Placement Program (AP) (College Entrance Examination Board), International Baccalaureate Program (IB), and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor's degree on the basis of performance in college-level examinations or proficiency examinations related to the school's degree requirements, subject to the approval of the school. The maximum number of transferable credits by examination shall not exceed a total of 32 for all applicants.

**International Baccalaureate (IB)**

The school recognizes for advanced standing credit, higher level examinations passed with grades of 5, 6, or 7. No credit is granted for standard level examinations. Official reports must be submitted to the Office of Undergraduate Admissions for review.

**Maturity Certificate Examinations**

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

Advanced Placement Program (AP)
The Steinhardt School of Education participates in the Advanced Placement Program of the College Entrance Examination Board.

According to University policy, students may receive college credit toward their degree for test results of 5 or 4 depending on the subject examination. Students receiving credit toward their degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement credit. Please refer to the chart on page 166.

For additional information, students should contact the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191; admissions.nyu.edu.

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

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

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

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

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

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street.

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

Tours of the campus and admissions information sessions are conducted several times daily, Monday through Friday, except during University holidays.

To make an appointment for a tour, an information session, or a class visitation, visit the Office of Undergraduate Admissions Web site at admissions.nyu.edu or call us at 212-998-4524. It is suggested that arrangements be made several weeks prior to visiting the campus.

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

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

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Points</th>
<th>MAP Area Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>4, 5</td>
<td>4</td>
<td>Conversations of the West</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Latin—Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>Conversations of the West</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>French Literature*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>History of Art</td>
<td>4, 5</td>
<td>4</td>
<td>Expressive Culture</td>
</tr>
<tr>
<td>Human Geography</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>8</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Music History</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>Music Theory</td>
<td>NA</td>
<td>NA</td>
<td>No Credit</td>
</tr>
<tr>
<td>Physics nonmajors:</td>
<td></td>
<td></td>
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<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>Natural Science I, II</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>Natural Science I</td>
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<tr>
<td>Physics majors:</td>
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<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5</td>
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<tr>
<td>Physics C—E &amp; M</td>
<td>4, 5</td>
<td>5</td>
<td></td>
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<tr>
<td>Politics (American</td>
<td></td>
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<tr>
<td>Government and Politics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Politics (Comparative</td>
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<tr>
<td>Government and Politics</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>Societies and the Social Sciences</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Spanish Literature*</td>
<td>4, 5</td>
<td>4</td>
<td>Foreign Languages or Expressive Culture</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td></td>
<td>No Credit</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>Conversations of the West</td>
</tr>
</tbody>
</table>

*Students may choose one course only and corresponding MAP satisfaction.
All degree students are assigned advisers and are urged to take full advantage of all opportunities for securing advice before selecting courses.

**Degree Students**

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

**Special (Nonmatriculated) Students**

Undergraduate matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on presentation of evidence of appropriate high school averages and SAT scores or transcripts from prior colleges attended. The approval as a special undergraduate student is for one semester but may be extended on reapplication. The special application form for undergraduate students may be obtained by writing to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

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

**Veterans Benefits**

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

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

**All Veterans**

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

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

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

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

**Permitted Course Loads**

The maximum registration allowance for fully employed students is 9 points per term. The normal full-time undergraduate program is 12-18 points. Students may, by advisement, register for 20 points. Under no circumstances may students register for more than 16 points during the term in which they are taking 6 points of student teaching. It is the adviser’s prerogative to set such limits on registration as are deemed appropriate.

The regulations and procedures are more detailed than are indicated in this bulletin. They are, furthermore, subject to modification from time to time. The responsibility for meeting the degree requirements rests with the candidate. A student is not permitted to be matriculated for more than one degree at a time.
Withdrawal from Courses
Undergraduate students may drop courses via Albert (no forms required) through the second week of classes. After the second week, no change in schedule is valid unless it is reported to the Office of the University Registrar and the Office of the Bursar on the forms provided. Change of Program forms may be obtained from the program adviser or from Registration Services, Joseph and Violet Pless Hall, 2nd Floor, 82 Washington Square East. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the ninth week of the term will be recorded with a grade of “W.” After the ninth week, no one may withdraw from a course. See page 175 for refund schedule.

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

Drop/Add and Withdrawal Policies
By approval and signature, the adviser holds the responsibility for the student’s program requirements and courses selected. 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.

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 in addition to that of the adviser. Beyond the end of the third week of the term, a student may not add a course.

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

Undergraduate students may drop courses via Albert (no forms required) through the second week of class. After the second week, no change in schedule is valid unless it is reported to the Office of the University Registrar on the forms provided. 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.

Change of Curriculum
Undergraduate students who are changing their curriculum must complete an official change of curriculum form, available in the Office of Counseling and Student Services or in the Office of the Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 82 Washington Square East, 2nd Floor. This form is to be completed by students who are changing their curriculum from one program to another within the same department in the Steinhardt School of Education or from one department to another in the Steinhardt School of Education. Students who are transferring from this school to another school of New York University must make the change through the Office of Undergraduate Admissions, 22 Washington Square North. These students are reminded, however, to also fill out a Steinhardt School of Education withdrawal form in the Office of Counseling and Student Services.

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

Students who wish to undertake a minor should see their faculty adviser for permission and for information concerning courses required to complete minors in other areas of specialization. The declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student, the faculty adviser, the program director of the minor department, and the associate dean for student services and public affairs. The necessary form may be obtained from the Office of the Undergraduate Advisement and Registration Services, Joseph and Violet Pless Hall, 2nd Floor. A minor can be declared at any time prior to the completion of 96 points.
Classification of Students
Undergraduate students are classified as follows:
1. **Matriculated students**—those who have been approved for study toward a baccalaureate.
2. **Special students**—those who have filed a formal application and credentials showing that they are qualified to take courses but are not degree candidates in the Steinhardt School of Education. Special students must meet the same requirements for admission as matriculants.
3. **Freshmen**—students who have successfully completed 1-32 points.
4. **Sophomores**—students who have successfully completed 33-64 points.
5. **Juniors**—students who have successfully completed 65-96 points.
6. **Seniors**—students who have successfully completed over 96 points.

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

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

- **A** = 4.0 points
- **A-** = 3.7 points
- **B+** = 3.3 points
- **B** = 3.0 points
- **B-** = 2.7 points
- **C+** = 2.3 points
- **C** = 2.0 points
- **C-** = 1.7 points
- **D+** = 1.3 points
- **D** = 1.0 point
- **F** = 0 points
- **W** = Official withdrawal. If withdrawal occurs after the midpoint of the term and the student is failing at that time, the grade will be reported as F.
- **R** = Registered paid auditor, not graded.
- **P** = Pass, not counted in average.
- **N** = Not counted (see Note below).
- **IP** = Incomplete but passing—term paper or other work or final examination lacking (grade given only with the permission of the instructor); may be made up within time limits (see Note below). If not made up, grade lapses to N.
- **IF** = Incomplete but not passing; may be made up within time limits. If not made up, grade lapses to F. The F will be calculated into the GPA.

**Note:**
- “E” courses: Under exceptional circumstances and at the discretion of the course instructor, an Incomplete Pass (IP) or an Incomplete Fail (IF) may be granted, based on the student’s performance throughout the course of the semester. The length of the contract period is fixed by the instructor, but will be no longer than six months after the close of the semester. If outstanding work has not been completed by the end of the agreed time, an “IP” becomes an “N” (No Credit) and an “IF” becomes an “F.”
- “V” courses: A grade of “I” must be removed by the end of the next regular semester. For students on a leave of absence, a grade of “I” must be removed within one year from the date of last attendance in the course concerned.
- The lowest passing grade is “D” (unless otherwise notified by the department). If at the end of any term a student’s cumulative average is below 2.0, the student will be placed on academic warning or probation and his or her status reported to his or her curriculum adviser (check with your department if the minimum is 2.0). No student will be entitled to more than four probationary terms and not more than two of these consecutively. A general average of 2.0 is required for graduation with the bachelor’s degree. Students who have three probationary terms or two consecutive probationary terms will be subject to dismissal. They will be subject to dismissal if they have 18 such points on their transcripts at any one time. (Any “N” grade course that has been repeated with a passing grade will not be counted in these totals, nor will courses in which “I” grades are normally given.)
- **Note:** We urge students tak-
ing “V,” “G,” “H,” and “C” courses to check with schools for details of their grading policies because they differ from those of the Steinhardt School of Education.

Dean’s List
At the end of the fall and spring terms, a Dean’s List is compiled. This is an honor roll for students who have maintained a term average of 3.6 or better in a program of studies of at least 8 points in the Steinhardt School of Education, Undergraduate Division. Grades of “I” or “N” disqualify the student.

Graduation with Latin Honors
To qualify for Latin Honors, a student must have completed at least 64 points toward the degree in weighted grades in residence and must have maintained a minimum general average as follows:
- *cum laude*—3.5
- *magna cum laude*—3.7
- *summa cum laude*—3.9

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

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

Such programs are offered through the Office of Special Programs (for further information, see page 13 and individual program descriptions).

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

For further information on international student exchanges, contact the Office of Global Education, New York University, 7 East 12th Street, 9th Floor, New York, NY 10003-6688; 212-992-9940; facsimile: 212-995-4521 (e-mail address: global.exchanges@nyu.edu).

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

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

Courses that are departmentally designated as pass/fail shall not be included in the 25 percent pass/fail option open to students. This pass/fail option can be applied only to “E,” “V,” or “C” courses. Once this option is utilized, such decision cannot be changed nor will the letter grade be recorded. Pass/fail grades are not considered “weighted grades.” (To qualify for honors, a student must have completed at least 64 points toward the degree in weighted grades in residence.) Pass/fail option forms may be obtained from Registration Services, Pless Hall, 2nd Floor, and must be filed in the Office of the University Registrar, 25 West Fourth Street, 1st Floor, prior to the end of the fifth (5th) week of the term for fall and spring term courses. The fifth (5th) meeting of the class is the final date for filing pass/fail option forms for courses taken during the summer sessions.

Independent Study
It should be noted that independent study requires a minimum of 45 hours of work per point.

¹Not available to special students.
Independent study cannot be used to satisfy the required 60 points in liberal arts courses, nor can it be applied to the established professional education sequence in teaching curricula.

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

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

Transcripts of Record

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 in writing by either faxing (212-995-4154) or sending a signed letter to the Office of the University Registrar, New York University, P.O. Box 910, New York, NY 10276-0910. A request for a transcript must include all of the following information: University ID number; current name and any name under which you attended NYU; current address; date of birth; school of the University attended and for which you are requesting the transcript; dates of attendance; date of graduation; and full name and address of the person or institution to which the transcript is to be sent. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request for registration processing.

Please note the following: there is no charge for academic transcripts; the limit for official transcripts issued to the student is three. A request for more than three transcripts requires the full name and address of the college, university, prospective employer, or scholarship agency to which the transcripts will be sent. 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. If you wish to confirm receipt of your request, please contact our 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 NYUHome at https://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 name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please contact our office at 212-998-4280 and a representative will assist you. Currently, we are not accepting requests for certification by e-mail.

Arrears Policy

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

Diploma Arrears Policy

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

Discipline

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

**University Policy on Patents**

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

**New York University Weapons Policy**

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

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

**Policies Concerning Academic Integrity**

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

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

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

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

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

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

**Tuition and Fees**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2006-2007. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed on the Web site of the Office of the Bursar: www.nyu.edu/bursar.

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

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar. The unpaid balance of a student’s account is subject to an interest charge of 12 per cent per annum from the first day of class until payment is received.

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

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

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

**Arrears Policy**

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

**Diploma Arrears Policy**

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

**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 pays fees after the first day of May, September, or January, for degrees in May, September, or January, respectively. Following the payment of all required fees, and on approval of the faculty, 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.

The following is an explanatory schedule of fees for 2006-2007.

**Tuition**

<table>
<thead>
<tr>
<th>Points</th>
<th>Fee per Term</th>
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<tbody>
<tr>
<td>12 to 18</td>
<td>$15,767.00</td>
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</table>

Nonreturnable registration and services fee, per term 943.00

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $56.00 per point) 985.00

Students taking fewer than 12 points, per point, per term 929.00

**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.**
Fall term 2006; nonreturnable registration and services fee, first point $299.00

Fall term 2006; nonreturnable registration and services fee, per point, for registration after first point 56.00

Spring term 2007; nonreturnable registration and services fee, first point 312.00

Spring term 2007; nonreturnable registration and services fee, per point, for registration after first point 56.00

General Fees

Basic Health Insurance Benefit Plan (full-time students automatically enrolled,1,2 all others can select):
Annual $1,376.00
Fall term 532.00
Spring term (coverage for the spring and summer terms) 844.00
Summer term (for students who did not register in the preceding term) 373.00

Comprehensive Health Insurance Benefit Plan (international students automatically enrolled,1,2 all others can select):
Annual $2,049.00
Fall term 792.00
Spring term (coverage for the spring and summer terms) 1,257.00
Summer term (for students who did not register in the preceding term) 556.00

Stu-Dent Plan (dental services through NYU’s College of Dentistry):
Primary Member—academic year $205.00
Partner 205.00
Dependent (under age 16) 80.00
Renewal Membership 170.00
Late tuition payment fee (other than late registration) 25.00
Penalty fee 10.00
Application fee for admission (nonreturnable, see page 160) 65.00
Application fee for admission for international students and U.S. citizens living abroad (nonreturnable) 75.00
Deposit upon acceptance (nonreturnable) 300.00
Housing deposit (if applicable) upon acceptance (nonreturnable) 200.00
Maintenance of matriculation, per academic year 300.00
Fall term 2006; nonreturnable registration and services fee 210.00
Spring term 2007 (coverage for spring and summer terms); nonreturnable registration and services fee 223.00

Late registration fee commencing with the second week of classes $50.00
Late registration fee commencing with the fifth week of classes 100.00
Duplicate rating sheet 2.00
Reevaluation and curriculum charges 15.00
Special validation examination 10.00
Makeup examination 20.00

Course-Related Fees

Art and Art Professions Photography Lab Fee: To be paid when registering for
E90.0360 $250.00
E90.0361 250.00
E90.0369 250.00
E90.1360 250.00
E90.1361 250.00

Music and Music Education Private Instruction fee: To be paid when registering for
E85.1021 90.00
E85.1034 90.00
E85.1045 90.00
E85.1056 90.00
E85.1063 90.00

Estimate of Expenses for Entering Full-Time Students

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

Withdrawal and Refund of Tuition

A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either via Albert (through the first three weeks of the term only) or in writing on a completed Change of Program form with the Office of the Bursar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule, page 175).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification of the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration and services fee, per point, for registration after first point 56.00.

1Waiver option available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans or can waive the plan entirely (and show proof of other acceptable health insurance).
fee and a penalty of $10.00 for a stopped payment must be charged in addition to any tuition not canceled.

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

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

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 before the official opening date of the term 100%

Withdrawal within the first calendar week from the opening date of the term 25%

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

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

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

The above refund schedule is not applicable to undergraduate students whose registration remains within the flat-fee range.

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

It should be noted that the registration and services fee is in no case returnable.

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

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

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

Tuition Insurance

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

Financial Aid

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need.

Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Office of Financial Aid Web site at www.nyu.edu/financialaid.

A concise summary is also included in the NYU Student’s Guide, available from the Student Resource Center, 60 Washington Square South, Suite 210.

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

1The first calendar week consists of the first seven (7) days beginning with the official opening date of the term (note: not the first day of the class meeting).
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 online at www.fafsa.ed.gov or from the student’s current high school or the NYU 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 (the NYU 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. Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1.

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

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

Renewal Eligibility
Financial aid awards are not automatically renewed each year. Continuing students must submit a 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.

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

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

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

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

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

Trustees Scholars. A program of Trustees Scholarships was established in 1983 in order to recognize the exceptional promise of new freshman and transfer students who meet special academic criteria: outstanding high school/college grade point averages and SAT scores. Each scholar receives generous scholarship aid and is invited to participate in a series of special lectures and other events.

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

Phi Theta Kappa Scholarship Program. This program, established in 1984, honors members of the national honor society for two-year colleges. It provides minimum scholarships of $2,500 for students entering New York University as juniors after completing degree programs at two-year colleges. Transfer students with grade point averages of at least 3.8 are eligible.

The Reynolds Program in Social Entrepreneurship. The Reynolds Program in Social Entrepreneurship offers 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneurial leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society’s most intractable problems in sustainable and scalable ways. The undergraduate scholarship provides up to $40,000 over two years and dedicated curricular and cocurricular activities. Please visit the Reynolds Program Web site at www.nyu.edu/reynolds for more information.

Loan Programs

Federal Perkins Loan Program. The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid.

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

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

Part-Time Employment

Student Employment. Most financial aid award packages include “recommended academic year earnings.” This means that students are eligible to work by using NYU’s student employment services, including the Federal Work-Study Program, and may earn up to the amount recommended in their award package. Academic year earnings are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

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

Resident Assistantships. Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board and/or a stipend. Applications and further information may be obtained from the Department of Residential Education, New York University, 33 Washington Square West, 1st Floor, New York, NY 10011-9154. Telephone: 212-998-4311.

All Other Sources of Aid

State Grants

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package.

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

Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Return the completed application as instructed. Do not send the forms to NYU. For more information about TAP, visit www.nyu.edu/financial.aid.tap.html.

Aid for Part-Time Study (APTS). A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per semester. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credits per term. Applications are available from the Office of Financial Aid or their Web site. The application deadline varies; please consult the Office of Financial Aid.

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

World Trade Center Memorial Scholarship

New York State Scholarship for Academic Excellence

Regents Professional Opportunity Scholarships

Awards for Children of Veterans (CV)

Robert C. Byrd Honors Scholarship

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

Persian Gulf Veterans Tuition Awards (PGVTA)

Vietnam Veterans Tuition Awards (VVTA)

State Aid to Native Americans

AmeriCorps Educational Award

Volunteer Recruitment Service Scholarship for Volunteer Fire and Ambulance Recruits

Military Service Recognition Scholarship (MSRS)

States Other Than New York: Students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University.

Contact your state financial aid agency (call 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Federal Grants and Benefits

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

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

Veterans Benefits. Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Outside Scholarships and Grants

Students may be eligible for a specialized scholarship or grant from an outside agency. Some sources to explore are employers, 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. Students must notify the Office of Financial Aid if they receive funds from any of these sources.

Federal Loans

Subsidized Stafford Student Loan (SSL) Program. The Subsidized Federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative 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.

An undergraduate student may borrow up to a maximum of $2,625 for the freshman year and $3,500 for the sophomore year of study. The maximum for juniors and seniors is $5,500 with a total borrowing limit of $23,000. A graduate student may borrow up to a maximum of $8,500 per year with a total aggregate borrowing limit (including
undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of education, the family contribution, and the total of all financial aid awards. For dependent students, “family contribution” is derived from the incomes of the parents and the student. For graduate students and independent undergraduates, family contribution is based on the incomes of the student and spouse (if married).

The Subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time.

An insurance premium of up to 1 percent as well as an origination fee of 3 percent may be deducted from the loan funds.

**Unsubsidized Stafford Student Loan Program.** For independent undergraduate students, graduate/professional degree students, and some dependent undergraduate students for whom it is documented that their parents cannot obtain a PLUS loan, the Unsubsidized Federal Stafford Student Loan provides 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.

Freshmen and sophomores may borrow up to $4,000 each year, juniors and seniors up to $5,000 each year, and graduate students up to $10,000 each year. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and minus all other financial aid received that year.

**PLUS Program.** The federal PLUS Program enables creditworthy parents of dependent 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 set by a federal formula and does not exceed 9 percent. For this reason, eligible parents 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 insurance premium/guarantee fee of up to 4 percent is due 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, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

**Employee Education Plans**

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

**Steinhardt School of Education-Sponsored Programs**

Information on the school’s Honors Program, including the Scholars Program (see page 177), is available from the Office of the Associate Dean for Student Services and Public Affairs, Steinhardt School of Education, New York University, 82 Washington Square East, 2nd Floor, New York, NY 10003-6680.

**Department of Nutrition, Food Studies, and Public Health**

This department has a number of scholarships available for interested undergraduates. The application deadlines, award amounts, and restrictions associated with each scholarship vary. The award amounts can range from $200 to $2,500, depending on the specific scholarship for which students are being considered and the guidelines specific to each scholarship. For information on these scholarships, contact the Department of Nutrition, Food Studies, and Public Health. Steinhardt School of Education, New York University, Education Building, 35 West Fourth Street, 10th Floor, New York, NY 10012-1172. You may also call 212-998-5580 or e-mail nutrition@nyu.edu. The scholarships include the following:

Aramark Corporation—Carol DeGuadenzi Memorial Scholarship. Tuition scholarship to honor the memory of Carol DeGuadenzi, a distinguished graduate of the department. Preference for this award is usually given to doctoral students in food studies and food and management, but undergradu-
ate and master’s degree students interested in food management courses may also apply.

Frank G. Elliot Scholarship. Tuition scholarship for undergraduate or graduate students in nutrition, food studies, and food management, recognizing scholastic excellence and community involvement.

Kappa Omicron Nu (Alpha Rho Chapter). This scholarship is administered by Kappa Omicron Nu, a national honor society for individuals working or studying in the field of “home economics” (nutrition and food students are eligible for membership). Decision is based on scholastic excellence, previous work experience, community involvement, and dedication to the field.

Comstock Michigan Fruit Scholarship. A cash award for a well-rounded student interested in pursuing a career in food studies or food management. This award is based on academic performance, as well as good work, good citizenship, and overall involvement in school and outside activities.

New York Metro Roundtable for Women in Food Service. For undergraduate students who will be enrolled in the department’s food studies or restaurant management program during the applicable academic year.

Roseleen Goldstone Scholarship. This scholarship is administered by the Greater New York Dietetic Association to a third-year undergraduate college student working toward a degree in nutrition and dietetics at New York University who demonstrates academic excellence, community involvement, financial need, and proposed contributions to the field of nutrition and dietetics.

André and Simone Soltner Food Education Scholarship. This scholarship is sponsored by the American Institute of Wine and Food–New York Chapter and is available to individuals interested in pursuing or furthering a career in the area of food, be it in service, production, historical studies, or distribution. All applicants must also reside in New York State or northern New Jersey and complete all requirements of the application process. After award completion of the scholarship, students write an article about the scholarship (subject to editing) for the New York Chapter newsletter.

The Department of Nutrition, Food Studies, and Public Health Scholarship. The department has set aside a fund from gifts and fund-raising events for small tuition scholarships to assist undergraduate or graduate students who demonstrate financial need and academic merit.
General Requirements

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

All Bachelor of Science and Bachelor of Fine Arts students admitted as new freshmen are required to complete a minimum of 60 points of liberal arts. Bachelor of Music students admitted as new freshmen are required to complete a minimum of 40 points of liberal arts. These studies are distributed in the following areas: foreign language; expository writing; the humanities and social sciences; mathematics; natural science; integrated liberal arts; and speech communication. For complete details regarding the liberal arts requirements, see page 105.

Students enrolled for degree programs at New York University are expected to take their courses, including summer school, at New York University. Exceptions will be considered by the dean on a case-by-case basis and must be approved in advance. The final 32 points must be taken under the auspices of the New York University Steinhardt School of Education within a period of five consecutive years.

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

Transfer Students: Degree Requirements

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

Supervised Student Teaching

Courses in supervised student teaching and field experiences are open only to matriculated students who have satisfactorily completed courses in the content area of the subject(s) they plan to teach, in the necessary pre-student teaching fieldwork, and in professional study, which would lead to state certification. The program of these courses includes work in selected early childhood, elementary, and secondary independent 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 less 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. 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 at a Student Teaching Convocation event.

Teacher Certification

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

Notes

1. The New York State Education Department requires that all prospective teachers receive instruction relating to the nature and effects of alcoholic drinks, narcotics, habit-forming drugs, school violence prevention and intervention, and signs of child abuse, including instruction in the best methods of teaching these subjects. This requirement is met by successful completion of E81.1999, The Social Responsibilities of Teachers: Drug and Alcohol Education/Child Abuse Identification/School Violence Prevention.

2. The State 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 his or her 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 issue a certificate to teach in the public schools of New York State. Please consult your departmental certification liaison for details.

Notice: Statistics on the New York State Teacher Certification Examinations for the Steinhardt School of Education at New York University are as follows for 2003-2004: 425 students completed the Assessment of Teaching Skills—Written (ATS-W). Of those, 421 passed, and this yielded a pass rate of 99 percent. The statewide pass rate for the ATS-W is 97 percent. A total of 435 NYU students completed the Liberal Arts and Science Test (LAST). Of those, 427 passed, and this yielded a pass rate of 98 percent. The statewide pass rate for the LAST is 96 percent.

New York State Teacher Certification

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

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

Maintenance of Matriculation

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

Writing Proficiency Examination

FRESHMAN STUDENTS

Freshman students at the Steinhardt School of Education who complete V40.0100, Writing the Essay, with a grade of “C” or better are certified as proficient and are not required to sit for the exam. Students enrolled in the Higher Education Opportunity Programs (HEOP) completing V40.0005 and V40.0006 (Prose Writing I and II) with grades of “C” or better are deemed proficient.

TRANSFER STUDENTS

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

Transfer students who pass the examination and transfer in two courses in writing composition or the equivalent will not be required to complete additional course work in expository writing.
Those who pass and transfer in only one course will be required to complete V40.0100, Writing the Essay. Writing the Essay is significantly different from most writing courses students take in two- and four-year colleges and provides the foundation for writing in the University.

If the students fail, and have received transfer credit for one or two courses in expository writing or the equivalent, they will be required to complete at least one expository writing course, V40.0013, Writing Tutorial, or V40.0004, International Writing Workshop I, as determined by the Expository Writing Program. Placement may vary depending on the writing issues present in the examination. Students who achieve a letter grade of “C” or above in Writing Tutorial are certified as proficient. Students who do not achieve a “C” or above must sit for the Proficiency Exam.

INTERNATIONAL STUDENTS
Students completing V40.0004/V40.0009 (International Writing Workshop I/International Writing Workshop II) will take the proficiency examination at the end of their writing-course sequence. Those who fail will be required to complete one expository writing course, V40.0013, Writing Tutorial.

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

Department of Administration, Leadership, and Technology

Full-Time Faculty 2006-2007

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

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

Research 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 (Canada); M.A. 1983, Hebrew (Jerusalem, Israel); Ph.D. 1990, Massachusetts Institute of Technology.
Children’s learning and cognition, educational technology, media design, video ethnography, computer-supported collaborative learning, information systems, and human-computer interaction.

Examines the methodologies of interpretive inquiry used for studying issues of equity in institutions as well as the sociopolitical theories of equity underpinning public policy and institutional reform in industrialized and developing nations. Recent publications provide critical insight into how policies, systems, and normative practices sustain inequity and limit opportunity for historically marginalized groups. Current efforts explore how a developmental approach to public policy and institutional practice can create greater freedoms for poor and minority populations.

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

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.

Research focuses on elements related to the design of training interventions and workplace learning as well as effective university-corporate partnerships. Specialist in postsecondary curriculum development in both information systems and corporate training. Recently published work focuses on end-user information systems and training for organizations.

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 informa-
tion architecture, interaction design, and information design.

Research focuses on uses of technology and computers in classrooms and the implications for accommodating learner differences through cognitive science perspectives.

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

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 consider equity and empowerment within charter school communities partnered or contracted with educational management organizations.

Instructional design for video and interactive video programs; educational video and film production and postproduction; critical evaluation of instructional materials.

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
Leonard Majzlin, B.S.

Affiliated Faculty
Lynne P. Brown, Senior Vice President for University Relations and Public Affairs. B.A., M.A., Ph.D.

Patricia Carey, Associate Dean for Student Services and Public Affairs, Steinhardt School of Education. B.A., M.A., Ph.D.

Norman Fruchter, Clinical Professor; Director, Community Involvement Program. B.A., M.Ed.

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

Terrence J. Nolan, Director of Labor Relations and Associate General Counsel. B.A., J.D., LL.M.

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

Harold Wechsler, Professor, Humanities and Social Sciences. B.A., M.A., Ph.D.

Department of Applied Psychology
Full-Time Faculty 2006-2007

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. 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.

Lawrence Balter, Professor. B.B.A. 1960, M.S.E. 1962, City College (CUNY); Ph.D. 1968, New York.
Child development; parent-child relations; psychoanalytic theory; psychology in the media; parent education.

Ronald P. Esposito, Associate Professor. B.S. 1966, Georgetown; M.S. 1969, Ph.D. 1974, Fordham.
Group dynamics; consultation; cross-cultural counseling; vocational development; organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

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

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

Arnold H. Grossman, Professor. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW.
Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population and of adolescents and older adults; gender identity, gender expression, and mental health issues among transgender adolescents; stress and adaptation among families of gay, lesbian, and bisexual adolescents; HIV/AIDS prevention education; and psychosocial experiences of those who are vulnerable, stigmatized, victimized, and socially alienated.

Perry N. Halkitis, Associate Professor. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, 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.

Bruce Homer, Assistant Professor. B.S. 1992, Dalhousie (Canada); M.A. 1995, Ph.D. 2000, Toronto (Canada).
Developmental psychology; early stages of literacy acquisition and metalinguistic awareness, language and representational abilities in young children, theory of mind, and cross-cultural psychology.

Barbara Hummel-Rossi, Associate Professor. B.A. 1964, SUNY (Albany); Ph.D. 1971, SUNY (Buffalo).
Cognitive assessment with autistic children; cognitive, personality, and achievement test development; economic evaluation including cost-effectiveness, cost-benefit, and cost-utility analyses with application to educational settings; applied quantitative research methodology and statistics; qualitative research methodology; evaluation research methodology; measurement; modern and classical test theory.

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.

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.

Samuel Juni, Professor. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1978, SUNY (Buffalo).
Psychopathology and differential diagnosis; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations.

Temperament; preventive school-based intervention for at-risk urban children, their parents, and their teachers.
Mary McRae, Associate Professor. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia. Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.


Randolph L. Mowry, Clinical Associate Professor. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville). Employment, job accommodations, and rehabilitation issues related to people who are deaf, hard of hearing, or late deafened; factors that contribute to the long-term job retention of people who are deaf and have additional disabilities.

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

Selcuk R. Sirin, Assistant Professor. B.S. 1991, Middle East Technical (Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College. Immigrant/minority adolescent development; Muslim American identity formation; development of the Racial Ethical Sensitivity Test (REST); cultural competence and professional ethics; school engagement and socioeconomic status; meta-analysis and mixed method research designs.

Carola Suárez-Orozco, Chair and Associate Professor. B.A. 1978, California (Berkeley); Ph.D. 1993, California School of Professional Psychology. Cultural psychology; immigrant youth and immigrant families; ethnic identity formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

Lisa Suzuki, Associate Professor. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln). Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.


Niobe Way, Associate Professor. B.A. 1985, California (Berkeley); Ed.D. 1994, Harvard. Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.


Fieldwork Coordinators


Adjunct Faculty

Robert Webb Arnold, M.A.

Maxim Belkin, Ph.D.

Yitzhak Berger, B.A., Ph.D.; CRC, LP

Michael Boehm, B.A., M.A., Ph.D.

David Bowell, B.S., M.A.

Daniel Carragher, Ph.D.

J. Christopher Collier, Ph.D.

Barbara Cooper, B.A., M.A., Ed.D.

Josefina Costa, Ed.M., M.A.; CRC

Fred Daniele, Ph.D.

Howard Friedman, B.A., M.A., Ph.D.

George Garcia, B.A., M.A.

Lloyd Goldsamt, Ph.D.; LP
Department of Art and Art Professions

Full-Time Faculty 2006-2007


Director of the Graduate Art Therapy Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and inservices throughout the United States and other countries including Italy, Korea, Iceland, Turkey, and Thailand. Published articles in *American Journal of Art Therapy* and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.

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


Director of the Program in Art Education. Extensive experience teaching students from diverse cultural and ethnic backgrounds nationally and internationally at both the elementary/middle school and university levels. Research interests include critical pedagogy in art education, feminism, postcolonial theory, and globalization in relation to visual culture.


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.


Director, 80 Washington Square East Galleries, Broadway Windows, and Washington Square Windows. Director of internships and residency in visual arts administration programs. Expertise in folk art, Americana, collecting, contemporary art, and art history. An active exhibiting sculptor; international achievement.

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

Expertise in modern and contemporary art and material culture. Former art museum, corporate, and independent curator, gallerist, and nonprofit management consultant. Board, Committee on Museum Professional Training of the American Association of Museums. Professional interests include shared competencies for visual arts professionals, cultural policy and arts advocacy, architectural history and historic preservation, contemporary art and artists, globalization issues, and the history of taste.

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

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


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 Visual 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.


Adjunct Faculty
(by specialization)

Painting and Drawing
Charles Agro, B.F.A., M.F.A.
Jaime Arredondo, B.A., M.F.A.
Jesse Bransford, B.A., B.F.A., M.F.A.
Charles Browning, B.F.A., M.F.A.
Elizabeth Deuell, B.F.A., M.A.
Maureen Gallace, B.F.A., M.F.A.
Eric Heist, B.F.A., M.F.A.
Ivelisse Jiminez, B.F.A., M.F.A.
Mimi Kim, B.A., M.F.A.
William Komoski, B.F.A.
Judith Linhares, B.A., M.F.A.
Keith Mayerson, B.A., M.F.A.
Maurizio Pellegrin, B.A., M.A.
Juan Jose Robles, B.F.A., M.F.A.
Michael St. John
Holly Sumner, B.F.A., M.F.A.
Donald Traver, B.F.A.
Michael Waugh, B.A., M.F.A.

Sculpture
Steve Currie, B.F.A., M.F.A.
Rico Gatson, B.A., M.F.A.
Rand Hardy, B.F.A.
Curtis Mitchell, M.A., M.F.A.
Chris Romer, B.F.A., M.F.A.
Katy Schimert, B.F.A., M.F.A.
Michelle Segre, B.F.A.
Beverly Semmes, B.A., M.F.A.

Print
James Acevado, B.F.A.
Carson Fox, B.F.A., M.F.A.
Zarina Hashmi, B.S.C.
Mark Johnson, B.A., M.A.
Krishna Reddy
Kiki Smith

Photography
Koya Abe, B.S., M.A.
Lyle Ashton-Harris, B.A., M.F.A.
Ann Chwatisky, B.S., M.S.
Kristin Holcomb, B.A., M.F.A.
Bettina Johae, B.A., M.A.
Sean Justice, B.F.A., M.F.A.
Susan Landgraf, B.A., M.A.
Adam Putnam, B.F.A., M.F.A.
Nina Prantis
Karen Saka, B.F.A., M.F.A.
Ivory Serra, B.F.A., M.F.A.
Joni Stembach, B.F.A., M.A.
Hiroshi Sunari, B.F.A.
Ashley Thayer, B.F.A., M.F.A.
JoJo Whilden, B.F.A., M.A.
J. Zheng, B.A.

Art in Media
Sue de Beer, B.F.A., M.F.A.
Jenny Del Corte
Hirschfeld, M.A.
Sigrid Hackenberg, B.A., M.A.
Ken Howell, B.F.A., M.F.A.
Claudio Joskowicz, B.A., M.F.A.
Gautam Kansara, B.A., M.A.
Travis Kaufman, B.A., M.F.A.
Aida Ruilova, B.A., M.F.A.
Sculpture: Craft Media
Klaus Burgel, B.A., M.F.A.
Kathy Butterly, B.F.A., M.F.A.
Linda Casbon, B.A., M.F.A.
Kanik Chung, B.A., M.F.A.
Michael Ferguson, B.F.A., M.F.A.
Shida Kuo, B.A., M.A.
James McLeod, B.A., M.F.A.
Steven Montgomery, B.Ph., M.F.A.
Matt Nolen, B.A.
Carolanne Patterson, B.A., B.F.A., M.F.A.
Gary Speziale, B.A., M.F.A.
Lisa Spiros, B.F.A.
Dirk Staschke, B.F.A., M.F.A.
Kevin Thomas, B.A., M.F.A.
Art Education
Nova Gutierrez, B.A., M.A.
Jessica Hamlin, B.A., M.A.
Jeff Hopkins, B.A., M.A.
Zoya Kocur, B.A., M.A.
Robert McCallum, J.M.B., B.A., M.F.A.
Constance Rich, B.A., M.A.

Visual Arts Administration
Susan Ball, B.A., M.A., Ph.D.
Charlotte Cohen, B.A.
Anne Edgar, B.A., M.A.
Alan Fausel, B.A., M.A.
Oliver Hirsch
Shelley Sanders Kehl, B.A., J.D., Ed.D.
Laura Miller, B.A.
Abby Remer, B.A., M.A.
Vida Schreiban, B.F.A., M.A.
Vivian Selbo, B.S.
Alice Zimet, B.A., M.A.

Visual Culture
Jan Avgikos
Kathe Burkhardt, B.F.A., M.F.A.
Daniel Cameron, B.A.
Nancy Deihl, B.A., M.A., Ph.D.
RoseLee Goldberg, B.A., M.A.
Kirby Gookin, B.A., M.A., M.Phil.
Desiree Koslin, M.A., M.F.A., Ph.D.
Elizabeth Marcus, B.A., M.A., M.Phil.
Elizabeth Morano, B.A., M.A.
David Rimanelli, B.A.
Gregory Sholette, B.A., M.F.A.

Art Therapy
Marygrace Berberian, M.A., M.S.W.; ATR-BC
John Bok, Ph.D.
Ani Buk, B.S., M.A., M.F.A.; ATR-BC
Bettina Buschel, B.A., M.S., D.A.; ATR-BC
Raquel Chapin, M.A.
Elizabeth Coss, M.A.; ATR-BC
Lani Gerity, D.A.; ATR-BC
Christina Grosso, M.A.; ATR
Edith Kramer, D.A.; ATR-HLM
Diana Milia, B.A., M.A.; ATR-BC
Renee Obstfeld, B.A., M.A.; ATR-BC CSAC
Joan Phillips, Ph.D.; ATR
Stephanie Wise, M.A.; ATR
Claudia Zanardi, Ph.D.

Department of Culture and Communication
Full-Time Faculty


A political/medical anthropologist who has conducted ethnographic field research in Northern Ireland and South Africa and with the homeless in New York City. He has taught at Central European University (Budapest), Institute of Humanities Studies (Ljubljana), and the Department of Performance Studies, Tisch School of the Arts, NYU. Interests include visual culture and violence, the political anthropology of the body and the senses, and the archaeology of media and technology. Author of the critically acclaimed book Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland (University of Chicago Press, 1991).

JoEllen Fisherkeller, Associate Professor. B.A. 1985, California (San Diego); M.A. 1987, Ph.D. 1995, California (Berkeley). Young people’s self/identity development and cultural
learning; media education and social change; youth media production and cross-cultural communication; popular media audiences; interpretive/ethnographic methodologies. Publications in communication and education journals; author of Growing Up with Television: Everyday Learning Among Young 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 the founder of the software development group RSG.


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 Trespassing Boundaries, a collaborative work performed simultaneously in New York and 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.

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

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. Academic adviser to the Center for Communication in New York City and codirector of the Coordinating Council for Culture, Communication, Journalism, and Media Studies 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. 1975, Witwatersrand (South Africa); M.A. 1978, Ph.D. 1983, Stanford.
Social, ethical, and political dimensions of information and communications technology and new media; technology and values; ethics and integrity in scientific research. Leads interdisciplinary Colloquium on Information, Technology, and Society.

Arvind Rajagopal, Associate Professor. Ph.D. 1992, California (Berkeley).

Marita Sturken, Associate Professor. B.A. 1979, Empire State College; Ph.D. 1992, University of California (Santa Cruz).
Cultural studies, consumer culture, cultural 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. B.A. 1992, McGill (Canada); M.A. 1994, Southern California; Ph.D. 2005, Colorado (Boulder).
Relationship between media and Internet development in the Middle East and the spread of Western capitalism and globalization. Other interests include contemporary Middle East and Palestinian politics, culture, and media; political economy of the Internet; critical geography and social theory; ethnographic research methods; and documentary filmmaking.

Siva Vaidhyanathan, Assistant Professor. B.A. 1994, Ph.D. 1999, Texas (Austin).

Aurora Wallace, Assistant Professor. B.A. 1992, Carleton (Canada); M.A. 1994, Ph.D. 2000, McGill (Canada).

Adjunct Faculty
Will Baker, B.S.
Frederico Bertagnoli, B.A., M.P.S.
Bonnie Blake, B.A., M.A.
Helene Bleiberg, B.A.
Roger Brown, B.A., M.A., Ph.D.
Roy Brunett, B.A.
Craig Burton, B.A., M.A., Ph.D.
Allison Butler, Ph.D.
Mary Carpenter, B.S., M.A.
Cheryl Casey, B.A., M.A.
Vincent Cheng, M.A., M.C.I.
Minda Chipurnoi, B.A., M.F.A.
Brian Cogan, B.A., M.A., Ph.D.
Robert Cole, B.A.
John DaPrato, B.A., M.A.
Jean DeNiro, B.A., M.A.
James Devitt, B.A., M.A., Ph.D.
Mary Domowicz, B.A., M.A.
Mark Edelman, B.A.
Salvatore Fallica, B.A., M.A., Ph.D.
Melene Follert, B.A., M.A.
Susan Fox, B.A., M.A., Ph.D.
Thomas E. Harkins, B.A., M.A.
Michelle Litzky, B.A.
Robert Maxwell, B.A., M.A., Ph.D.
Rebecca Merkin, B.S., M.S., Ph.D.
Sandra Meyer, B.A., M.A.
Bruce Myers, B.F.A., M.A.
Kathleen Novak, B.A., M.A.
Deborah Panzer, B.A., M.A.
David Parisi, B.A., M.A.
William Phillips, M.A.
David Poltrack, B.A., M.A.
Tiphaine Rabaux, B.A., M.A.
Marshall Raines, B.A., M.A., Ph.D.
Robert Richter, B.A., M.A.
Mary Jean Robinson, B.A., M.A., M.A., Ph.D.
Alan Ross, B.A., J.D.
Sydney Scott, B.A., M.A.
Eugene Secunda, B.A., M.A., Ph.D.
Bonnie Selterman, B.A., M.A.
Beth Seplow, B.A., M.A.
Jill Sherman, B.S., M.A.
Yu Shi, B.A., M.A., Ph.D.
Amresh Kumar Sinha, B.A., M.A., M.A., Ph.D.

Critical theory with research interests in the interrelationships between film and literature. Former Wall Street Journal critic, author of Double Exposure: Fiction into Film, and contributor to numerous publications. Director, Study Abroad Centers in Moscow, Paris, and Rio de Janeiro.


Medieval Jewish history, medieval Christian-Jewish relations, the history of Jewish education. Recent publications include Medieval Stereotypes and Modern Antisemitism (University of California Press, 1997); God, Humanity, and History (University of California Press, 2000); Jewish History from the Academy to the Schools: Bridging the Gap (forthcoming).

Sean P. Corcoran, Assistant Professor. B.B.A. 1997, Wichita State; M.A. 1999, Ph.D. 2003, Maryland.


James Fraser, Visiting Professor. B.A. 1966, California (Santa Barbara); M.Div. 1970, Union Theological Seminary; Ph.D. 1975, Columbia.

Educational history, religion and public education, multicultural and gender equity, democracy and culture in the U.S., teacher preparation.


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. His current work is focused on issues concerning reform in public high schools.


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 was awarded the Fulbright Award of Honor in 1997.


Fang Lai, Assistant Professor. B.A. 1999, Peking (China); M.A. 2002, Ph.D. 2005, California (Berkeley).

Empirical research on the analysis of the impacts of policy changes and school quality on student performance; analysis of social networks and peer influence. Current work focuses on the impact of school quality on middle school student performance using a natural experiment from a middle school educational reform in China.


Research interests: the sociology of education, cultural sociology, citizenship and national identity, youth and ethnic conflict, and civic and vocational education in international and comparative contexts. Publications: Citizenship Education and Political Extremism in Germany: An Ethnographic Account; Challenge and Change in the German Vocational System Since 1990.


Philosophical issues of religion, education, and ethics. Author of 15 books on reli-


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.


Research and instruction in statistical methodology models for longitudinal data, postsecondary outcomes, wage inequality, and labor economics. He has published Divergent Paths: The Structure of Mobility in the New American Labor Market (Russell Sage, 2000). His articles include “Covariance Models for Latent Structure in Longitudinal Data” and “Pathways to Educational Attainment and Their Effect on Early Career Development.”

Mitchell Stevens, Associate Professor. B.A. 1988, Macalester College; Ph.D. 1996, Northwestern.


Areas of interest include race politics and theory, urban schooling and the sociology of education, school choice and charter schools, and gender and feminist theory. She is currently working on a manuscript based on her dissertation, “Teach a New Day: African American Alternative Institution-Building and the Politics of Race and Schooling Since Brown,” and on a coedited collection entitled “The Emancipatory Promise of Charter Schools: Towards a Progressive Politics of School Choice.”

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


Research interests include minority access to mass higher education, governance, business education, and the formation of curriculum and disciplines in American higher education. Publications include Access to Success in the Urban High School: The Middle College Movement (Teachers College Press, 2001) and Jewish Learning in American Universities: The First Century (Indiana University Press, 1994).


Specializations: statistics and research design methodology; multivariate methods; psychometrics and evaluation. Author of numerous articles in scholarly journals. Most recent book: Data Analysis for the Behavioral Sciences Using SPSS.


Interests include the histories of education, ethnicity, race, science, and politics in 19th- and 20th-century America and global education. Author of numerous articles in scholarly and popular journals. Most recent book: Whose America? Culture Wars in the Public Schools.

Affiliated Faculty

Robert Cohen, Professor, Department of Teaching and Learning

Pedro Noguera, Professor, Department of Teaching and Learning

Faculty Emeriti

Berenece Fisher, Philosophy of Education

Donald Johnson, Global Education

Department of Music and Performing Arts Professions

Full-Time Faculty 2006-2007


K-12 certified dance educator, New York State, New York City, New Jersey. Expertise in interdisciplinary teaching and learning and integrating Laban Movement Analysis and Motif Description into the K-12 context. Master teacher,


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


Actor/soprano nominated for a Tony Award for outstanding performance in her role as Fiona in the Broadway revival of Brigadoon. Received a Theatre World Award for her performance as Marian opposite Dick Van Dyke in The Music Man. Cable Ace Award nominee for best actress for HBO’s Camelot opposite Richard Harris. Other Broadway credits include Irene, Lorelei, Something’s Afoot, Gorey Stories, Damn Yankees, The Firefly, and New Moon. Premiered as Lucy in Lucy’s Lapses for the Portland Opera. Recordings include Phantom of the Opera on RCA/BMG, Sousa for Orchestra on ESS.A.Y., Lost in Boston on Varese Sarabande. She is a member of Actors’ Equity, AFTRA, and Screen Actors Guild.


Joined NYU in 2002 after 25 years as a professor of music education at the University of Toronto. Also served as visiting professor of music education at Northwestern University, the University of North Texas, Indiana University, the University of Cape Town (South Africa), and the University of Limerick (Ireland). Author of Music Matters: A New Philosophy of Music Education (Oxford, 1995) and Praxial Music Education (Oxford, 2005). Published numerous journal articles and book chapters and, as an award-winning composer/arranger, also published many choral and instrumental works with Boosey and Hawkes (New York).

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

Pianist and author with expertise in music analysis, aesthetics, music methodologies, and music copyright. Winner, Presidential Fellowship and Daniel E. Griffiths research awards. Music copyright consultant for major recording and publishing companies and artists.

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. Recent publications include video entitled The Ride of Your Life: Musicians as Entrepreneurs.

Dinu D. Ghezzo, Professor. Dipl. 1964, 1966, Romanian Conservatory of Music (Bucharest, Romania); Ph.D. 1973, California (Los Angeles).

Compositions published by Editions Salabert Billaudot, Tirreno G.E., AIM, and Seesaw Music (NYC) and recorded on Orion Master Recordings, Grenadilla, and Capstone.


Award winner, Texas State Council on the Arts; composer of chamber music and opera. Pioneer for uses of music on the Internet.

Dianna Heldman, Teacher. B.M. 1982, Crane School of Music; M.M.Ed. 1990, North Texas; Artist Dipl. 1991, College-Conservatory of Music (Cincinnati).

New York City Opera mezzo-soprano, with roles in Der Rosenkavalier, Carmen, La Traviata, The Magic Flute, The Mikado, Rigoletto, Madama Butterfly, La Cenerentola, Il Barbieri di Siviglia, and La Boheme. Work with regional opera companies and orchestras includes Indianapolis Opera, Cincinnati Opera, Opera Festival of New Jersey, Birmingham Opera Theater, Sarasota Opera, Opera Memphis, Lyric Opera of Dallas, Indianapolis Symphony, Cincinnati Chamber Orchestra, and Artek Early Music Ensemble. She is a regular guest artist with Lyric Opera of San Antonio and the Catskill and Schenectady Symphonies. An active member of the National Association of Teachers of Singing, Music Educators National Conference, and the American Guild of Musical Artists.

Barbara Hesser, Associate Professor. 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.

Expertise in interdisciplinary curriculum design, teaching and learning. Consultant for many New York City (and area) schools and arts education organizations in curriculum and evaluation. Recent publications include “Dance Education as an Aspect of Movement and Mobility in Everyday Living,” Quest. The 2000 publication “Toward a Definition of Dance Education,” Childhood Education, is taught and quoted in dance education programs around the country.


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

Development of theory and clinical approaches to drama therapy. Editor-in-chief emeritus of the journal The Arts in Psychotherapy. Author of Persona and Performance: The Meaning of Role in Drama, Therapy, and Everyday Life. Recipient, Distinguished Teaching Award, NYU.


Catherine Moore, Clinical Assistant Professor. B.A. 1976, Bishop’s (Canada); Ph.D. 1991, Liverpool (U.K.). 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.


approaches, physical theatre techniques, and original works. Research in experimental theatre and feminist theory with focus on drama-in-education curricula.


Research interests include applied theatre, drama and arts education, qualitative inquiry, and reflective praxis. Books include *Applied Theatre: Creating Transformative Encounters in the Community*, *Researching Drama and Arts Education: Paradigms and Possibilities*, *The Drama Classroom: Action, Reflection, Transformation*, and *Redcoats and Patriots: History Loves Apocolypsis*. (1997 development grant National Endowment for the Arts). Former 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.

**William Wesbrooks**, Clinical Assistant Professor. B.A. 1972, Eastern New Mexico.

Director and playwright with off-Broadway credits such as Tovah Feldshuh's acclaimed *Tallulah, Hallelujah!* and Thomas Michael Allen's production of *The Water Coolers*. Regional and touring credits include *My Fair Lady* with Gary Beach; *My One and Only* with Hinton Battle and Jodi Benson; *A Wonderful Life, Private Lives, Gypsy*, and *The Pirates of Penzance*. Writing credits include *Beulah Land* (CAPS Fellowship, Ludwig Vogelstein Grant) and the libretto for *Barbary Keep* (1994 development grant from the National Endowment for the Arts). Wrote *History Loves Company* in collaboration with Maury Yeston and directed the world premiere in Chicago. A member of the Dramatists Guild, the Society of Stage Directors and Choreographers, and Actors Equity Association.


Former executive director of the New Jersey State Council on the Arts; Fellow, National Endowment for the Arts; permanent guest lecturer at the Utrecht (Netherlands) School of the Arts Centre for the Arts and Media Management; served as president of the Princeton Ballet and the Association of Arts Administration Educators; member of the federal, New Jersey, District of Columbia, and United States Supreme Court Bars.

**Distinguished Performers and Composers-in-Residence**

- **Milton Babbitt** (1987-1989)
- **Leo Kraft** (1989-1991)
- **Anatol Vieru** (1992-1993)
- **George Perle** (1993-1994)
- **Leonard Rosenman** (1994-1995)
- **Morton Subotnick** (1996-present)
- **Leo Kraft** (1997-1998)
- **George Crumb** (1997-1998)
- **Steven Schick** (1997-1998)
- **Maya Beyser** (1997-1998)
- **Suuki Kang** (1998-1999)
- **Morton Subotnick** (1998-1999)

**Lumina String Quartet** (2003-2005)

“Prizm” Brass Quintet (2003-2005)

**Tania León** (2004)

**Quintet of the Americas** (2004-2005)

**Full-Time and Adjunct Faculty**

(by specialization)

- Dance Education
  - **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.
  - **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
  - **Peter Avery**, B.A., M.F.A.
  - **Laurie Brooks**, B.A., M.A.
  - **Marla Carlson**, B.A., Ph.D.
  - **Kathleen Gallagher**, B.A., Ph.D.
  - **Ralph Lee**, B.A.
  - **Zeke Leonard**, B.F.A.
  - **Christina Marin**, B.S., Ph.D.
  - **Billy Mitchell**, B.A., M.A.
  - **David Montgomery**, B.A., M.A.
  - **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 Salvatore, B.A., M.F.A.
Nancy Smithner, B.A., Ph.D.
Carmine Tabone, B.A., M.A.
Philip Taylor, B.Ed., M.A., Ph.D.
Brad Vincent, B.Sc., M.A.

Music Composition
Joseph Church, B.A., M.M., D.A.
Marc Antonio Consoli, B.M., M.M., D.M.A.
Justin Dello Joio, B.M., M.M., D.M.A.
Dinu D. Ghezzo, Dipl., Ph.D., NYU Composer’s Orchestra
John V. Gilbert, B.A., Mus.B., M.A., Ed.D.
Young Mi Ha, B.M., M.A., M.M., Ph.D.
Sonny Kompanek, B.M., M.M.
Ronald Mazurek, B.A., M.M., Ph.D.
Ira Newborn, B.M.
Steven Rosenhaus, B.A., M.A., Ph.D.
Robert Rowe, B.M., M.A., Ph.D.
Ronald Sadoff, B.M., M.M., Ph.D.
Mark Snow, B.A.

Jazz Composition
Gil Goldstein, B.A., M.M.
Jim McNeely, B.M.
David Schroeder, B.Ed., M.M., D.A.
Rich Shemaria, B.M.
Kenny Werner, B.A., M.M.

Jazz Piano
Bob Albanese
Mike Cochrane, B.A., M.A.
Donald Friedman
Gil Goldstein, B.A., M.M.
Jim McNeely, B.M.
Rich Shemaria
Kenny Werner

Voice
Lawrence Alexander, B.A., M.M.
Jeremy Aye
Edith Bers, B.A., M.A.
Matthew Chellis, B.M.A., M.A.
Brian Gill, B.M., M.M.
Dianna Heldman, B.A., M.M.Ed., D.A.
Juliana Janes-Yaffe, B.M., M.M.
Michael Douglas Jones, B.M., M.M.
Linda Larson, B.M., M.M., D.M.A.
Jeanette LoVetri
Lori McCann, B.M., M.A., D.M.A.
Scott Murphree, B.M., M.M., D.M.A.

Jane Olian, B.A.
Jorge Parodi, M.A.
Christine Reimer
Michael Ricciardone, B.S., M.M.
David Rives, M.M., D.M.A.
Gregory Sheppard, B.M., M.M.
Sharon L. Stohrer, B.A., M.A.L.S., M.M.
Rosa Vento
Grant Wenaus, B.A., M.M., D.M.A.
Robert C. White, Jr., B.S., M.M., Ed.D.

Guitar
Bruce Arnold, B.M.
Pat Cerasiello
Mordy Ferber
Randi Johnston
John Scofield

Music Business
Dawn Botti, B.A., J.D.
Catherine Fitterman, B.A., M.A.
Catherine Moore, B.A., Ph.D.
David Purcell, B.M., J.D.
Charles Sanders, B.A., J.D., LL.M.
George Stein, B.A., J.D.
Shirley A. Washington, J.D., M.B.A.

Ensembles
Memo Acevedo, B.M.
Ralph Alessi, Jazz Composers Ensemble
Richard Bona, NYU Richard Bona Ensemble
Paul Cohen, B.M., M.M., D.M.A., NYU Concert Wind Ensemble

Dinu Ghezzo, Dipl., Ph.D., NYU Composer’s Orchestra
John Goodwin, B.A., M.A., D.M.A., NYU Choral Arts Society

Guest faculty, NYU Symphony Orchestra (2004, Tania León; 2005, Gunther Schuller)
Jonathan Haas, M.A., Steel Drum Band

Esther Lamneck, B.M., M.M., D.M.A. NYU New Music Ensemble
Brian Lynch, NYU Brian Lynch Ensemble

Roger Mahadeen, B.A., M.M., NYU Community Orchestra
Jim McNeely, NYU Jazz Composers Forum

Francisco Nunez, B.S., Grand Artist Dipl., NYU University Singers and NYU Women’s Choir

Mark Patterson, NYU Jazz Repertoire Ensemble

Dafnis Prieto, NYU Dafnis Prieto Ensemble

David Schroeder, B.Ed., M.M., D.A., NYU Jazz Studio Orchestra

John Scofield, NYU John Scofield Ensemble

Ira Shankman, B.S., M.M., NYU Jazz Choir

Rich Shemaria, B.M., NYU Jazz Orchestra

Kenny Werner, NYU Kenny Werner Ensemble

Various faculty, Chamber Wind, String, and Mixed Ensembles

Various faculty, Jazz Ensemble
Justin Dello Joio, B.M., M.M., D.M.A.

Lawrence Ferrara, B.M., M.M., Ph.D.

Dinu Ghezzo, Dipl., Ph.D.

John Gilbert, B.A., Mus.B., M.A., Ed.D.

Allan Kozinn

James Oestreich, B.A.

Walter Reinhold, Mus.B., M.S., M.S.M.

David Schroeder, B.M.E., M.M., D.A

Kent Underwood, B.A., M.A., Ph.D.

Music Theatre

Evalyn Baron

Bill Bowers, B.A., M.F.A., Ph.D.

Meg Bussert, B.A., M.A.T.

Andrea Markus, B.A.

Evan Mueller, B.A., M.F.A.

Cynthia Reynolds, B.S.

John Simpkins, B.M., M.A.

William Wesbrooks, B.A.

Music Theory

Justin Dello Joio, B.M., M.M., D.M.A.

Lawrence Ferrara, B.A., M.M., Ph.D.

Dinu Ghezzo, Dipl., Ph.D.

Panayotis Mavromatis, B.A., M.A., Ph.D.

Matthew McDonald, Ph.D.

Robert Rowe, B.M., M.A., Ph.D.

David Schroeder, B.M.E., M.M., D.A.

Music Education


David J. Elliott, B.M., B.Ed., M.M., Ph.D.

John V. Gilbert, B.A., B.M., M.A., Ed.D.

Susan Glass, B.A., M.M., Ed.D.

Amy Goldin, B.S., M.S.

John Daly Goodwin, B.A., M.A., D.M.A.

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

Jamie Jacobs, B.S., M.A.

Anna Kovacs, B.S., M.A.

Sharon Maricke, B.A., M.A., Ph.D.

Barbara Murray, M.A.

Francisco Nunez, B.S., Grand Artist Dipl.

William Rayner, B.A., M.A., Ph.D.

Michael Rotello, B.S., M.A.T.

Ira Shankman, B.S., M.M.

Nancy Shankman, B.S., M.M.

Marissa Silverman, B.A., M.A., Ph.D.

Elise Sobel, B.A., M.A.

Sarah St. Onge, B.M., M.M.Ed.

Robert Susman, B.M., M.A.

Music Technology

Tom Beyer, B.M., M.M.

Richard Boulanger, B.M., M.A., Ph.D.

Bill Bowen, B.A., M.A.

James Carpino, B.M.

Joel Chadabe, B.M., M.M.

Rich Citrinello, B.M., M.M.

Nicholas Didkovsky, B.A., M.A., Ph.D.

Tom Doci, B.A., M.M.

R. Luke Dubois, B.M., D.M.A.

Gary Filadelfo, B.M.

Mark Frankel, B.A., M.A.

Jake Glanz, B.S., M.E.

Barry Greenhut, B.M., M.M.

Dafna Naphtali, B.A., M.M.

Matthew Ostrowski, B.A., M.A.

Kenneth J. Peacock, B.A., M.A., Ph.D.

Joseph Raia, B.S., M.S.

Robert Rowe, B.M., M.A., Ph.D.

Ronald Sadoff, B.M., M.M., Ph.D.

Morton Subotnick, B.M., M.M.

Terry Walker, B.A., M.M.

Marvin Welkowitz, B.M., M.M.

Leszek Wojcik, Tonmeister

Flute

Robert Dick, B.A., M.M.

Brad Garner, B.M., M.M., D.M.A.

Suzanne Gilchrest, B.A., M.A.

Sue Ann Kahn, B.A., M.A.

Kathleen Nester, B.A., M.M.

Keith Underwood, B.M., M.A.

Eugenia Zukerman

Oboe

Vicki Bodner, B.M.

Rob Botti

Jerry Reuter, B.M.

Matt Sullivan

Trombone

Per Brevig, B.M., M.M., D.M.A.

Robin Eubanks

Anore Hayward

Tom Hutchinsson

James Markey

Mark Patterson

Clarinet

Stanley Drucker

David Krakauer, B.A., M.M.

Esther Lamneck, B.M., M.M., D.M.A.

Bass Clarinet

Dennis Smylie

Bassoon

Laura Koepke, B.M., M.M.

Kim Laskowski

Johnny Reinhard, B.M., M.M.

Saxophone

Paul Cohen, B.M., M.M., D.M.A.

George Garzone

Ralph Lalama, B.M.E.

Lenny Pickett

Chris Potter

Tim Ruedeman, B.M., M.A.

David Schroeder, B.Ed., M.M., D.A.

French Horn

Joe Anderer

Peter Gordan, B.M.

Barbara Oldham, B.M., M.M.

Organ

William Enriken, B.M., M.M., D.M.A.

Trumpet

Ralph Alessi, B.M., M.M.

Laurie Frink, B.M.

Mark Gould

Tim Hoyt, B.M., M.M., D.M.A.

David Krauss, B.M., M.M.

Brian Lynch, B.M., M.M.

Tuba

Marcus Rojas, B.M.
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., J.D., M.B.A.

Performing Arts Therapies
Drama Therapy
Jonathan Butler, B.A., M.A.
Jonathan Fox, B.A., M.A.
Antonina Garcia, B.A., M.A., M.S.W., Ed.D.
Maria Hodermarska, M.A.
Robert J. Landy, B.A., M.S., Ph.D.
Lucy McLellan, B.A., M.A.
Sara McMullian, B.A., M.A.
Anna Marie Weber, B.F.A., M.A.

Music Therapy
Kenneth Aigen, B.A., M.A., D.A.
Diane Austin, B.A., B.M.E., D.A.
Francis Bosco, B.S., M.A.
Edith Boxill, B.M., M.A.
Tina Brescia, B.S., D.A.
Susan Feiner, B.A., M.A., M.S.W.
Barbara Hesser, B.M., B.S., M.S.; CMT
Peter Jampel, B.S., M.A.
Benedikte Scheiby, M.M.
Noah Shapiro, B.A., M.A.
Alan Turry, B.S., M.A.
Madeline Ventre, B.A., B.M.E., M.S.
Terry Watson, M.A.

Department of Nutrition, Food Studies, and Public Health
Full-Time Faculty 2006-2007

Amy Bentley, Associate Professor. B.A. 1984, Brigham Young; M.A. 1985, Ph.D. 1992, Pennsylvania. Cultural and social history of food; food and industrialization; globalization and food; American cultural studies; 20th-century United States.


Sharron Dalton, Associate Professor. B.S. 1962, Iowa State; M.S. 1974, Rutgers; Ph.D. 1984, New York. International nutrition; food and nutrition knowledge and relationship to dietary practices; weight management and childhood obesity.

Lori Beth Dixon, Assistant Professor. B.A. 1987, Duke; Ph.D. 1994, Pennsylvania State; M.P.H. 1999, California (Berkeley). Dietary patterns of diverse populations; public health nutrition; dietary assessment methods; nutrition epidemiology.

James A. Macinko, Assistant Professor. B.S., B.A. 1991, Arizona; M.A. 1993, George Washington; Ph.D. 2002, Johns Hopkins. International health; primary health care; social epidemiology; quantitative methods; health services research; and impact evaluation.

Marion Nestle, Professor. B.A. 1959, Ph.D. 1968, M.P.H. 1986, California (Berkeley). Nutrition policy; effects of food industry marketing on diet and health; the role of diet in health promotion and disease prevention; dietary advice to the public.

Domingo J. Piñero, Assistant Professor. B.S. 1986, Central de Venezuela; M.S. 1991, Simón Bolívar (Venezuela); Ph.D. 1998, Pennsylvania State. Public health nutrition; iron nutrition in populations at risk; nutrition and cognitive development; nutrition in pediatrics; nutrition in the Hispanic community; international nutrition; demography and nutrition.

Krishnendu Ray, Assistant Professor. B.A. 1984, M.A. 1986, Delhi (India); Ph.D. 2001, SUNY (Binghamton). Ethnic food; immigrants and food; cuisine and class; transnationalism and global flows of people and culture; chefs and professionalization; sociology.

Lisa Sasson, Clinical Assistant Professor. B.S. 1981, Brooklyn College (CUNY); M.S. 1986, New York; RD Sports nutrition; weight loss and behavior modification; food service systems; recipe development; nutrition education.


Adjunct Faculty
Joan Aronson, A.O.S., B.S., M.S., Ph.D.
Doug Berman, M.S.
Neal Bermas, B.A., Ph.D.
Vicki Breitbart, M.S.Ed., M.S.W., Ed.D.
Andrew Burgie, B.A., M.S.
David J. Canty, B.S., M.S., Ph.D.
Shannah Carter, M.S.; RD
Linda Chio, M.S.; RD
Mitchell Davis, B.S.
Jon Deutsch, M.A., Ph.D.
Elizabeth Fassberg, B.A., M.PH.
James Feustel, M.A.
Jeffrey P. Fine, B.A., M.S.W., M.S.
Antoinette Franklin, B.S., M.S.
Ellen J. Fried, B.A., J.D.
Lisa Garback, M.S.; RD
Claudia Gill Green, B.S., M.S., Ph.D.
Erica B. Hirsch, B.S., M.S.
Audrey Jacobson, M.D., Ph.D.
Farzana Kapadia, M.PH., Ph.D.
Eleanor Krieger, B.A., M.S.; RD
Linda G. Lawry

Patricia Lobenfeld, A.S., B.A., M.A.
Michelle Masiello, B.A., M.A.
Charles M. Mueller, B.A., M.S., Ph.D.
Tracy Nichols, B.A., M.A., Ph.D.
Michael J. Palmieri, B.S., M.S.
Fabio Parasecoli, B.A., M.A., M.S.
Robert L. Phillips, B.S., M.A., Ed.D.
Daniel Rafalin, B.S., M.A.
Yael Raviv, B.A., M.A., Ph.D.
Alice S. Ross, B.S., M.S., Ph.D.
Judy E. Rusignuolo, B.S., M.A.
Joy Santlofer, B.F.A., M.A.
Irene Sax, B.A., M.A.
Elizabeth Schaible, B.B.A., A.A.S., M.S.
Janet E. Schebendach, B.A., M.S.
Renata Schiavo, Ph.D.
Susan Schlosser, M.S.
Lynn Schultz, B.A., M.S.W.
Tim Shaw, M.A.
Susan B. Spector, B.S., M.S.
Amy Topel, B.A.
Chau Trinh-Shevrin, D.PH.
Susan M. Underwood, B.S., M.S.
Richard J. Vayda, B.A., M.A.
Suzanne Weltman, B.S., M.P.A., M.L.A.
Martha Widdicombe, B.A., M.P.H.; RN
Lisa R. Young, B.S., M.S., Ph.D.
Stephen Zagor, B.A., M.P.S.

Food Program Coordinator
Rebecca Sparks, B.S., M.S.

Research and Program Specialists
Mimi N. Martin, B.A., M.A., M.L.S.
Marcia Thomas, M.S., M.P.H.; RD
Frederick R. Tripp, B.A., M.S.

Department of Speech-Language Pathology and Audiology
Full-Time Faculty 2006-2007

Sharon Antonucci, Assistant Professor. B.A. 1997, Connecticut College; M.S. 1999, Columbia; Ph.D. 2005, Arizona; CCC-SLP. Special interest and expertise in adult neurogenic communication disorders, neuroimaging, and age-related changes in communication and cognition.


Gina M. Canterucci, Teacher. B.S. 1994, Ohio; M.A. 1997, Case Western Reserve; CCC-SLP. Special interest and expertise in adult neurogenic communication disorders and subclinical communication problems.
Maria I. Grigos, Assistant Professor. B.S. 1991, New York; M.S. 1993, Ph.D. 2002, Columbia; CCC-SLP.
Special interest and expertise in speech motor and phonological development, craniofacial disorders, genetic bases of speech disorders.

Harriet B. Klein, Professor. B.A. 1958, M.A. 1960, Brooklyn College (CUNY); Ph.D. 1978, Columbia; CCC-SLP.
Special interest and expertise in child language acquisition and disorders and phonological disorders.

Christina Reuterskiold-Wagner, Assistant Professor. B.S. 1986, Lund (Sweden); M.S. 1988, Boston; Dr. Med. Sc. 1999, Lund (Sweden); CCC-SLP.
Special interest and expertise in child language acquisition and disorders and literacy.

Celia F. Stewart, Associate Professor. B.S. 1973, Colorado State; M.S. 1976, Phillips; Ph.D. 1993, New York; CCC-SLP.
Special interest and expertise in adult neurogenic disorders, normal voice production, voice disorders, swallowing disorders, anatomy and physiology, acoustics, assessment, and rehabilitation.

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

Training Specialists
Erasmia Ioannou Benakis, M.A.; CCC-SLP Off-Campus
Clinic Director
Anne-Marie Skvarla, M.A.; CCC-SLP, Clinic Director

Adjunct Faculty
Suzanne Abraham, Ph.D.; CCC-SLP
Elaine Altman, Ph.D.; CCC-SLP
Steven H. Blaustein, Ph.D.; CCC-SLP
Mark Budde, Ed.D.; CCC-SLP
Kathy Busch, M.Phil.; CCC-SLP
Lee Caggiano, M.A.; CCC-SLP
Cindy Cohen, M.S.; CCC-SLP
Shelly Cohen, M.A.; CCC-SLP
Ingrid Davidovich, M.S.; CCC-SLP
Deanne Fitzpatrick, M.A.; CCC-A
Mona Greenfield, Ph.D.; CCC-SLP
Barbara Grossman, Au.D.; CCC-A
Virginia Hill, M.A.; CCC-SLP
Rachel Jean-Baptiste, M.A.; CCC-SLP
Jessica Kijowski, M.S.; CCC-SLP
Irene Kling, Ph.D.; CCC-SLP
Nicole Kolenda, M.S.; CCC-SLP
Anthony Koutoftas, M.S.; CCC-SLP
Cathy Lazarus, Ph.D.; CCC-SLP
Jayne Latz, M.A.; CCC-SLP

Doron Milstein, M.A., Ph.D.; CCC-A
Karen Riedel, Ph.D.; CCC-SLP
Brianne Salzman, M.S.; CCC-SLP
Brian Scott, M.A.; CCC-SLP
Dominic Servedio, Au.D.; CCC-A
Polina Shuminsky, M.S.; CCC-A
Melissa Wexler-Gurfein, M.S.; CCC-SLP

Department of Teaching and Learning
Full-Time Faculty 2006-2007

Instructional program design and implementation supporting the education of general and special education students.

Director of the Ruth Horowitz Teacher Development Center. Research interests: teacher development, the role of economic evaluations in educational decision making.

Research interests: adolescent girls’ learning and literacy; immigrant children’s learning and literacy; middle school curriculum.

Adolescent literacy; literacy assessment; relationships between reading and writing in learning and teaching; urban education; field-based research.

Field research and mentoring in teaching of secondary school science.

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

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, Clinical Assistant Professor. B.A. 1988, Vassar College; M.A. 1993, SUNY (Binghampton); 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.

Miriam Eisenstein-Ebsworth, Associate Professor. B.A. 1968, Brooklyn College (CUNY); M.A. 1971, Columbia; Ph.D. 1979, 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.

Margot Ely, Professor. B.A. 1951, Queens College (CUNY); M.A. 1960, Ph.D. 1962, Colorado. In-depth studies in schools, communities, and businesses as well as in minority issues and in the quality of life and learning in the classroom environment; professional interaction and development; literacy; alternative educational paradigms.


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.


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.

Zhonghong Jiang, Associate Professor. B.A. 1982, M.S. 1985, Beijing Normal (China); M.S. 1992, Ph.D. 1993, Georgia. The use of technology in mathematics teaching and learning; problem solving; mathematical modeling; probability.


Cynthia McCallister, Associate Professor and Literacy Program Director. B.S. 1984, Ball State; M.Ed. 1990, Ed.D. 1995, Maine (Orono).

Literacy education in urban school contexts; sociocultural perspectives on literacy education; teacher research and classroom inquiry as pedagogy.


Catherine Milne, Assistant Professor. B.Ed. 1978, B.Sc. 1979, James Cook (Australia); M.Sc. 1993, Ph.D. 1998, Curtin University of Technology (Australia).

Taught in the Northern Territory of Australia for almost 15 years, working as subject teacher, head of department, and assistant principal. Research interests: learning and teaching science in urban schools, professional education of science teachers, the history and philosophy of science and science education, historiocultural analysis of learning environments, learning to teach, and using design experiments.

Oliver Patterson, Clinical Professor. B.S. 1964, Brooklyn College (CUNY); M.S. 1967, Professional Dipl. 1969, Ed.D. 1972, Hofstra.


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 child-rearing, survival literacy, and self-advocacy; multicultural children’s literature in problem-posing, teaching, and learning.


Met-Life Fellow of Impact II's National Teacher Policy Institute. Taught extensively in the New York City public school system, Hudson County Community College, and St. Peter's College. Current focus is on field placement activities, including the recruitment of schools and districts for partnership and the supervision of student teachers. 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, Urban Master Teacher. B.S. 1965, M.S. 1966, St. John’s; M.S. 1975, Lehman College (CUNY).

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Former teacher, guidance counselor, assistant principal for the Department of Education, New York City.
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Specialist in curriculum development and instructional methods in English and the humanities. Coordinator, Inquiries into Teaching and Learning. Director of Project MUST, Mentoring Urban Students for Teaching.

Mathematics education; teachers’ beliefs about teaching and learning mathematics; field-based research on after-school mathematics programs.

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Second and foreign language teaching methodology; language learning strategies; cross-cultural studies.

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Robert M. Wasson, B.A., M.A., Ph.D., Counselor Education
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Raymond A. Weiss, B.S., Ed.M., Ed.D., Ph.D., Curriculum and Instruction (Physical Education and Sport)
Laurie Wilson, B.A., M.A., Ph.D., Art Therapy
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<tr>
<td>Disabilities, All Grades</td>
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</tbody>
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*Higher Education General Information Survey

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

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**Program Titles HEGIS**

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- Studio Art and Teaching Art, All Grades—Dual Degree 1002/0831
- Communication Studies 0601
- Applied Psychology 2101
- Nutrition and Food Studies 1306
- Speech-Language Pathology 1220
- Teaching Students with Speech and Language Disabilities, All Grades 0815
- Instrumental Performance 1004
- Piano Performance 1004
- Theory and Composition 1004
- Vocal Performance 1004
- Music Business 1099
- Music Technology 1099
- Teaching Music, All Grades 1005
- Instrumental Performance 1004
- Piano Performance 1004
- Theory and Composition 1004
- Vocal Performance 1004
- Music Business 1099
- Music Technology 1099
- Teaching Music, All Grades 1005
Travel Directions to the Washington Square Campus*

LEXINGTON AVENUE SUBWAY
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

SIXTH OR EIGHTH AVENUE SUBWAY
To West Fourth Street–Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

SEVENTH AVENUE SUBWAY
To Christopher Street–Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

PORT AUTHORITY TRANS-HUDSON (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

FIFTH AVENUE BUS
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

EIGHTH AVENUE SUBWAY
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

BROADWAY SUBWAY
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

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.

EIGHTH STREET CROSSTOWN BUS
Bus numbered 8 to University Place. Walk south to Washington Square.

BROADWAY BUS
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

*See Washington Square Campus map and key for specific addresses.
New York University Centers

1 Washington Square Center
Tisch School of the Arts (TSOA)
College of Arts and Science (CAS)
Leonard N. Stern School of Business (STERN)
School of Continuing and Professional Studies (SCPS)
Steinhardt School of Education (STEINHARDT)
Gallatin School of Individualized Study (GAL)
School of Social Work (SSW)
Graduate School of Arts and Science (GSAS)
School of Law (LAW)
Robert F. Wagner Graduate School of Public Service (WAGNER)
Courant Institute of Mathematical Sciences (CIMS)
Elmer Holmes Bobst Library (LIB)
Jerome S. Coles Sports and Recreation Center

2 College of Dentistry (DENT)
345 East 24th Street
David B. Kriser Dental Center
Comprehensive Dental Service
Leonard J. Bluestone Center for Clinical Research
Larry Rosenthal Institute for Aesthetic Dentistry

3 New York University Medical Center (MED)
550 First Avenue
School of Medicine
Post-Graduate Medical School
Tisch Hospital
Rusk Institute of Rehabilitation Medicine
Arnold and Marie Schwartz Health Care Center
Skirball Institute of Biomolecular Medicine

4 New York University Midtown Center
11 West 42nd Street
School of Continuing and Professional Studies (SCPS)

5 Institute of Fine Art (IFA)
1 East 78th Street
James B. Duke House
Stephen Chan House

6 Mount Sinai Medical School
(affiliated)
1 Gustave Levy Place
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### Calendar

#### 2006

*All dates inclusive*

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<tr>
<th>Event</th>
<th>Dates</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall-term registration begins</td>
<td>April 17</td>
<td>Monday</td>
</tr>
<tr>
<td>Summer Sessions I</td>
<td>May 15-June 2</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>II</td>
<td>June 5-23</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>III</td>
<td>June 26-July 14</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>IV</td>
<td>July 17-August 4</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 29</td>
<td>Monday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>September 4</td>
<td>Monday</td>
</tr>
<tr>
<td>Fall-term classes begin</td>
<td>September 5</td>
<td>Tuesday</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>October 9</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>November 6</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring registration begins</td>
<td>November 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>November 22</td>
<td>Wednesday</td>
</tr>
<tr>
<td>(classes meet on a Monday schedule)†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 23-25</td>
<td>Thursday-Saturday</td>
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<tr>
<td>Legislative Day</td>
<td>December 12</td>
<td>Tuesday</td>
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<tr>
<td>(classes meet on a Thursday schedule)†</td>
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<tr>
<td>Last day of classes</td>
<td>December 13</td>
<td>Wednesday</td>
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<tr>
<td>Reading Day</td>
<td>December 14</td>
<td>Thursday</td>
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<tr>
<td>Fall-term final examinations</td>
<td>December 15-22</td>
<td>Friday-Friday</td>
</tr>
<tr>
<td>Winter recess</td>
<td>December 23-January 13</td>
<td>Saturday-Saturday</td>
</tr>
</tbody>
</table>

* All Monday classes will meet on Wednesday, November 22. Therefore, Wednesday classes do not meet on this day.

† All Thursday classes will meet on Tuesday, December 12. Therefore, Tuesday classes do not meet on this day.
### 2007

*All dates inclusive*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Day</th>
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<tbody>
<tr>
<td>Dr. Martin Luther King, Jr. Day: holiday</td>
<td>January 15</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring classes begin</td>
<td>January 16</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>February 19</td>
<td>Monday</td>
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<tr>
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<td>March 12-17</td>
<td>Monday-Saturday</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>March 26</td>
<td>Monday</td>
</tr>
<tr>
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<td>April 16</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 30</td>
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<tr>
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<td>May 1</td>
<td>Tuesday</td>
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<tr>
<td>Spring-term final examinations</td>
<td>May 2-9</td>
<td>Wednesday-Wednesday</td>
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**Commencement:**

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<tr>
<td>Conferring of degrees</td>
<td>May 10</td>
<td>Thursday</td>
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<tr>
<td>Summer Sessions I</td>
<td>May 14-June 1</td>
<td>Monday-Friday</td>
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<tr>
<td>II</td>
<td>June 4-22</td>
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<td>III</td>
<td>June 25-July 13</td>
<td>Monday-Friday</td>
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<tr>
<td>IV</td>
<td>July 16-August 3</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>May 28</td>
<td>Monday</td>
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<td>Independence Day: holiday</td>
<td>July 4</td>
<td>Wednesday</td>
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<tr>
<td>Labor Day: holiday</td>
<td>September 3</td>
<td>Monday</td>
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<tr>
<td>Fall-term classes begin</td>
<td>September 4</td>
<td>Tuesday</td>
</tr>
<tr>
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<td>October 8</td>
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<td>November 5</td>
<td>Monday</td>
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<tr>
<td>Spring registration begins</td>
<td>November 12</td>
<td>Monday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>November 21</td>
<td>Wednesday</td>
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<td>(classes meet on a Monday schedule)*</td>
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<td>November 22-24</td>
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<td>December 11</td>
<td>Tuesday</td>
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<td>(classes meet on a Thursday schedule)†</td>
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<td>Thursday</td>
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<td>December 14-21</td>
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<td>March 17-22</td>
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<td>Wednesday-Wednesday</td>
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<td>Thursday</td>
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<td>May 19-June 6</td>
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<td>June 9-27</td>
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<td>July 21-August 8</td>
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